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2014–15 will be remembered as a banner year for the Bagwell College of Education. We occupied our new state-of-the-art building addition and simultaneously renovated the college’s space in Kennesaw Hall to bring coherence across the two adjacent buildings, which we now call home. The opening of the new facility was celebrated with great fanfare, including a performance by the string quartet from Allatoona High School. You will find an article about the ribbon cutting ceremony and the distinguished dignitaries who participated.

Faculty and candidates engage in important and impactful research as evidenced by the recognition Kennesaw State University received from the Association for Teacher Educators (ATE) and through the selection of a faculty member as a Fulbright scholar. Fascinating is the meaningful involvement both pre-service and in-service teachers have in funded projects located in Yellowstone National Park and Georgia’s Wassaw Island. Newly created global partnerships take us beyond our current ones to Spain and Poland. Through our partnership with the Confucius Institute, the college brought the first visiting professor to campus under the Confucius China Studies Program.

Elsewhere in this report, you will read about the expansion of our partnerships that has afforded P-12 students opportunities they have never before had. Students at Harmony-Leland Elementary School, Floyd Middle School, and Osborne High School who participated in a core values project are now published authors. Other Osborne High School students have written conference proposals and presented before their peers as well as teachers, KSU aspiring teachers, and KSU faculty. The Cuentos de mi Vida project at Hasty Elementary School has been enhanced from print stories to digital stories with plans to incorporate art.

Bagwell prides itself on its enduring commitment to inclusiveness, excellence, and innovation through engagement in major initiatives that ensure our candidates are well prepared to meet the daily challenges educators face and take leading roles in solving the challenges of the future. Virtual avatars have been employed to prepare our candidates for the realities of today’s P-12 classrooms. Bagwell’s inaugural Faculty Fellows program has focused our diversity efforts in new ways, while the initial cadre of Woodrow Wilson Foundation Fellows was selected to address the shortage of highly qualified STEM teachers.

As we look to the future, I am deeply encouraged to see the trust individuals have in the work of the college. They have demonstrated this trust through their generous donations. These gifts hugely contribute to Bagwell College reaching a greater level of excellence.

I am extremely proud of our faculty, staff, students, and alumni. When you read the final two sections of this report, all indicators illustrate the fact we are dedicated to learning that changes lives. I am confident you will concur:

Once again, I thank you for your interest in the significant progress and accomplishments of the Bagwell College of Education. I invite you to familiarize yourselves with the many opportunities available in the college. Please do stop by and visit us in our new building.

Professionally yours,

Arlinda J. Eaton, Dean
IMPACTING LIVES through research
KSU Receives “Distinguished Program in Teacher Education” Award

KSU’s model of student teaching has been totally transformed. It no longer reflects the traditional model that placed teacher candidates in classrooms for only one semester before graduation. For the past six years, an interdisciplinary team of faculty in the Educator Preparation Provider (EPP) unit has been working to redesign the college’s teacher preparation programs, and those efforts are paying off not only in the classroom, but also in the rising national reputation of the college. This year the Association of Teacher Educators (ATE), a national organization devoted solely to the improvement of teacher education, recognized KSU’s EPP as a “Distinguished Program in Teacher Education.” ATE members represent over 700 colleges and universities, over 500 major school systems, and the majority of state education departments.

“As teacher educators, one of the challenges that we face is preparing a teacher workforce that is sustainable over time. The problem with the traditional model was that about 40 percent of new teachers were leaving the profession after a few years of teaching,” said Toni Strieker, professor of special education and clinical experiences researcher. “At KSU, we hold ourselves accountable to reduce the attrition rate. We redesigned our teacher education programs to provide yearlong clinical experiences that will give our teacher candidates the confidence

Members of the interdisciplinary research and design team: Darren Crovitz (English Education), Toni Strieker (Team Leader), Marie Holbein (Chair, TQP Research Academy), Woong Lim (Secondary and Middle Grades Education), Cherry Steffen (Elementary and Early Childhood Education), Kim Gray (Teaching and Learning), Daphne Hubbard (Secondary and Middle Grades Education).
In collaboration with the Office of Research, the Bagwell College of Education is bringing real-world science to pre-service and in-service teachers alike through two ongoing research projects.

Working with the Caretta Research Project, a hands-on research, conservation and education project, Senior Lecturer of Elementary Education Terri Collins takes pre-service teachers to Georgia’s Wassaw Island to learn about the turtles that nest there. For the first time in five years Collins brought five in-service teachers from Paulding County Schools in addition to her pre-service teachers.

“We do this to increase the understanding and enthusiasm for scientific research, and to provide resources and strategies for applying these experiences to the elementary school classroom,” Collins said. “It has become such a coveted experience.”

In the last couple of years, Collins and her teachers have received close to $20,000 in support from the KSU Office of Research along with financial support from the ATOMS Center and the Bagwell College. Georgia Power and AT&T also provided generous support. Funding has gone to

Scientific Research: From Wassaw Island to Yellowstone National Park

In collaboration with the Office of Research, the Bagwell College of Education is bringing real-world science to pre-service and in-service teachers alike through two ongoing research projects.

“The TQP research showed that during the yearlong clinical experiences, pre-service teachers were able to build relationships with students, get to know the parents, and the schools’ routines. Overall, they were much better prepared,” Strieker said.

“Out of this research came a new pedagogy for supervisors, a model of developmental supervision, in which supervisors adjust their communication and behavior approaches based on the development of the candidates,” Strieker said. “There were three stages of research and development: yearlong clinical experiences, pre-service co-teaching, and coaching, which turned into developmental supervision. All of this evolved into a new set of clinical practices that have been shown to improve candidate performance.”

Strieker estimates the Bagwell College of Education has put between 750 and 1,000 collaborating teachers and student teachers through professional learning certificates associated with the redesign. “What I have enjoyed most about this project was the collaboration of our interdisciplinary design and research teams,” she said. “Through this work we were able to forge new, meaningful partnerships with faculty in different colleges at KSU as well as teachers and administrators in four school districts.”
materials for students such as headlamps, registration fees, fans and a recreational vehicle. This year, the Paulding County in-service teachers competed for an all-expenses-paid trip, which was funded by an ATOMS Center grant.

“Without this support, this doesn’t happen,” Collins said. “The impact of the program is significant. We take an average of 15 student teachers a year times approximately 30 students they will instruct in their own classrooms, and that’s a minimum of 450 elementary students who are impacted by this program annually.”

Participants assist the island scientists with measuring and tagging turtles, running DNA tests and studying the barnacles that attach themselves to the turtles. In addition, upon their return, they must complete a “scientific research, reading and writing assignment” aligned with the Common Core performance standards for early childhood education.

“I loved that everything was hands on! I believe this experience will impact my classroom in a tremendous way,” Kelly Smith said. “I cannot wait to have a classroom of my own and be able to share all of the vital information I have learned during this experience and teach them to want to care about the protection of wildlife. This was truly one of the best learning experiences I have ever had the opportunity to be a part of.”

Enthusiasm is contagious, and that same enthusiasm for science is also a result of the Yellowstone Teacher Project, which takes in-service teachers to the national park as part of the American Democracy Project. The program was brought to the Bagwell College by Dr. Charles Amlaner, Vice President for Research.

“A few years ago Dr. Amlaner went on this trip, and he thought it was great for college teachers, but he thought we needed to take in-service teachers to the national park as part of the American Democracy Project. The emphasis is to produce a citizen who can go out and get information and evaluate different perspectives and make an informed decision.”

“When teachers return, they write lesson and unit plans that meet performance standards in the context of the issues at Yellowstone,” Loomis said, noting it’s not just science teachers who have participated. “There have been teachers in language arts, English, social studies, art and technology from all grade levels.”

“We take 12 teachers a year, and we’re pushing about 40 participants so far,” Loomis said. “If they are elementary school teachers, they’re sharing this experience with about 30 kids. If they teach middle or high school, it’s upward of 150 students being impacted, so it’s a huge multiplier effect.”

Participants research important and complex issues such as bison management, winter use of the park and wolf reintroduction. “Everyone falls in love with the bison,” Loomis said, but after talking with nearby ranchers about the threat they pose to local cattle herds, juxtaposed with video from an animal rights group showing the hazing that occurs each spring – just after calving season – to keep the bison within the boundaries of the park, the issue is no longer black and white.

“That type of problem solving and listening to all of these different perspectives is what our state and national standards currently emphasize,” Loomis said. “The emphasis is to produce a citizen who can go out and get information and evaluate different perspectives and make an informed decision.”
We do this to increase the understanding and enthusiasm for scientific research, and to provide resources and strategies for applying these experiences to the elementary school classroom.
Faculty and students in the Bagwell College of Education will soon have more options when it comes to teaching and studying abroad, thanks to two new memorandums of understanding and a partnership with the Confucius Institute.

