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INNOVATE

2009-2010

ANNUAL REPORT



Bagwell College of Education

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Message

from the Dean



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

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

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

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Arlinda J. Eaton". The signature is fluid and cursive, written in a professional style.

Arlinda J. Eaton, Dean



FOCUS



As her students observe, Dr. Raynice Jean-Sigur demonstrates effective teaching strategies for children between 18 months and 2 years old.

New Birth-to-Five Degree Program

New Early Learning Center

Investing in Georgia's youngest students...

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

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

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

class will enroll in spring 2011 and pursue the degree and certification through either the traditional track or the Montessori track.

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

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

The case for building the Early Learning Center is easy to make. Currently Georgia ranks 49 out of 50 in its high school graduation rate (56 percent). By contrast, New Jersey has the nation's highest graduation rate, at 87 percent. A factor that helps explain the gap is that New Jersey has a high-quality, pre-kindergarten program for 3- and 4-year-olds in its highest poverty districts, where it has recorded significant gains in learning.



New Birth-to-Five Degree Program

New Early Learning Center

“KSU is well poised to establish an Early Learning Center as a regional model where children will engage in developmentally appropriate learning activities that will prepare them for school,” says Dr. Arlinda Eaton, dean of the Bagwell College of Education.

“Candidates in our Birth-to-Five program will undergo their field experience at the center. They will learn how to apply theory and practice under the tutelage of highly effective classroom teachers. Graduate students will collaborate with faculty to conduct research that will advance our understanding about how very young children learn.”

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

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

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

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

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

Three goals:

- **Childcare provider preparation and certification: shifting from “custodial care” to the use of best practices to enhance child development and prepare children for school**
- **Child development: focusing on the whole child – his/her social, emotional and cognitive development – to improve achievement**
- **Research: monitoring, assessing and documenting the effectiveness of the program to ensure sustainability**

A New Building Addition

Kennesaw State University graduates more elementary school teachers than any other University System of Georgia (USG) campus and produces the second highest number of teachers at all grade levels in Georgia. A doubling in enrollment over the last five years in the Bagwell College of Education and the Professional Teacher Education Unit has filled programs beyond capacity. A solution, though, is on the horizon: a building addition that will allow KSU's education programs to continue to grow to help meet the state's teacher shortage.

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

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

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

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

Prospective donors seeking additional information on the new building addition may contact Debra Day, Director of Development for Bagwell College of Education, at dday13@kennesaw.edu or 678-797-2525.



Giving to the Bagwell College of Education

We invite you to help us advance our goals by making a gift to Bagwell College of Education initiatives (e.g., Early Learning Center and new building addition), scholarships, specific programs, and/or endowed chairs/professorships. “Never underestimate the power of simple giving” (Anonymous). All gifts, irrespective of size, are true investments in our future. Several types of gifts to consider are explained below.

Annual Giving

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

Planned Giving

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

- **Charitable Trusts**
Set up a trust to support the college and help provide you with a lifetime income.
- **Charitable Gift Annuities**
Make a charitable gift to the college today and you can receive future income benefits.
- **Bequests**
Name the Bagwell College of Education in your will.

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

Endowed Giving

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

Several types of endowments exist, such as:

- **Faculty Chairs or Professorships**
This type of endowment attracts prestigious faculty to the Bagwell College of Education and retains them.
- **Scholarships**
Endowed scholarships help many BCOE students for several generations. Donors have the opportunity to name the scholarship in honor or memory of a loved one, or a mentor.

To explore the possibilities of making an endowed gift to support the Bagwell College of Education, visit the “Your Guide to Giving” section of the Office of Development website (www.kennesaw.edu/giving/waystogive.shtml).

Giving

to the Bagwell College of Education

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As always, you are an important part of our future. For more information about supporting the Bagwell College of Education, please contact Debra T. Day (www.kennesaw.edu/giving/contactus.shtml) at 678-797-2525. Thank you for taking great pride in what we are accomplishing together as a college.



Changing Lives, at Home and Abroad

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

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

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

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

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

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

A Rhapsody for Hungarian Education

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

Dr. Chandler, a former school principal and now a faculty member in the Department of Educational Leadership in the Bagwell College of Education, recently returned to Hungary to study the country’s educational system. An expert in school policy and practices worldwide, she visited 10 schools, interviewing headmasters and collecting data. “There is a huge interest in the Hungarian education community about ways to run schools, and they are so appreciative of interest from the United States,” says Dr. Chandler.



Changing Lives, at Home and Abroad

What she found in post-Soviet Hungary was an educational system where the schools and the community work closely together. Principals are appointed with input from the community for 10 years at a time and voted on by the school's faculty and board of directors.

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

"They emphasize proper etiquette rather than discipline, and the approach is working," says Dr. Chandler. Wherever she traveled in Hungary, from Budapest to other cities and villages, she observed

students who were on task and showed respect to their elders and teachers.