Previously, international student teaching placements have been – and continue to be – in Belize, Brazil, China, Costa Rica, Ecuador, Mexico and Uganda. Now other study abroad opportunities are expanding to Spain and Poland.

An MOU with the University of Valladolid, Spain (UVa), was the first to come to fruition this spring. Two UVa students – one Ph.D. and one undergraduate – came to Kennesaw State, while four BCOE faculty had previously visited their university. The doctoral candidate, Raphael Alberto Méndez Romero, studied with Corrie Theriault, associate professor of research and director of Collaborative Graduate Programs in the BCOE. Romero was so complimentary of the guidance he received from Dr. Theriault that UVa invited her, all expenses paid, to be a member of the committee evaluating Romero’s dissertation presentation in December.

“We visited local schools to collaborate with their faculty about future study abroad opportunities for our students,” said Binbin Jiang, BCOE’s interim director of Global Engagement and professor of International Education, Leadership and Research.

The University of Valladolid is one of the oldest in Spain, its origins dating to the end of the 13th century. The first written reference to the university occurs in a document signed by King Sancho IV of Castile in the year 1293. The university boasts 35,000 students on four campuses, 2,400 faculty, 1,000 staff, more than 100 undergraduate degrees, 68 post graduate degrees, and 80 doctoral programs.

While the UVa MOU was a university-wide initiative, this year the BCOE also signed its first college-level MOU with the University of Rzeszow (UR) in Poland. Established in 2001 through the merger of several institutions of higher education, UR offers a variety of undergraduate and postgraduate programs, specialist training, supplementary training and adult education to almost 20,000 students.

After a thorough Internet search on teacher education in the United States, a delegation from UR chose the BCOE for a weeklong exploratory visit funded by the Polish government. “They liked the information provided on our website, so they chose to come visit us,” Jiang said. “We hosted five visitors from Poland and visited a local elementary, middle and high school while they were here.”

Jiang believes there will be opportunities for faculty research through the MOU with the University of Rzeszow, and the final details are being worked out on a program in which Bagwell graduate students will go to Poland in the summer for four weeks to teach English to teacher education candidates. “They want to start with that specific program,” Jiang said, “It should be implemented by next summer.”

Global Partnerships Create Learning Opportunities
Annually, the college sends between 40 and 45 teacher candidates abroad for a semester-long practicum. To date, more than 200 BCOE teacher candidates have completed student teaching abroad, propelling the college to the No. 1 position at KSU for students earning global engagement certificates. “Global learning is not just to broaden their (teacher candidates) perspective, but it is directly related to understanding diversity in the United States,” Jiang said. “Our research shows when they come back, they have a much better understanding of English language learners and their needs in our schools.”

On the faculty front, a partnership between BCOE and the Confucius Institute resulted in the first visiting professor at Kennesaw State University under the Confucius China Studies Program (CCSP). “When faculty are engaged in global learning and research, their students benefit through the faculty’s sharing of that global research,” Jiang said.

Xiangming Chen, professor of education and director of the Center for Qualitative Research in Education at Peking University, offered a series of lectures on Chinese education and qualitative research and co-taught a doctoral class during her stay. “From a global perspective, Peking University is one of the most prestigious universities in China,” Jiang said. “It was an honor, not only for the college, but for the university as well, to host such a renowned scholar and for our faculty to benefit from her research expertise.”

Chen also became the first international scholar to participate in BCOE Dean Arlinda Eaton’s “Dean’s Speaker Series.” In September 2012, Eaton launched the series to support faculty accomplishments at the national level in an effort to play a major role in helping Kennesaw State become a doctoral research university.
Assistant Professor of TESOL Amanda Richey recently returned to the Bagwell College of Education following a 10-month faculty position at the University of Jordan in Amman.

“As a Fulbright Scholar at the University of Jordan in Amman, I’ve engaged in a variety of activities,” Richey said. “First, I served as an instructor in the Applied English Department in the Faculty of Foreign Languages. In that role, I taught upper undergraduate students in three courses (Methods of Teaching English as a Foreign Language, Discourse Analysis, and Pronunciation and Speech), advised students, and started and co-facilitated a bi-weekly Conversation Club for the department.”

Richey’s Fulbright was a teaching-centered award focused on culturally relevant pedagogy. She was the first member of the Department of Inclusive Education to receive a Fulbright award for an entire academic year.

“I also gave guest lectures in undergraduate and graduate courses, and gave two invited lectures to the University of Jordan community at large on my research and curriculum work,” she said. They included: Globalization and Diversity in Higher Education: Pedagogy and Possibility; and Photovoice: Using Photography in the American English Language Arts Classroom. Additionally, Richey lectured at Yarmouk University in Irbid, Jordan, where she presented Reading the Word and the World: Understanding Critical Pedagogy and the Banning Model of Education.

“Beyond my teaching at the university, I was involved in teaching English as a Foreign Language and methods to adult refugee students, developing curriculum for refugee education programs and supervising students in informal refugee education centers in urban Amman.”

“In addition to these professional activities, I’ve started a narrative research project on refugee students’ experiences in interfaith learning contexts and developed my Arabic language skills through formal instruction,” she continued.
IMPACTING LIVES
through partnerships
Not many high school students can put “published author” on their resumes, but thanks to a longstanding partnership between the Bagwell College of Education and Osborne High School (OHS), this spring several seniors became just that – published authors.

“Osborne High School has successfully rebranded itself into a blossoming intellectual giant that has now produced its first set of published authors,” said H.E. Holliday, a BCOE associate professor who pioneered the “30 Core Values Worth Knowing” character education project. “No other public high school in Cobb County, in Georgia, and indeed in the entire country, can make that claim.”

The project first exposed the students to the core values, and then they were asked to write about what a particular value meant to them. The core values were developed by Dr. Holliday and documented in his latest book, “Reconnecting, Redirecting and Redefining 21st Century Males.”

To celebrate the students’ success, a book signing for their “30 Core Values Worth Knowing: From a High School Point of View,” was held just before the students graduated in May.
“This is a very exciting day for us,” said OHS Principal Joshua Morreale. “These students were freshmen when I first started here, so they have a special place with me, but furthermore, the fact that I’m calling them authors now makes me a very proud principal.”

Morreale said the school participated in the project because teachers and administrators wanted to instill more in their students than state-mandated standards. “It’s very important to me that my students have these values when they leave Osborne High School because these values are going to set students up for success in life, and that’s very important,” he said.

Holliday said where once there was a debate over teaching values in school, the conversation “switched” after the shooting at Columbine High School in 1999.

“Character education is the teaching of core values,” he said. “Character and values are the most important thing you have, and nobody can ever take that away from you.”

After praising the newly minted authors for setting “a very high bar for future students,” Holliday left them with a challenge. “I leave you with a challenge from Albert Einstein,” he said. “Try not to become a person of success, but rather become a person of value.”
What began as a pilot program in one Cherokee County elementary school two years ago now serves as a hallmark community engagement program for the Bagwell College of Education.

The Cuentos de mi Vida Storysharing Project is an ongoing collaboration between Hasty Elementary School and the TESOL (Teaching English to Speakers of Other Languages) Program in the Department of Inclusive Education at Kennesaw State University. Directed by Linda Shuford Evans, associate professor of TESOL, the purposes of the project are to promote multilingualism and multiliteracies, engage emergent bilingual students in meaningful and productive literacy experiences, strengthen home-school partnerships, provide future teachers with authentic experiences with linguistically and culturally diverse learners, highlight the strengths of all community members, and engage students and future teachers as researchers.

“Literacy is so important for kids,” Evans said. “For these students, learning gets put on hold until they have enough English to access the curriculum, which is delivered in English.”

The project began in spring 2013 with 14 fifth- and sixth-grade ESOL students and expanded to 36 fourth- and fifth-grade students by spring 2015. The program uses a variety of methods including conferencing, photography and multimedia to showcase the students’ work. The culminating event...
each semester is a visit by the students to the university.

“The focus of the project initially was on creating oral histories of family members – Cuentos de Mi Familia (Stories of My Family),” Evans explained. “But, in fall 2013, the focus broadened to include personal stories from the students’ lives – Cuentos de Mi Vida. We expanded from print stories into digital stories, and future plans include adding team members who specialize in instructional technology and art.”

According to Evans, last year, the program had a larger group of newcomers who spoke little to no English, so the students did more story writing in Spanish.

“Some of the students who had written stories in English, when seeing their classmates write in Spanish, asked if they could also try to write a story in Spanish, which was exciting for us,” she said. “The focus was on the story – expression, coherence, descriptions, dialog, etc. – and language was a tool.”

The Cuentos de Mi Vida project is part of CIELO (Collaboration for the Internationalization of Educators, Learners and Organizations), a multi-college collaboration to promote global/local initiatives at all levels. Evans is a co-founder of CIELO, along with April Munson, College of the Arts, and Iván Jorrín Abellán, Bagwell College of Education.

Lyrical Literacy Conference

Continuing a long-standing collaboration between the Bagwell College of Education and Osborne High School, faculty, staff and students from each institution put on the “Lyrical Literacy Conference” this spring, exploring the theme “If I Ruled the World: Lyrical and Visual Reflections on Injustice, Love, Loss and New Possibilities.”

“The development of our Professional Development Schools with the Osborne cluster schools has always been centered around improved teacher preparation that positively impacts K-12 student achievement,” said Nichole Guillory, project co-organizer and associate professor of curriculum and instruction.

The conference was one of the culminating activities for Photovoice 2, a documentary photography methodology used by participants to document their family and community stories. Photovoice 2 included an interdisciplinary focus with co-taught sessions by Guillory and Osborne faculty members Sherrye Tillman, chair of the English Department, and William Rembert, chair of the Fine Arts Department, who were co-organizers of the conference.

“We wanted a culminating activity this year that highlighted the interdisciplinary focus, where students analyzed not only photography, but also music and art and their connection to more traditional forms of literacy,” Tillman said. ”We want to make sure our content is rigorous and culturally relevant to our students, and we’ve been able to do that through this collaboration with KSU.”
Hoping to mirror the format of an academic professional development conference, there were concurrent sessions focused on themes for which the students researched and developed interactive presentations. There were 44 unique presentations in 62 different classrooms, which had an average of 20 students participating.

“Our partnership has grown over the years to include more opportunities for KSU and OHS faculty to work together to benefit both KSU and OHS students,” Guillory said. “KSU teacher educators are able to better prepare teachers because we work with Osborne High School faculty partners and OHS students. The environment is rich with learning opportunities, and I feel very fortunate that our partnership continues to yield so many valuable experiences for our students and for us.”

Professors from across the Educator Preparation Provider unit participated in the conference, including Charlease Kelly-Jackson (Elementary and Early Childhood Education), Michelle Devereaux (English Education), Seneca Vaught (History and Philosophy), and a number of administrators, counselors and faculty from OHS, as well as other Cobb County schools.

“They all volunteered their time to develop and deliver academic conference-style presentations to high school students that were centered on our theme and were rigorous and engaging at the same time,” Guillory said. “Mrs. Tillman and I worked together to help 21 KSU students and 40 OHS students develop the same type of rigorous and engaging academic conference-style presentations that faculty and administrators developed. Our goal is always to work together on behalf of KSU and OHS students.”

The project built self-confidence and leadership skills in OHS presenters, and it left behind a visual legacy at the school – a mural by the bus ramp.

“All students see this mural in the morning when they come in,” said Rembert. “On the art side, the impact of this program was just tremendous. My classrooms are packed, and I think I had maybe three art club students last year, now I have over 30.”
Virtual Avatars Prepare Teacher Candidates for the Classroom

The classroom may only be filled with avatars, but for teacher candidates in the Bagwell College of Education, a new software program offers real life lessons in classroom management.

“TeachLivE™ is a software program that introduces teacher candidates to working with all types of students,” said BCOE Senior Lecturer Jill Williams.

Last fall and spring, Williams and assistant professor Kate Zimmer used Williams’ classes as research groups to gauge the effectiveness of the program, which was developed at, and is distributed through, the University of Central Florida (UCF).

“If the teacher candidates are presenting the information too fast, the avatars will say, ‘you’re going too fast, I don’t understand,’ and they have to make adjustments,” Williams said. “Because this class occurs early in the program, many of these teacher candidates have never been in front of a classroom before.”

The TeachLivE™ software allows teacher candidates to interact with virtual student avatars in a ‘mixed reality’ environment. Williams first sends a lesson plan to UCF. During the live session, the avatars interact with a teacher candidate based on the lesson plan; e.g., one student is on her cell phone, while two others are talking and another wants to leave the classroom to go to the nurse’s office, all while the teacher candidate is trying to deliver the day’s lesson.

The avatars react to teacher candidate presentations in real time. According to a study published in Behavioral Disorders (Allday, et al., 2012), teachers report that issues related to challenging student behaviors are the most stressful parts of their professional lives.

“It’s important that we provide teacher candidates the opportunity to engage in instructional strategies to increase positive academic and social behaviors,” Williams said.

One TeachLivE™ participant said, “I feel like TeachLivE™ really helped me with the understanding of classroom management in an applicable way.”

Added another, “Through taking this class, I believe I have a better idea of how to think on the spot and get students engaged in the lesson.”
I definitely have more ideas on how to manage misbehavior in the classroom."

The new Education Building features a fully equipped TeachLivE™ lab complete with a 75-inch screen for the teacher candidates to interact with the avatars.

Though the system is housed in the Department of Inclusive Education, in the fall, the History Department and two master of arts in teaching programs, the special education master's and the teachers of English to speakers of other languages (TESOL) master's, will utilize the technology.

"The goal is to have other departments come to us to use the program," Williams said, "and to reach out to local school districts for them to use it as professional development for their teachers. Our research shows teacher candidates transfer skills and performance into the classroom after interacting with TeachLivE™ four times at eight minutes each."


Faculty Fellows Inaugural Program - Crafting a Blueprint for Diversity

Paula Guerra, assistant professor of mathematics education and special assistant to the dean for diversity, has a big job ahead of her. Charged with overseeing the Bagwell College of Education’s first Faculty Fellows program, Guerra is also responsible for leading efforts to embed diversity in the college’s curriculum.

"We don’t want to have one course where students learn about diversity and then forget it," she said. "We want our teacher candidates to be ready to work with children who have cultural backgrounds different from their own. We want them to really understand the culture of all children and the things that are important to them and their families, and to understand what these children bring to the classroom is valuable."
BCOE Dean Arlinda Eaton appointed 13 Faculty Fellows for the summer to focus on issues of diversity within the college. Working with Kennesaw State’s Office of Diversity and Inclusion, the Faculty Fellows poured over available diversity-related data, including information from the campus climate survey on diversity.

‘After we were exposed to all the data, we discussed what we thought were the most prominent issues we found, and we divided the Fellows into three working groups to make recommendations,’ Guerra said. ‘We found that the college’s diversity surveys needed to be updated, and we already knew there existed a need to systematically track the efforts of the college on issues of diversity.’

‘One group worked on diversity surveys, focusing on recommendations about how the survey should change to ensure we’re getting the best information on how students and faculty feel about issues of diversity,’ Guerra said.

Another group of Fellows developed a tool for mapping the college’s efforts on issues of diversity, while the third group recommended the formation of a new standing committee for diversity within the college, separate from the accreditation committee.

Guerra hopes as the recommendations make their way from the dean to the rest of the faculty for approval, there will be a lot of participation and discussion about moving the college forward on issues of diversity.

‘The three initiatives proposed by the Faculty Fellows are impressive,’ said Dean Arlinda Eaton, ‘and they align well with the college’s strategic plan. I am confident, with the leadership the Fellows will provide, that these major undertakings will be accomplished, advancing our ongoing work in the area of diversity.’
Woodrow Wilson Foundation Fellows Selected for Inaugural Class

It was a little like a blind date when the 12 Woodrow Wilson Teaching Fellows (WWTF) met their mentor teachers for the first time this summer. But as with any successful pairing, the participants soon hit it off.

“This is a banner day for us to have this group come together,” said Kennesaw State University Provost and Vice President for Academic Affairs Ken Harmon. “This is an outstanding initiative with tremendous implications for the future.”

Last year, the Bagwell College of Education at Kennesaw State was selected as one of five Georgia institutions to offer the Woodrow Wilson Georgia Teaching Fellowship, a growing national initiative that seeks to increase the supply of outstanding teachers in the science, technology, engineering and mathematics (STEM) fields and to change how they are prepared to teach.

Kennesaw State, along with Columbus State University, Georgia State University, Mercer University and Piedmont College, each received $400,000 matching grants to develop their teacher preparation programs based on national professional standards. The institutions were charged with developing a model master’s level teacher preparation program, offering Fellows a rigorous yearlong experience in local classrooms.