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

Expanding a master's program in Ecuador

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

"The university there is very progressive, with the most Ph.D.s in Ecuador," says Dr.

Besette. "We were introduced to the inner workings of the university, got a feel for the indigenous population, saw how we could fit into the academic

community and paved the way for our graduate students to go there."

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

Building inclusive classrooms in Syria

Supported by a Fulbright Specialist Program grant, Jill Williams, lecturer in inclusive education, went to Syria at the invitation of Tarif Bakdash, secretary-general of the country's national council for people with disabilities, to present workshops on teaching students with disabilities. She first met Bakdash at a KSU conference that opened an Arab-American dialogue focused on how to make the workplace accessible to people with disabilities.



Changing Lives, at Home and Abroad



In March 2010 she gave her first workshop in Syria to 35 instructors from the Ministry of Education, the national council and other groups, including a non-governmental organization for people with disabilities that is supported by Syria's first lady, Asma al-Assad. Williams returned in May to deliver advanced professional development to the same group, covering best practices, performance-based instruction and strategies designed to include all students in the learning process.

The teachers that Williams taught this past spring are spreading what they have learned to an additional 600 teachers in Syria this summer. When she returns in December, they will provide her with data to analyze the effectiveness of this effort.

CHANGE



An early childhood education major implements effective teaching strategies during the student teaching phase of her program of work.

\$8.9 million grant to Improve Teacher Quality



The scenario is all too common: new teachers come into urban classrooms eager to begin their first assignment and quickly find themselves challenged by the realities of high need schools. All too frequently, novice teachers leave the classroom after just one year of teaching.

Kennesaw State University wants to change the way that scenario plays out by better preparing teachers for urban classrooms and teaching them effective strategies. KSU is working with the community to translate these goals into an improvement in academic achievement for all students in a cluster of seven high-need urban schools in Cobb County, Ga. Funded by a five-year, \$8.9 million grant from the U.S. Department of Education, the largest grant ever awarded to KSU, the Teacher Quality Partnership (TQP) initiative is in its planning year and will launch in fall 2010. “We want to improve teacher preparation to, in turn, improve K-12 student achievement,” says Dr. Bernadette Musetti, one of three grant co-directors. “Our goal is to offer the best baccalaureate teacher education program available.”

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

poverty.

\$8.9 million grant to Improve Teacher Quality

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

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

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

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

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

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

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

Dr. Mary Garner – a mathematics expert in measurement at KSU and the grant’s third co-director – is co-chair of the TQP Research Academy.





The academy has studied the large gaps in K-12 student achievement between middle class students and students who are economically disadvantaged. “The largest gaps are in math,” Garner says. She and members of the academy are developing measurement tools to assess the impact of the TQP initiative on student achievement. Garner believes this approach could serve as a model for other universities and school districts nationwide.

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

Kelley agrees: “The best is yet to come.”

NOYCE Scholarship

Wanted: math teachers for high-need schools

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

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

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

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

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

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

Williams hopes to build on the success of the first year by awarding up to \$240,000 in Noyce scholarships next year.

Center for Literacy and Learning

Reports from the National Assessment of Education Progress, often considered America's report card on education, point to a stall in reading achievement in many states. In Georgia, for example, students failed to demonstrate significant progress in reading from 1998 to 2007, and 44 percent of scores were at the basic level, with another 30 percent falling even lower.