“What makes our program stand out is special education and TESOL (Teaching English to Speakers of Other Languages) are threaded throughout the entire program,” said Project Director Desha Williams. “The Fellows have a one-credit-hour class in each topic each semester to learn how to work with students who are English learners and students with exceptionalities. Another remarkable component of the program is that the Fellows take content-specific methods courses, meaning they are learning to teach physics from a physics educator and mathematics from a mathematics educator and so on.”

The fellowships are similar to a physician’s hospital-based training in conjunction with a medical school.

“I’ve always been good at math, but I want to switch to math education because I found my passion is to help students,” said Keyonna Sturdivant, a Fellow who moved from Ohio to Georgia to...
participate in the program. “Eventually, I’d like to get a Ph.D. in education to be a superintendent or a math education professor one day.”

The Teaching Fellows receive $30,000 stipends to use during the 12-month, 36-credit hour master’s program, followed by three years of mentoring. Preparation extends into the first three years of teaching in urban or rural schools, incorporating induction and mentoring programs that feature ongoing school-university cooperation.

“I wanted to mentor someone who wants to be a teacher;” said Daniel Keiger, a KSU grad and mathematics teacher at Osborne High School. “I want to help them grow as a teacher.”

The 12 Fellows were chosen by the Woodrow Wilson Foundation from a pool of 1,000 applicants, according to Tom Bordenkircher, a Woodrow Wilson Foundation representative.

“Working with this institution has been one of the biggest pleasures in my job,” he said. “KSU ranked tops among all the people applying for fellowships, which tells us you were known for great education and great teacher education long before we got here.”

For more information visit: http://woodrowwilson.kennesaw.edu.

FELLOWS
Shadeed Abdul-Salaam
Laila Bacha
Diana Dowd
Ebert Escobar
James Herndon
Chashaun Matthews
Hannah Mattson
Yancey Mitchell
Michael Seymour
Cassie Smith
Keyonna Sturdivant
Heather Wegenhar

CSM FACULTY
Mark Anderson, Dean
Brendan Callahan
Darryl Corey
Michelle Dean
Belinda Edwards
Adrian Epps
Jennifer Frisch
David Rosengrant
Wendy Sanchez

BCOE FACULTY
Arlinda Eaton, Dean
Jillian Ford
Kimberly Gray
Diana Gregory

Woong Lim
Felice Russell
Barbara Salyer
Joanna Simpson
Lynn Stallings

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Chief Academic Officer
Thomas Brown
Sheree Altmann

Marietta City Schools
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Reagan Biwott
Raquel Rimpola

Paulding County School District
Cliff Cole, Superintendent
Dawn Hudson
Susan Browning
Laura Freeman

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Laura Freeman
IMPACTING LIVES
through continuous improvement
It’s Official: The State-of-the-Art Education Building is Open!

It was a day many people had waited to see become a reality: the official opening of the Bagwell College of Education building addition.

“It doesn’t seem all that long ago that many of you were here to participate in the groundbreaking ceremony for this breath-taking, state-of-the-art facility,” said Dean Arlinda Eaton at the ribbon-cutting ceremony. “Today we are here to celebrate the culmination of the construction project and the commencement of many new opportunities as a result of having access to this sorely needed additional space.”

The new 78,756-square-foot-building addition consists of classrooms, computer labs, seminar rooms, student study areas, conference rooms, the Center for Literacy and Learning, department suites and the dean’s suite. The new $20.3-million-building will increase the college’s capacity to meet the projected need for teachers and school administrators in Georgia; create the space for expanded course offerings and programs, as well as new centers for teaching,
research and scholarship, and outreach; and improve efficiency by including every department, center and service unit in the same building, creating a more integrated and collaborative environment for students, faculty and staff.

“We are very proud of our new building, which will increase our capacity to attract and retain outstanding students who will make a difference in the lives of their P-12 students and fellow colleagues,” Eaton said.

In attendance at the ribbon-cutting were Kennesaw State University President Daniel S. Papp, state Rep. Ed Setzler and KSU Foundation Trustee Tommy Bagwell. The college was named in honor of Bagwell’s parents, Clarice C. and Leland H. Bagwell.

“This is an incredible day, not only in the life and times of the Bagwell College, but also for Kennesaw State University and for that matter, the University System of Georgia and the state of Georgia,” Papp said. “Why go so large? There are 350,000 students in the University System of Georgia, all of whom had to have
been taught in a K-12 system here or elsewhere. That means we need a lot of teachers in the K-12 system.”

Also in attendance were a number of Bagwell College retirees, including former Dean Debra Wallace. “Teaching is the noblest profession,” she said. “It lays the foundation for all other professions, so it has the greatest impact on the community at large and in society at large.”

Bagwell College is a leading producer of teachers in Georgia, and the new building addition will enable the college to take a “huge step forward in our ability to prepare more teachers,” Eaton said.

“We look forward to taking the opportunities this beautiful building affords us to further impact the lives of faculty, staff, students, and the community beyond the college itself through collaboration with stakeholders who promote the successful professional preparation of effective P-12 practitioners,” she said.
Faculty Member’s Generosity Seeds New Art Education Scholarship

Mary Ursits has spent her entire professional career serving as a model for the youngest students. In her third act, as senior lecturer in the Department of Elementary and Early Childhood Education, Ursits hopes to inspire a new constituency: her colleagues.

“I made my first gift last summer, funding two $5,000 scholarships for early childhood education students, and now I’m funding two art education scholarships for students in the last year of their degree program,” she said. “I’m just very honored I have the ability to do this.”

Starting out as an art educator herself, Ursits is a retired public school administrator who has seen many teacher candidates – particularly, those with families – struggle in her eight years with the Bagwell College of Education.

Her first scholarship is for single parents and married women who have given up second household incomes to come back to school. The first two recipients received $2,000 annual awards in October 2014.

“I really believe elementary teachers have such a challenging job every day,” said Ursits, a 43-year veteran of education. “Elementary teachers literally mold young children and have a tremendous impact on their lives.”

And, art is an important part of education, according to Ursits. “I have loved art since I was a child,” she said. “It’s a conduit for expressing my own inner creativity in a different way. That’s been my career, working as an art educator and promoting art in my schools.”

Ursits’ most recent gift of two more scholarships for art education majors brings her total giving to date to four scholarships and $20,000. “I am a strong believer in giving back to a profession that has been so good to me,” she said. “As a teacher, modeling behavior is important to do, and I’m not doing this for my own glory. I’m hoping others will be moved to contribute even just a little bit so the scholarships will continue; I’m planting a seed.”

That seed Ursits is planting has already begun to take root. Diana Gregory, chair of the Inclusive Education Department and associate professor of art education, has already contributed to Ursits’ latest scholarship, and Connie Lane, Bagwell College grant manager, has contributed to the EECE scholarship. “I don’t think most people know how easy giving can be,” Ursits said.
Thanking Our Donors for Their Generosity
2014-2015 Donations

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Ms. Rachel L. Wideman
Ms. Kim Wigington
Ms. Jane Wiley
Dr. Jo Williamson
Ms. Judith D. Wright
Dr. Marcia S. Wright

* Toward $5,000 pledge  ** Toward $10,000 pledge  *** Toward $5,000 pledge
## Bagwell College of Education
### Naming Opportunities

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<tr>
<th>Naming Opportunity</th>
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*Bagwell College of Education funded by Leland and Clarice C. Bagwell. One Endowed Chair funded by the Goizueta Foundation.
IMPACTING LIVES through alumni
Making the Grade
Alumni among Georgia’s top leaders in education

The Bagwell College of Education, long recognized for its impact in the classroom, has reached a new level of influence with two alumni serving in the upper echelons of education policymaking and implementation in Georgia.

Chris Ragsdale (Master of Educational Leadership ’15) serves as the superintendent of the Cobb County School District, while Richard Woods (Secondary Education ’88) was sworn in earlier this year as the superintendent of Georgia schools.

At the local level, Ragsdale oversees the day-to-day operations of Georgia’s second largest school system and the 24th largest in the U.S. With enrollment exceeding 111,000 students in 114 schools and 16,468 employees, Ragsdale is responsible for an annual operating budget of around $1 billion. He served as interim superintendent before being named superintendent in February.

“I’ve been in education 24 years, basically on the operations side of the house coming up as a technology officer,” Ragsdale said. “I’ve not taken the traditional route to becoming a superintendent, but I think that’s more of an asset than a liability.”

As superintendent, one of the biggest issues Ragsdale has had to deal with was detrimental budgets.

“For six years, budgets were detrimental to the district,” he said. “There were furlough days, pay cuts, layoffs, things that had never been implemented in education before became common place. But, I’m happy to say the last two years’ budgets eliminated those things, and we’ve had budgets that were employee-centric.”

Meanwhile, at the state level, Superintendent Woods works with the General Assembly on funding public education at the K-12 level.

“I’ve always had a passion for education and definitely for our students and teachers,” Woods said. “As superintendent, I wear many different hats, but one of the chief things I do is serve as an advocate for schools, students and teachers. I’m there to be their voice in Atlanta.”

With more than 2,200 schools enrolling 1.7 million students and a budget of between $8 billion and $10 billion when federal funds are included, Woods said one of his top priorities is improving literacy rates in the state by having every child reading on grade level by third grade.

“We have to get the foundation of K-5 correct for our kids to be successful,” he said. “I’m very
passionate about improving literacy. As long as I’m superintendent I will continue to beat that drum.”

As each alum does his part to advance education in the state, both recall with fondness their time at KSU.

“Earlier this year I visited the college of education,” Woods said. “The campus has changed quite a bit since I went to school there. You used to be able to stand at the old student union building and see the entire campus. That’s no longer the case; it is quite an impressive school. KSU served me well and prepared me to become a great teacher, so I will always have fond memories of my days there.”

Woods said the Bagwell College has a great reputation throughout the state and that to be a graduate is a point of pride.

Ragsdale agreed.

“Earning my master’s degree at KSU has been a tremendous opportunity and an awesome experience,” he said. “I think a lot of students benefit from someone who can bring real world experience into the classroom – someone who can take a lesson and a concept and say here’s how I worked with this or here’s how I accomplished this. That’s a huge benefit KSU is able to offer through the professors that they have.”
Featured Alumni

Diane McKee

"My experiences at KSU were great and prepared me for my experiences in the classroom. KSU was an integral piece of contributing to my success."

Williams Middle Magnet School
Hillsborough County Public Schools – Tampa, FL

Middle grades educator Diane McKee is the 2016 State of Florida Teacher of the Year. Her entry into the teaching profession happened after her daughter started elementary school. "I began tutoring at her school and substituting in the classrooms," McKee said. "Parents, teachers, and administrators kept asking me why I was not a teacher." Driven by a sincere desire to facilitate student learning and witness the joy as they grasp a difficult concept, McKee enrolled at Kennesaw State University and has spent the last 14 years challenging middle grades students to become lifelong learners.

Although her specialty is language arts, McKee uses visual and kinetic methods to engage her students. When entering her classroom, the first thing everyone notices is a large red bar hanging from the ceiling. Students instinctively reach up to tap the bar as they enter creating a visual metaphor that instills "raising the bar" in the forefront of her instruction.

McKee has high expectations for her students and exhibits a contagious desire to learn. "The key to my success is my passion for what I do," she said. "Parents and students always comment on my excitement in presenting information." Making a difference in a child's life is what motivates her: "Witnessing a student turn from total withdrawal to complete engagement in a class is priceless," she said. "Watching students with absolutely no confidence blossom and grow is inimitable."

An avid collaborator, McKee works with colleagues to connect writing skills across the curriculum to better prepare students for high school. "Establishing the appropriate classroom climate spurs growth, but student success evolves from a collaborative effort within a family, within a team, and within a school," she said. "My message to parents is always Together… Even Better!"

Secondary and Middle Grades Alumna is Florida Teacher of the Year

Erin Talley

"Her connection with students and their families is phenomenal, and her dedication to teaching is inspiring."

Osborne High School
Cobb County School District – Marietta, GA

Urban Education Graduate Wins Prestigious State Award

Erin Talley, Urban Education graduate and first-year mathematics teacher at Osborne High School in Cobb County, is the recipient of the 2014 Georgia Council of Teachers of Mathematics Teacher of Promise Award. This award is given annually to a new teacher "who has no more than three years of experience at the time of the nomination and who demonstrates qualities of excellence in the
Bagwell Graduate Honored with 2014 Distinguished Alumni Award

Dr. Megan Burton, an associate professor at Auburn University, was selected as one of the three Kennesaw State University 2014 Distinguished Alumni. This award is the highest honor the university bestows on its graduates. Academic departments across all of the university colleges nominate candidates who compete within their colleges and then at the university level.

Dr. Burton earned her degrees in elementary and early childhood education from Auburn University, Kennesaw State University, and the University of Alabama. She was an assistant professor at the University of South Carolina and was a classroom teacher for 10 years. Her publications have appeared in the Journal of Teacher Education, Teaching Children Mathematics, Young Children, School University Partnerships, and School Science and Mathematics.

She serves as the Affiliate Director for the Association of Mathematics Teacher Educators. Her research interests include teacher change in elementary mathematics, rural education, and Response to Intervention in elementary mathematics. She uses knowledge from these areas to enhance her teaching in the areas of differentiation, culturally responsive education, and elementary mathematics education. Dr. Burton’s work with Rice Creek Elementary School was recognized nationally when this university-school partnership received the 2011 National Association for Professional Development Schools Exemplary Professional School Achievement Award.

Dr. Burton believes that teaching is about relationships. “Teachers begin where students are and create situations that challenge them to analyze, clarify, and deepen their knowledge and beliefs,” she said. “Teaching involves connecting the research I conduct, the research in my field, and my own experiences with my students’ needs in order to support their professional growth. Teaching provides a forum for me to conduct research and share findings about the professional identities of teachers. It allows me to hear the voices and needs of both pre- and in-service teachers with whom I work.”

Dr. Megan Burton
Auburn University

“Teachers begin where students are and create situations that challenge them to analyze, clarify, and deepen their knowledge and beliefs.”
Alumni, please let us know when you receive recognition during your career. A partial list of the KSU graduates who attained Teacher of the Year honors for the 2014-2015 school year appears below.

**State of Florida Teacher of the Year**
Diane McKee, Williams Middle Magnet School, Hillsborough County, Florida

**Cherokee County School District**
Matt Bartula, Sequoya High School
Daniel Barkes, E.T. Booth Middle School
Heather Eastridge, Canton Elementary School
Danielle Gantt, Hickory Flat Elementary School
Joanna Leifold, Macedonia Elementary School
Matthew May, River Ridge High School
Molly Mayes, Bascomb Elementary School
Judy Moxley, Avery Elementary School
Patsy Rollins, Ralph Bunche Preschool Center
Shaun Sudberry, Oak Grove Elementary School

**Cobb County School District**
Sarah Alwardt, Powers Ferry Elementary School
Jessica Brandon, Frey Elementary School
Ashley Clody, Awtrey Middle School
Stephen Corbett, Hightower Trail Middle School
Kristi Crimm, Mableton Elementary School
Alison Dunford, Timber Ridge Elementary School
Ken Ealy, Kennesaw Mountain High School
Michelle East, Tritt Elementary School
Martha Haley, Due West Elementary School
Margaret (Meg) Hagan, Baker Elementary School
Carol Hepler, Clay Elementary School
Debra Kneubuhler, Russell Elementary School
Tisha Lowery, Sanders Elementary School
Pam Metzler, Austell Elementary School
Sandra Moss, Clarkdale Elementary School
Karen Phillips, Kemp Elementary School
Rebecca Renfer, Big Shanty Elementary School
Kay Tabor, Durham Middle School
Melissa Weatherford, Bellmont Hills Elementary School
Chris Whiting, Simpson Middle School
Valerie Wisniewski, Hollydale Elementary School
Sharon Wood, Cheatham Hill Elementary School

**DeKalb County School District**
Cheryl Papy, Champion Middle School

**Marietta City Schools**
Katy Eason, Sawyer Road Elementary School
and Marietta District Teacher of the Year **
Adrienne Lemoine, Dunleith Elementary School
Marlene Martin, Marietta Sixth Grade Academy **
Robert Pinto, Marietta Center for Advanced Academics
Emily Sundvik, West Side Elementary School
Sue Veldman, Hickory Hills Elementary School

**Paulding County School District**
Holly Henderson Williams, McGarity Elementary and Paulding County District Teacher of the Year

**Pickens County School District**
Kelly Weaver, Jasper Elementary School and Pickens County Teacher of the Year

**Currently enrolled in KSU graduate program**
IMPACTING LIVES
through faculty & staff
Welcome New Faculty

Sheryl Croft, Ph.D.
Assistant Professor
Educational Leadership

Kimberly Kunst, Ed.S.
Lecturer
Elementary & Early Childhood Education

Iván Jorrín Abellán, Ph.D.
Associate Professor
Secondary & Middle Grades Education

Sanjuana Rodriguez, Ph.D.
Assistant Professor
Elementary & Early Childhood Education

Robin Saunders, Ed.D.
Lecturer
Educational Leadership

Marrielle Myers, Ph.D.
Assistant Professor
Elementary & Early Childhood Education

Susan Padgett-Harrison, Ed.D.
Lecturer
Educational Leadership

Carolyn Wallace, Ed.D.
Associate Professor
Elementary & Early Childhood Education
2014-2015 FACULTY AND STAFF RECOGNITION

PROGRAM RECOGNITION

Dr. Toni Strieker (Professor; BCOE-SMGE), Dr. Darren Crovitz (Associate Professor; CHSS-ENG), Dr. Kimberly Gray (Professor; BCOE-SMGE), Dr. Marie Holbein (Professor; BCOE-EDL), Dr. Daphne Hubbard (Associate Professor; BCOE-SMGE), Dr. Woong Lim (Assistant Professor; BCOE-SMGE), and Dr. Cherry Steffen (Associate Professor; BCOE-EECE) were honored by the Association for Teacher Education (ATE) as one of three national finalists for the Distinguished Teacher Education Program Award at the ATE 2015 national conference in Phoenix, AZ. See page six to learn more about this prestigious national award.