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

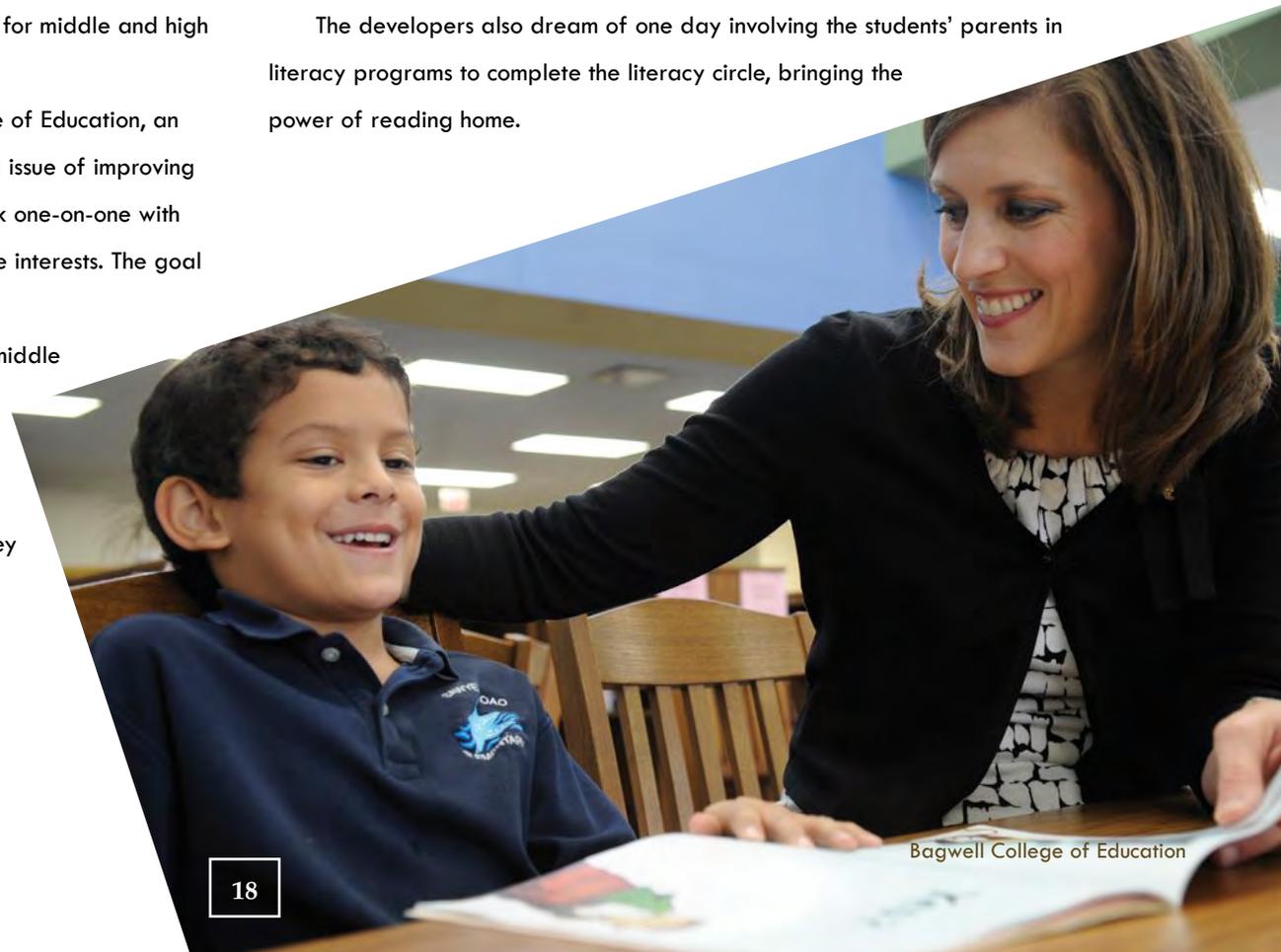
A new Center for Literacy and Learning in the Bagwell College of Education, an initiative introduced by Dean Arlinda Eaton, will address the critical issue of improving reading for all Georgia K-12 students. Tutors in the center will work one-on-one with children to discover their interests and tailor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

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

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

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

The developers also dream of one day involving the students' parents in literacy programs to complete the literacy circle, bringing the power of reading home.



INNOVATE



Students learn about robotics at the Elementary Science Olympiad held at KSU each year. Sponsored by the BCOE, it is the largest event of its kind in the United States with more than 1,300 participants from schools across the state.

Integrating technology into Today's Classrooms

The Cobb County School District is installing electronic whiteboards in every elementary school classroom. Schools in DeKalb County and the city of Atlanta are bringing handheld electronic devices into 11 schools this year. Those efforts require that teachers know not only how to use the technologies but also how to effectively integrate them into the classroom. That's where the Educational Technology Center at the Bagwell College of Education comes in.

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

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

"We teach the teachers how to fully integrate technology into their lessons," says Dr. Brent Williams, director of the Educational Technology Center.

Traditionally, school systems have lagged behind other fields in the technology they are able to offer students. "Sadly, many kids have better technology at home than they do at school," says Dr. Williams. But that may be changing with some school systems starting to explore the advantages of technology.

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

For Dr. Williams, beyond discovering the next new technological gadget, the real pleasure in his work is to move past the traditional model of a teacher who lectures at the front of the class to a format that engages students in a novel way. "The key thing is to get kids excited about learning," he says. "Technology can do that."



EDUCATIONAL TECHNOLOGY CENTER

M.ED. in Instructional Technology



“Every aspect of our lives has been influenced by technology,” says Dr. Traci Redish, graduate program coordinator for instructional technology and educational leadership. “Education has adapted slowly to new technology. But with global competitiveness we can’t afford to ignore technology, or we’ll get left behind.”

A former director of the BCOE’s Educational Technology Center, Redish always knew there was a need for a degree that could prepare teachers to be technology leaders in their schools. KSU already offered doctoral degrees for those who wanted to be technology leaders at the district and state levels. And the college offered courses at the Educational Technology Center for teachers who wanted to take a workshop

here or a session there. But there was no degree at the master’s level for teachers who wanted a comprehensive program to prepare them to be leaders at the school and classroom levels. Now the BCOE is able to fill that gap with a new Master of Education in Instructional Technology, which was approved by the University System of Georgia’s Board of Regents in February 2010.

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

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

Dr. Redish brings her expertise not only to program development but also to working on state and national committees that are developing professional standards and certification requirements for educational technology. She and Dr. Jo Williamson, assistant professor of instructional technology in the BCOE, are appointed members of the International Society for Technology in Education’s (ISTE) Accreditation and Standards Committee, which is revising national technology facilitation and leadership standards. Dr. Redish also chairs a task force for the Georgia Professional Standards Commission (PSC) charged with developing an instructional technology teaching certificate.

Project OWL

Brings Avatars to the Classroom

At high tide, the base of the old lighthouse on Cocksbur Island at the mouth of the Savannah River is approximately 3 to 5 feet under water. When the beacon was built in 1849 it was at sea level. So, what happened?

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

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

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

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



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

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



Community Outreach Spotlight

A college preview for middle schoolers

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

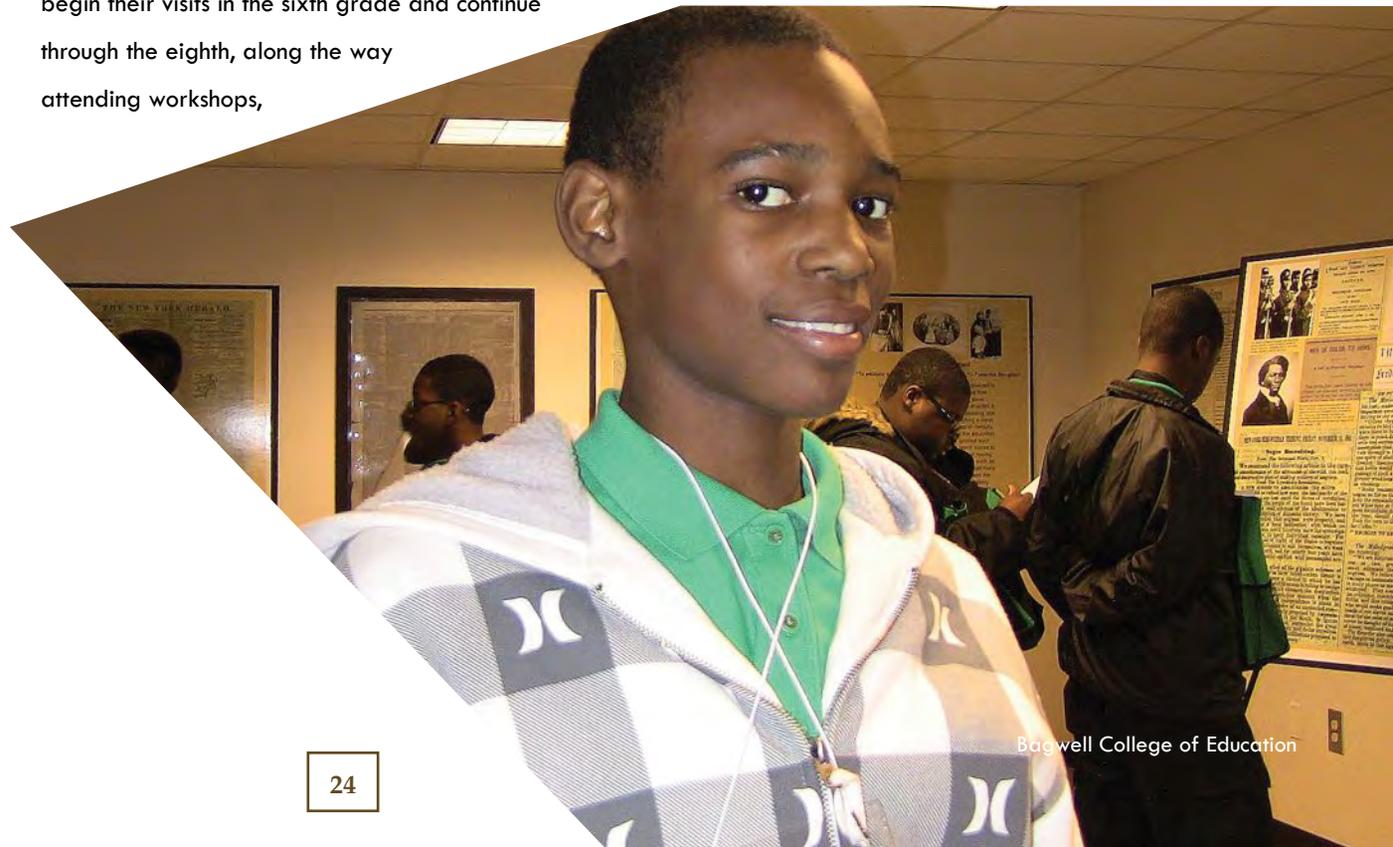
On campus, the students attended math and reading workshops. They toured an exhibit in the Center for African and African Diaspora Studies and enjoyed eating in the campus dining hall.