Kennesaw State University is one of only 11 institutions nationwide inducted into The 5+ Club during the 2013-2014 academic year. Sponsored by the Physics Teacher Education Coalition, The 5+ Club recognizes universities that graduate five or more physics teachers in a given year. The United States has a severe, long-term shortage of qualified physics teachers, and Dr. David Rosengrant (Associate Professor; CSM-PHY) is the program coordinator of the M.A.T. in Physics Education. Dr. Lee Langub, Associate Professor (BCOE-EECE), is the program coordinator of the M.Ed. program.

BestSchools.org ranked Bagwell’s M.Ed. in Early Childhood Education degree program among The 25 Best Online Masters in Education in Early Childhood Education Degree Programs. These programs were selected based on academic excellence, types of available classes, faculty strengths, rankings and reputation program. Dr. Lee Langub (Associate Professor, BCOE-EECE and program director) provided the leadership in achieving this honor.

Dr. Anete Vásquez (CEPP Director and Assistant Professor; BCOE-SMGE), Dr. Kristin Hoyt (Associate Professor; CHSS-FL), and Dr. Joe Terantino (Assistant Professor; CHSS-FL) won the Georgia Field Directors Innovations Award for innovations in new and creative ideas in field placements.
FACULTY RECOGNITION

Dr. Megan Adams (Assistant Professor, BCOE-SMGE) is the associate editor for the Georgia Educational Research Journal and is a member of the editorial board for the Journal of Adolescent and Adult Literacy.

Dr. Sohyun An (Assistant Professor, BCOE-EECE) is a member of the Editorial Review Board for the Journal of Curriculum and Pedagogy and co-chair of the Curriculum and Pedagogy Nominating Committee. She serves on the Executive Board of the International Assembly of the National Council for Social Studies.

Dr. Patricia Bullock (Associate Professor, BCOE-EECE) serves as chair of the Curriculum & Pedagogy Governing Council. She was chair of the 15th Annual Curriculum & Pedagogy Conference held in November 2014 in New Orleans, LA.

Dr. Mary Chandler (Associate Professor, BCOE-EDL) is the president-elect of the International Society for Educational Planning. She is the president-elect of the Southern Regional Council on Educational Leadership and served as program chair for the 2014 annual conference.

Dr. Debra Coffey (Associate Professor, BCOE-EECE) is the Georgia field coordinator for the Literacy Research Association and the state coordinator for the International Alliance for Invitational Education. She serves as vice president of research and as the foundations representative for the Kennesaw Mountain Chapter of Phi Delta Kappa. She is secretary of the Teacher Education Division, the College Literacy Division, and the Clinical Research and Practice Division for the Association of Literacy Educators and Researchers.

Ms. Susan Collins (Senior Lecturer, BCOE-EECE) was selected as a member of the Paulding County Chamber of Commerce's 25th Leadership Paulding class.

Dr. Michael Dias (Associate Professor, CSM-EEOB) served as Southeast Regional Representative on the Association of Science Teacher Education Board of Directors.

Dr. Arlinda Eaton (Dean, BCOE) is the president of the Georgia Association of Colleges for Teacher Education (GACTE). She serves on the Executive Board of the American Association of Colleges for Teacher Education (AACTE) and as the southern region representative on the executive committee of the Advisory Council of State Representatives of AACTE. Also, she serves as the Region II representative of the executive committee of the Teacher Education Council of State Colleges and Universities (TECSCU) and as a member of the governing board of The Renaissance Group (TRG).

Dr. Linda Shuford Evans (Associate Professor, BCOE-INED) serves as a member of the leadership team for the Georgia Coalition for English Learners.

Dr. Julia Fuller (Assistant Professor, BCOE-IT) serves on the Georgia Educational Technology Consortium (GaETC) Conference Steering Committee and as the GaETC Publications Support Chair.

Dr. David Glassmeyer (Assistant Professor, CSM-MATH) was selected as a STaR Fellow by the National Science Foundation.

Dr. Amy Hillen (Associate Professor, CSM-MATH) is serving a three-year term on the editorial panel for Mathematics Teacher Educator.

Dr. H. E. Holliday (Associate Professor, BCOE-EDL) delivered the keynote address at the Black Lives Matter Conference sponsored by the Cobb County NAACP.

Dr. Daphne Hubbard (Associate Professor, BCOE-SMGE) is the editor of Current Issues in Middle Level Education, a journal published by the National Association of Professors of Middle Level Education. She is a member of the Chapter Services Committee for Kappa Delta Pi International.

Dr. Binbin Jiang (Professor, BCOE-EDL) serves on the Chinese American Educational Research Association Board of Directors and is editor-in-chief of their peer-reviewed journal, New Waves-Journal of International Research and Development.

Dr. Iván Manuel Jorrín Abellán (Associate Professor, BCOE-SMGE) serves on the Steering Committee of the “Red Universitaria de Tecnología Educativa” (RUTE) (Spanish Association of Educational Technology) in Spain.

Dr. Yanghee Kim (Associate Professor, BCOE-EECE) is co-chair of the Association for Childhood Education International (ACEI) Research Committee for the 2014-2016 term.

Dr. Lee Woodham Digiovanni Langub (Associate Professor, BCOE-EECE) is the program co-chair for the 2016 Society for Information Technology and Teacher
Education (SITE) International Conference to be held in Savannah, GA. She also serves as chair of the Early Childhood Education Special Interest Group and as a member of the Teacher Education Council for SITE.

**Dr. Feland Meadows** (Professor; BCOE-EECE) was invited to teach at The American School of Rio de Janeiro, Brazil where he offered a two-week course to bilingual Pre-K/K teachers. He is one of 13 Montessori Leaders that serve on the Teach Montessori Project, which is creating a nationwide advertising and promotion program to attract candidates in the United States.

**Dr. April Munson** (Associate Professor; COTA-AD) is a member of the editorial team on the Advisory Board for the *Qualitative Research in Education Journal* and serves on the Cobb Education Leadership Consortium Steering Committee.

**Dr. Marrielle Myers** (Assistant Professor; BCOE-EECE) was selected as a STaR Fellow by the National Science Foundation. She is a KSU EXCEL Leadership Fellow and a member of the CETL “Quick Starters” Faculty Learning Community.

**Dr. Amanda Richey** (Assistant Professor; BCOE-INED) was selected a Fulbright Scholar. She spent the last academic year in Jordan working with TEFL teachers at the post-secondary level. *For additional information, please see the story on page twelve.*

**Dr. Scott Ritchie** (Assistant Professor; BCOE-EECE) is serving on the Executive Board of the Center for the Expansion of Language and Thinking (CELT). He is the Professional Liaison for Diversity for the Bagwell College of Education and received the Dean’s Speaker Series Award for his research and creative activity. He serves on the editorial review board of *Language Arts* journal and completed a graduate certificate in Women’s, Gender, and Sexuality Studies at Georgia State University.

**Dr. Anita VanBrackle** (Professor; BCOE-EECE) serves as a member of the Board of Directors for the Paulding County Chamber of Commerce.

**Dr. Desha Williams** (Associate Professor; BCOE-SMGE) is the chair of the 2016 National Council of Teachers of Mathematics Annual Meeting and Exposition program committee. As chair, she facilitates the selection of invited and keynote speakers, as well as the process of reviewing more than 1,500 proposals from which 600 are selected for presentation.

**KSU & BCOE STAFF RECOGNITION**

**Mrs. Connie Lane** (Grants Manager; BCOE Office of the Dean) was the 2015 recipient of the Bagwell College of Education Distinguished Staff Award. She is a member of the Executive Board for the Georgia Academic Decathlon and serves on the Cobb Chamber of Commerce Business and Education Committee as chair of the Teacher of the Year Handprint Ceremony Committee.

**Ms. Lois Leahy** (BCOE-Business Operations Professional, Office of the Dean) was the recipient of the 2014-2015 KSU Distinguished Administrative Staff Support Award. She served as a department Crisis Coordinator, as a member of the BCOE Staff Advisory Board, and as a member of the Presidential Commission on Gender and Work Life Issues.
## 2014-2015 GRANTS AND AWARDS

Note: This section contains grants and awards by faculty in the Bagwell College of Education (BCOE) as well as faculty in other colleges who are teacher educators and an integral part of the Educator Preparation Provider (EPP) community at KSU as follows: College of the Arts (COTA), College of Humanities and Social Sciences (CHSS), College of Science and Mathematics (CSM), and WellStar College of Health and Human Services (WCHHS). A complete list of abbreviations appears in a key at the end of this section.

### EXTERNAL FUNDING

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<th>Project Directors</th>
<th>Project Title</th>
<th>Funding Agency</th>
<th>Award</th>
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<td>Dr. Angela Blaver, Assistant Professor; BCOE-SMGE</td>
<td>Teacher Quality Partnership Grant</td>
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<td>Dr. B. A. Criswell, Clinical Assistant Professor, University of Kentucky</td>
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<td>Dr. Iván Jorrín Abellán, Associate Professor, BCOE-SMGE</td>
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<td>Dr. Nichole Guillory, Associate Professor, BCOE-SMGE</td>
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<td>Dr. Toni Strieker, Professor, BCOE-SMGE</td>
<td>Dr. Pam Cole, Professor, BCOE Associate Dean</td>
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KENNESAW STATE UNIVERSITY FUNDING

Ms. Katie Basch (Senior Lecturer; BCOE-EECE) - $1,500 CETL Award to redesign the ECE 3364 online course; and $1,000 to attend a Scholarship of Teaching and Learning research retreat sponsored by CETL for a research project that will compare digital literacy with traditional literacy in preschool classrooms.

Dr. Mary Chandler (Associate Professor; BCOE-EDL) - $1,500 CETL Award from The Course Design Enhancement Fund to develop a course in the Ed.D. program that is focused on the study of education in Hungary that aligns with EDL 9330 - Comparative Studies and includes a field-based experience in Hungary in May 2016.

Dr. Debra Coffey (Associate Professor; BCOE-EECE) - $1,177 CETL Award to fund “Innovations for Strategic Literacy Instruction.”

Dr. Kimberly Gray (Professor; BCOE-SMGE) was awarded the 2014-2015 CETL Tenured Faculty Enhancement Leave Award for the spring 2015 semester to conduct research on co-teaching and mentoring from the perspective of the in-service teacher and from the perspective of the undergraduate student teacher.

Dr. Nichole Guillory (Associate Professor; BCOE-SMGE) and Dr. Amanda Richey (Assistant Professor; BCOE-INED) - $7,909 CETL funding for “Engaging Schools, Families and Community in Critical Dialogue: Photovoice and Teacher Education,” a partnership with Osborne High School.

Dr. Leena Her (Assistant Professor; BCOE-INED) - $1,000 CETL Award to attend the “Institute for Online Teaching and Learning.”

Dr. Robert DeVillar (Professor; BCOE-EECE), Dr. Binbin Jiang (Professor; BCOE-EDL), Dr. Darren Crovitz (Associate Professor; CHSS-ENG) and Dr. Kay Traille (Associate Professor; CHSS-HIS) - $20,000 Institute for Global Initiatives (IGI) International Research and Scholarship Grant, “The Effects of International Student Teaching Experiences on U.S. Classroom Practice.”

Dr. Charlease Kelly-Jackson (Assistant Professor; BCOE-EECE) - $9,810 award from the Office of the Vice President for Research to support “Girls Engaged in Mathematics and Science [GEMS]” partnership with Russell Elementary School in Cobb County.

Dr. Charlease Kelly-Jackson (Assistant Professor; BCOE-EECE) - $1,000 CETL Teaching Conference Travel Funds Award to attend the TESOL Conference in Toronto, Canada.

Dr. Yanghee Kim (Associate Professor; BCOE-EECE) and Dr. T. C. Chan (Professor; BCOE-EDL) - $8,000 CETL Incentive Funding Award for Research & Creative Activity to support “School Barriers to Minority Parental Involvement in Their Child’s Education in China, Taiwan, South Korea and the United States.”

Dr. Woong Lim (Assistant Professor; BCOE-SMGE) - $5,000 from the Institute for Global Initiatives to fund “Patterns of Academic Language in Mathematics Education,” an international comparative research study of preservice teachers’ language use in mathematics.

Dr. Toni Strieker (Professor; BCOE-SMGE) - $5,000 award from the Institute for Global Initiatives to fund “Developing & Expanding Our Global Approach to Collaboration and Pre-Service Co-Teaching” in Ecuador and Costa Rica.

Dr. Jennifer Wade-Berg (Assistant Professor; WCHHS-SWHS), Dr. Vanessa Slinger-Friedman (Associate Professor; CHSS-GEOA), Dr. Vanessa Robinson-Dooley (Assistant Professor; CHSS-SWHS), Dr. Debra Coffey (Associate Professor; BCOE-EECE) - $42,000 KSU Division of Global Affairs Award to fund “Online Intercultural Education and Training for Study Abroad Engagement.”

Dr. Anita VanBrackle (Professor and Paulding Site Director; BCOE-EECE) and Ms. Susan Collins (Senior Lecturer; BCOE-EECE) - $15,000 from the KSU Office of Graduate Research to fund KSU faculty and student participation in the Caretta Research Sea Turtle Conservation Project at Wassaw Island, GA.
Dr. Anita VanBrackle (Professor and Paulding Site Director; BCOE-EECE) and Ms. Susan Collins (Senior Lecturer; BCOE-EECE) - $4,000 from the KSU A.T.O.M.S. Center to fund KSU elementary school teachers’ participation in the Caretta Research Sea Turtle Conservation Project at Wassaw Island, GA.

Dr. Anita VanBrackle (Professor and Paulding Site Director; BCOE-EECE) and Ms. Susan Collins (Senior Lecturer; BCOE-EECE) - $2,000 from the KSU Provost and V.P. for Academic Affairs to fund materials for model lessons in Paulding County elementary school classrooms.

Dr. Binyao Zheng (Professor; BCOE-SMGE) - $10,000 award from the Institute for Global Initiatives to fund “A Comparative Study of Educational Reforms in the U.S. and China” in collaboration with professors from Jilin University and Hubei University of Education in China.

Dr. Katherine Zimmer (Assistant Professor; BCOE-INED) - $7,800 CETL Award for “Meaningful Interactions Through Storybooks” (MITS) – a first-of-its-kind program to examine the effects of educating local preschool teachers about the evidence-based practice of shared storybook reading to increase joint attention in young children with autism.

BAGWELL COLLEGE OF EDUCATION FUNDING

Research/Scholarship Awards

Dr. Sheryl Croft (Assistant Professor; BCOE-EDL) - $2,500 to fund “An Examination of Georgia’s Response to Federally Mandated Reforms, 2000-2014.”

Dr. Linda Shuford Evans (Associate Professor; BCOE-INED) - $2,500 to fund “Bilingual Storysharing with 4th and 5th Grade Latino Students.”

Dr. Charlease Kelly-Jackson (Assistant Professor; BCOE-EECE) - $2,500 to fund “Science in My World: Establishing Instructional Congruence in an Urban Classroom.”

Dr. Ikechukwu Ukeje (Professor; BCOE-EECE) - $2,500 to fund “International Study Abroad and Student Teaching Comparisons with Sub-Saharan Africa.”

Dr. Katherine Zimmer (Assistant Professor; BCOE-INED) - $2,500 to fund “Project MITS II: Meaningful Interactions Through Storybooks.”

Dr. Guichun Zong (Associate Professor; BCOE-SMGE) - $2,500 to fund “Which Half of the Sky? A Critical Analysis of Representation of Women in New Chinese Middle School History Textbooks.”