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

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

Since that first shadow day, the event has evolved into an annual program called “Chit, Chat and Chew” that involves departments across the university. Students begin their visits in the sixth grade and continue through the eighth, along the way attending workshops,

making friends with college students and getting inspired to pursue a degree after high school. “When our teacher candidates e-mail the middle school students after their visit to check on how they are doing or to see how they did on a math test, that means a lot,” says Dr. Howell-Lillard. This spring she attended the graduation of some of the students who had participated in Kennesaw State’s program years before. She heard time and again that it was one of the highlights of their middle school years.



Alumni

and Student Honors



Hilaire Anelone, Advanced Placement statistics and calculus teacher at Maynard H. Jackson High School, is the Atlanta Public Schools Teacher

of the Year. Anelone is a native of the Ivory Coast in Africa. He received his B.S. in Mathematics Education at Kennesaw State University in the fall of 1997 and is currently working on his doctorate at Georgia State University. According to his principal, Dr. Shirlene Carter, "He does not stop teaching when the bell rings. He even volunteered a large portion of his summer tutoring and working with our students." (Photo: Scott C. King)



Nihal Khote, ESOL teacher at Southeast Whitfield County High School, is the Whitfield County School System Teacher of the Year. Khote

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



Kathy Platt is the Associate Superintendent for Instructional Technology for the Georgia Department of Education. She received her undergraduate degree

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



Regents' Scholar

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

Welcome

New Faculty and Administrators

Faculty



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



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



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



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



Changman Lee, Ph.D.
Associate Professor
Inclusive Education



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



Julie Moore, Ph.D.
Associate Professor
Educational Leadership



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



Jill Williams, M.Ed.
Lecturer
Inclusive Education

Administrators



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



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



Gregory Meyjes, Ph.D.
Department Chair
Inclusive Education



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

Faculty Recognition

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

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

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

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

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

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

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

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

Dr. Adrian Epps (associate dean, College of Science and Mathematics) was appointed by Governor Sonny Purdue to serve as a Commissioner for the Georgia Professional Standards Commission.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dr. Binyao Zheng (associate professor, SMGE) co-chaired the Middle Level Educators Special Interest Group of the Association of Teacher Educators (ATE).

Faculty Recognition

UNIVERSITY SYSTEM OF GEORGIA FACULTY AWARDS

Dr. Harriet Besette (associate professor, INED) was the KSU nominee for the 2009 Regents' Scholarship of Teaching and Learning Award.

KSU FOUNDATION AWARDS

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

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

BCOE FACULTY AWARDS

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

STAFF RECOGNITION

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

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

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

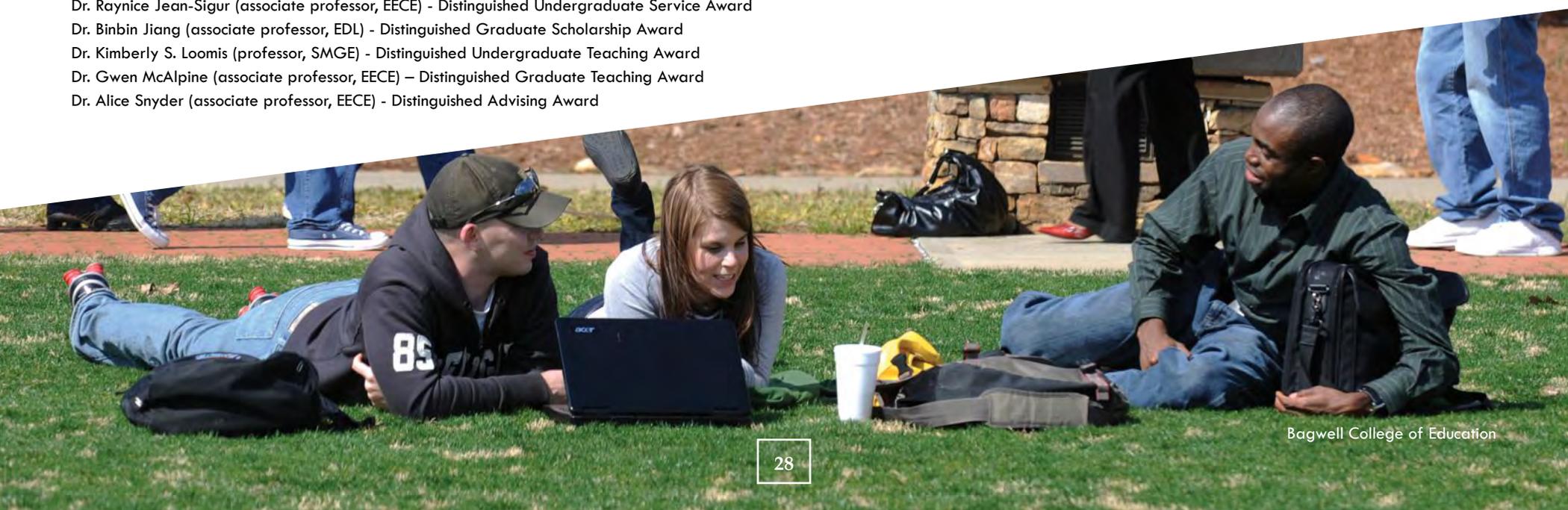
Department Abbreviation Key:

EDL = Educational Leadership

EECE = Elementary and Early Childhood Education

INED = Inclusive Education

SMGE = Secondary and Middle Grades Education



Grants and Awards

EXTERNAL FUNDING

Principal Investigators: Dr. Tom Brown, associate professor, EECE
Dr. Greg Rushton, associate professor, Chemistry Education

Project Title: Northwest Georgia Science Education Partnership
Funding Agency: Georgia Department of Education

Awarded: \$830,000

Principal Investigators: Dr. Arlinda Eaton, dean, Bagwell College of Education
Dr. Steve Constantino, associate superintendent, Cobb County School District

Project Directors: Dr. Bernadette Musetti, associate professor, INED
Dr. Mary Garner, associate professor, Mathematics
Ms. Laura Kelley, Cobb County School District

Project Title: Teacher Quality Partnership Grant

Funding Agency: U. S. Department of Education

Awarded: \$8.9 million

Principal Investigators: Dr. Douglas Hearnington, assistant professor, EDL
Dr. Tom Brown, associate professor, EECE

Project Title: Project OWL (Online World of Learning)

Funding Agency: Federal flow-through from University of Georgia

Awarded: \$72,817

Principal Investigator: Dr. Brent Williams

Project Title: Educational
Technology Center

Funding Agency: Georgia Department of
Education

Awarded: \$238,909

Principal Investigators: Dr. Desha Williams, assistant professor, SMGE
Dr. Adrian Epps, associate dean, College of Science and
Mathematics

Dr. Karen Kuhel, assistant professor, INED

Dr. Dana Hartley (Georgia Tech)

Project Title: IMTAS Project (Increasing Mathematics Teachers for all
Students)

Robert Noyce Scholarship Program

Funding Agency: National Science Foundation

Awarded: \$896,705

Grants and Awards

KSU FUNDING

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

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

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

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

BAGWELL COLLEGE OF EDUCATION FUNDING

GLOBAL LEARNING AWARDS

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

DeVillar, R. A. (professor, EECE) & **Jiang, B.** (associate professor, EDL) - \$4,800 to complete a textbook entitled *Achieving Cohesion in Diversity: A Meta-cultural Framework for Effective Schools and Global Competitiveness*.

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

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

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

RESEARCH/SCHOLARSHIP AWARDS

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

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

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

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

INTERNATIONAL ENGAGEMENT AWARDS

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

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

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



Faculty Publications

BOOKS

DeVillar, R. A., & Jiang, B. (2010). *Achieving cohesion in diversity: A meta-cultural framework for effective U.S. schools and global competitiveness*. New York: Peter Lange.

Garner, M., Engelhard, G., Wilson, M., & Fisher, W. (Eds.). (2010). *Advances in Rasch measurement, Volume One*. Maple Grove, MN: JAM.

Holliday, H. E. (2010). *Boys transitioning from athletic aggression to academic affirmation*. Lanham, MD: Rowman & Littlefield.

Lewis, B. B. (2009). *WINGS: The ideal curriculum for children in preschool*. Peachtree City, GA: Kedron.

Lewis, B. B. (2009). *WINGS: The ideal curriculum for children in preschool-early education student edition*. Peachtree City, GA: Kedron.

Murphy, D., & **Dishman, M.** (2010). *Educational records: A practical guide to legal compliance*. Lanham, MD: Rowman & Littlefield.

Musetti, B. (2009). *Don't question my authority: The power and pedagogy of English only*. Saarbrücken, Germany: Lambert Academic Publishing.

Pepper, M., London, T., **Dishman, M.**, & Lewis, J. (2010). *Leading schools during crisis: What administrators must know*. Lanham, MD: Rowman & Littlefield.

Wallace, F. H., & Shivertaker, J. (2009). *Teaching mathematics through reading: Methods and materials for grades 6-8*. Vandalia, OH: Linworth.

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Blaver, A. D. (2010). California imagery in context: The Mono Basin Kutzadika'a Paiutes. In K. A. Martin (Ed.), *Images in context: Visual culture and missionization in indigenous communities* (pp. 185-201). Burlington, VT: Ashgate.

Guillory, N. (2010). (A) troubling pedagogy: Public pedagogies of black women rappers. In E. Malewski (Ed.), *Curriculum studies: The next moment* (pp. 209-222). New York: Lawrence Erlbaum.

Jiang, B., Patterson, J., & Chan, T. C. (2009). Meeting the redesign criteria of education leadership programs in Georgia: Innovative acts of one university. In R. Koo, B. C. Choi, M. R. Lucas, & T. C. Chan (Eds.), *Education policy, reform and school innovations in the Asia-Pacific region* (pp. 165-190). Hong Kong: Association for Childhood Education International.

Martin, K. A., & **Blaver, A. D.** (2010). Trickster's art and artifice: Concluding thoughts. In K. A. Martin (Ed.), *Images in context: Visual culture and missionization in indigenous communities* (pp. 225-235). Burlington, VT: Ashgate.

Patterson, J., Vella, B., & Chan, T. C. (2010). Together, we are better. In K. Henson (Ed.), *Curriculum planning* (4th ed., pp. 206-211). Long Grove, IL: Waveland.

Terry, A. W. (2009). Service-learning. In B. Kerr (Ed.), *Encyclopedia of giftedness, creativity, and talent*. Thousand Oaks, CA: SAGE.

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Blanton, D. B., & **DeVillar, R. A.** (Eds.). (2010). Archaeological encounters with Georgia's Spanish Period, 1526-1700: New findings and perspectives. *Journal of Global Initiatives: Policy, Pedagogy, Perspective*, 5(1) and *Society for Georgia Archaeology*, Special Publication Number 2. Kennesaw, GA: Kennesaw State University Press.

Breault, R. A. (2009). The celluloid teacher: How Hollywood portrays excellence in teaching. *The Educational Forum*, 73(4), 306-317.

Breault, R. A. (2010). Distilling wisdom from practice. *Teaching and Teacher Education*, 26, 399-407.

Breault, R. A. (2010). Finding meaning in PDS stories. *Teacher Education Quarterly*, 37(1), 177-194.

Breault, R. A., & Lack, B. (2009). Equity and empowerment in PDS work: A review of literature since 2000. *Equity and Excellence in Education*, 42(2), 152-168.

Brown, T., Throop, S., & Timku, L. (2009). More than meets the eye. *Science and Children*, 47, 28-31.

Chan, T. C. (2009). Meeting the challenge of accountability: The case study of a university in China. *Inonu University Journal of the Faculty of Education*, 10(3), 13-24.

Chan, T. C., & Jiang, B. (2009). How school principals assist beginning teachers. *Studies in Educational Leadership*, 1, 114-123.

DeVillar, R. A. (2009). Chinese scientific socialism in global perspective: Geopolitical implications for Latin America and the United States. *Journal of Emerging Knowledge on Emerging Markets*, 1(1), 5-32.

DeVillar, R. A., & Jiang, B. (2009). U.S. student teachers in Belize, China and Mexico: Patterns of cultural, professional, and character development. *Journal of Emerging Knowledge on Emerging Markets*, 1(1), 153-169.

Dishman, M., & Redish, T. (2010). Education adequacy litigation in the American South. 1972-2009. *Peabody Journal of Education*, 85(1), 16-31.

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Garner, M., & Engelhard, G. (2009). Using paired comparison matrices to estimate parameters of the partial credit Rasch measurement model for rater-mediated assessments. *Journal of Applied Measurement*, 10(1), 30-41.

Holbein, M. F., & Harkins, D. M. (2010). An investigation of teacher talk during the administration of an informal reading inventory. *College Reading Association Yearbook*, Vol. 31, *Mentoring literacy professionals: Continuing the spirit of CRA/ALER after 50 years*.

Hoyt, K., & Smith, S. (2009). Keeping them in while getting them out. *The FLAG Journal Peer Review*, 1(1), 15-21.

Koellner, K., **Wallace, F. H., & Swackhamer, L.** (2009). Integrating literature to support mathematical learning in middle school. *Middle School Journal*, 41(2), 30-39.

Morris, R., **Chan, T. C., & Patterson, J.** (2009). Principals' perceptions of school public relations. *Journal of School Public Relations*, 30(2), 166-185.

Tubbs, J. E., & Holliday, H. E. (2009). Educational leadership preparation: What supervisors, candidates, and mentors said. *Journal of College Teaching and Learning*, 6(5), 17-29.

Tyminski, A., **Ledford, S., & Hembree, D.** (2010). What was really accomplished today? Mathematics content specialists observe a class for prospective K-8 teachers. *The Montana Mathematics Enthusiast*, 7(1), 75-92.