Abbreviation Key:

BCOE = Bagwell College of Education
EDL = Educational Leadership
EECE = Elementary and Early Childhood Education
ESS = Education Student Services
INED = Inclusive Education
IT = Instructional Technology
SMGE = Secondary and Middle Grades Education
CETL = Center for Excellence in Teaching and Learning
COTA = College of the Arts
AD = Art and Design
MU = Music
DA = Dance
TH = Theatre
CHSS = College of Humanities and Social Sciences
ENG = English
FL = Foreign Languages
GEOA = Geography and Anthropology
HIS = History
CSM = College of Science and Mathematics
EEOB = Ecology, Evolution and Organismal Biology
CB = Chemistry and Biochemistry
MATH = Mathematics
PHY = Physics
SAS = Statistics and Analytical Sciences
WCHHS = WellStar College of Health and Human Services
HPE = Health Promotion and Physical Education
SWHS = Social Work and Human Services
Faculty Scholarship Publications

BOOKS


BOOK CHAPTERS


JOURNAL ARTICLES


ONLINE JOURNAL ARTICLES


PROCEEDINGS


RESEARCH/EVALUATION REPORTS

College of the Arts

JOURNAL ARTICLES


College of Humanities and Social Sciences

ONLINE JOURNAL ARTICLES


PROCEEDINGS


BOOK REVIEWS


College of Science and Mathematics

BOOK CHAPTERS


REFEREED PROCEEDINGS


WellStar College of Health and Human Services

JOURNAL ARTICLES

Faculty Scholarship Presentations

Adams, M. G. (2014, October). What do you mean we won’t have Common Core? The impact of education legislation on pre-service teachers. Southeastern Regional Association of Teacher Educators (SRATE) Conference, Charleston, SC.


Adams, M. G. (2015, May). Following the data: The danger(s) of using data to inform instruction. International Congress on Qualitative Inquiry, Champaign-Urbana, IL.


Adams, M. G., Nesmith, A., Pettis, A. & Truttier, R. (2015, March). Reading across the content areas: A cross-curricular middle school lesson plan highlighting STEM. Conference on Literature for Children and Young Adults, Kennesaw, GA.


An, S. (2014, November). Elementary pre-service teachers explore teaching for global citizenship. College and University Faculty Association of the National Council for the Social Studies, Boston, MA.


Basch, K. & Roth, E. (2015, March). Laying the groundwork for literacy success in the early years. Conference on Literature for Children and Young Adults, Kennesaw, GA.


Cameron, J. P. & Lokey-Vega, A. (2014, November). Five online tools every educator needs. Georgia Educational Technology Conference, Atlanta, GA.

Cameron, J. P. & Lokey-Vega, A. (2014, November). Guiding fellow teachers through free online PD. Georgia Educational Technology Conference, Atlanta, GA.


Chandler, M. (2014, November). Should all school leaders have the same leadership skills? An investigation into the perceptions of principals and assistant principals in elementary, middle and high school. Southern Regional Council on Educational Administration, Atlanta, GA.


Coffey, D. (2014, October). Bridging cultural understanding with apps. Association of Literacy Educators and Researchers (ALER), Delray Beach, FL.


Evans, L. S. (2015, May). In their own words: Story sharing as a prism to illuminate language, learning and life perspectives. International Congress of Qualitative Inquiry, Champaign-Urbana, IL.


Fuller, J. S. (2015, February). Flipped professional learning: Meeting teachers’ needs while modeling instructional practices, ESOL Conference, Kennesaw, GA.

Fuller, J. S. (2015, March). Investigating a flipped professional learning approach for helping high school teachers effectively integrate technology. Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.

Fuller, J. S. (2015, March). Teachers flip over flipped professional learning. Association for...


Holbein, M., Mann, B., & Annis, K. (2015, March). Year 5 of an urban education option in a teacher quality partnership grant: Research findings and lessons learned. National Association for Professional Development Schools Conference, Atlanta, GA.


Kelly-Jackson, C. (2014, October). Science in my city. Georgia Association of Teacher Educators Conference, Young Harris, GA.


Kelly-Jackson, C., & Bodner, K. (2014, October). It takes a village to “shape” GEMS. College of Charleston Diversity Conference, Charleston, SC.
for state and comprehensive institutions. International Conference on Online Learning, Orlando, FL.


Kim, Y. (2014, October). Who should teach pre-k children and kindergarteners when grade levels for certifications are overlapped: Perception of teacher candidates from B.K and P-5 programs. Georgia Educational Research Association, Savannah, GA.


King-McKenzie, E. L. (2014, December). When will social studies have her place in the limelight? Louisiana State University, Baton Rouge, LA.


Langub, L.W.D. (2015, March). Rethinking instructional technology in a graduate early childhood education class: Moving away from TPACK. Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.


McCullers, T., & Fuller, J. S. (2014, November). Teachers are flipping over flipped professional learning. Georgia Educational Technology Conference, Atlanta, GA.


Salyer, B. (2015, March). Using young adult literature to engage and empower students in learning about Africa and sustainability. Conference on Literature for Children and Young Adults, Kennesaw, GA.

Salyer, B., & Zong, G. (2014, October). Infusing education for sustainability into teacher education: Challenges and opportunities. Georgia Association of Teacher Educators, Young Harris, GA.


Strieker, T., Holbein, M., Lim, W., Hubbard, D., & McAlpine, G. (2015, February). Designing, implementing, evaluating, and revising new approaches to pedagogical practices in pre-service co-teaching and supervision. American Association of Colleges for Teacher Educators Annual Meeting, Atlanta, GA.


Vásquez, A., Dooley, K., & Chafin, J. (February, 2015). Horizontal expertise, boundary crossing, and knotworking in refining the implementation of edTPA to advance the professional imperative. American Association of Colleges for Teacher Education, Atlanta, GA.

Vásquez, A., Dooley, K., & Chafin, J. (February, 2015). Horizontal expertise, boundary crossing, and knotworking in refining the implementation of edTPA to advance the professional imperative. Association of Teacher Educators, Phoenix, AZ.


Zimmer, K., & Williams, J. (2015, June). Effects of online behavior modules on pre-service teachers’ behavior management skills utilizing TeachLivE™. TeachLivE™ Conference, Orlando, FL.


Zong, G., Salyer, B., & Marks, B. (2015, April). Reconceptualizing powerful social studies teaching with edTPA. Southeast Regional edTPA Summit, Savannah, GA.

COLLEGE OF THE ARTS


Hoyt, K. (2014, September). Building capacity for Chinese language learning in GA: The key role of KSU’s Department of Foreign Language. KSU Confucius Institute’s First Symposium on Teaching Chinese in Georgia, Kennesaw, GA.


Muldrow, M. (2015, April). Let’s play with a full deck, not just the race card: Self-imposed and external barriers limiting black women administrators in higher education. Georgia Southern University Research Symposium, Statesboro, GA.


Muldrow, M., & Clark, C. (2015, March). Engaging readers in critical literary theory through pop playlists, poetry, technology, and storytelling. Literature for Children & Young Adults, Kennesaw, GA.

Eick, C., & Dias, M. (2014, September). The perspective of vocation and the call to teach in science teacher formation. Southeastern Association of Educators of Teachers of Science, Savannah, GA.


COLLEGE OF SCIENCE AND MATHEMATICS

Eick, C., & Dias, M. (2014, September). The perspective of vocation and the call to teach in science teacher formation. Southeastern Association of Educators of Teachers of Science, Savannah, GA.


Approved Educator Preparation Programs

BACCALAUREATE
Birth-through-Kindergarten
Montessori Concentration
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
Physics 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)
  - Spanish Education (P-12)
Mathematics (6-12)
Physics (6-12)
Special Edu: General Curriculum (P-12)
TESOL (P-12)
Woodrow Wilson Foundation

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 (TESOL)*
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 for Learning Instructional Technology*
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades: Social Studies
Secondary Education: English
Secondary Education: Mathematics
Secondg Education: History
Secondary Education: Chemistry
Special Education: General Curriculum
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: Chemistry
Secondary Education: English
Secondary Education: History
Secondary Education: Mathematics
Special Education: General Curriculum
Teacher Leadership*

NON-DEGREE PROGRAMS
Graduate
Autism Spectrum Disorders Certification*
Coaching Endorsement
Curriculum and Instruction Certification
Educational Leadership [P-6] (certification only)
ESOL Endorsement*
Gifted Endorsement
Instructional Technology Certification*
Leadership Preservice Endorsement
Online Teaching Certificate*
Online Teaching Endorsement*
Preschool Special Education Endorsement
Reading Endorsement*
Special Education Certificate*
Teacher Leader Endorsement
Teacher Leadership Certification*

* Available Online