Williams, D. (2009). The impact of student teaching in an urban environment on the development of teachers' identities. *Journal of Urban Teaching, Learning, and Research*, 5, 39-43.

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Garner, M. (2009). Teacher-designed questions about a mathematical story. In S. L. Swars, D. W. Stinson, & S. Lemons-Smith (Eds.), *Proceedings of the 31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1444-1450).

Rosengrant, D., Thomson, C., & Mzoughi, T. (2009). Comparing experts and novices in solving electrical circuits problems with the help of eye-tracking. *Physics Education Research Conference Proceedings*. In M. Sabella, C. Henderson, C. Singh (Eds.), *AIP Conference Proceedings*, 1179, 249-252.

Smith, M., Swars, S., Smith, S., Hart, L., & Haardorfer, R. (2009). A comparative longitudinal study of mathematics beliefs and knowledge in a changing elementary education program. In S. Swars, D. W. Stinson, & S. Lemons-Smith (Eds.), *Proceedings of the 31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1196-1201).

BOOK REVIEWS

Jean-Sigur, R. (2010). [Review of the book *Multicultural education: Issues and perspectives*, by J. A. Banks, & C. A. McGee Banks]. (7th ed.). Hoboken, NJ: Wiley & Sons.

Martin, D. (2009). [Review of the book *TEACH*, by J. Fraser]. Columbus, OH: McGraw-Hill.

Martin, D. (2010). [Review of the book *Exploring math and science in early childhood education*, by L. Plevyak]. National Science Teachers Association.

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King-McKenzie, E. (2009). [Review of the book *That doggone calf*, by B. Wallace, & C. Wallace]. *ALAN's Picks*. Retrieved from <http://www.alan-ya.org>.

Faculty Presentations

Banker, T. (2010, April). *1,2,3,4...: Let me count the ways*. National Council of Teachers of Mathematics, San Diego, CA.

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

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

Bell, J., & Funk, M. L. (2009, November). *Somewhere over the virtual rainbow: A student-centered online learning model for undergraduate and graduate courses in special education*. Council for Exceptional Children, Charlotte, NC.

Besette, H. (2009, July). *Increasing learning opportunities for students with disabilities through learner-focused leadership*. International Association of Special Education, Alicante, Spain.

Besette, H. (2010, March). *Inclusive education: No improvement without investment*. Massachusetts Title I Conference, Marlborough, MA.

Besette, H. (2010, April). *The 'One-Plus' perspective: How teacher leaders maximize achievement for students with exceptionalities*. Council for Exceptional Children, Nashville, TN.

Besette, H., Clark, J., Jordan, K., McCrary, S., & Montalvo-Balbed, M. (2009, July). *Improving Response-to-Intervention (RTI) with effective progress monitoring*. International Association of Special Education, Alicante, Spain.

Besette, H., & Peskin, S. (2010, March). *Distributed leadership and inclusive education: Maximizing achievement for diverse students*. Massachusetts Title I Conference, Marlborough, MA.

Besette, H., & Peskin, S. (2010, March). *When leadership is the afterthought of educational reform*. Massachusetts Title I Conference, Marlborough, MA.

Blaver, A. (2009, October). *21st century education: The intersection between theory and research*. Georgia Educational Research Association, Savannah, GA.

Blaver, A. (2009, October). *Secondary pre-service teachers: Their understanding and value of adolescent development*. Georgia Educational Research Association, Savannah, GA.

Blaver, A. (2010, May). *Indigenous visual ecologies of knowledge as repertoires for learning*. American Educational Research Association, Denver, CO.

Blaver, A. (2010, May). *The science achievement of Latino youth: An examination of self-appraisals, educational aspirations, and home context*. American Educational Research Association, Denver, CO.

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

Bowen, C. (2009, November). *A passionate plea for ethics instruction in teacher preparation classes*. Southeastern Regional Association of Teacher Educators, Louisville, KY.

Bowen, C. (2010, February). *Ethics instruction: A must in teacher preparation classes*. Annual Jon C. Dalton Institute on College Student Values. Florida State University, Tallahassee.

Bowen, C., & Chan, T. C. (2009, October). *Preparing for the 21st century: Increasing ethics instruction in educator preparation programs*. International Society for Educational Planning, Savannah, GA.

Brown, S. B. (2009, November). *Assessment roles and tools in today's schools*. Council for Exceptional Children, Charlotte, NC.

Bryan, S. (2009, August). *The roles and responsibilities of the collaborating teachers, BCOE/PTEU international student teaching study abroad experience*. Country Day International School, Escazu and Guanacaste, Costa Rica.

Bryan, S. (2010, February). *Application of research and collaboration for teacher preparation candidates Belize international student teaching*. University of Belize, Belmopan.

Bryan, S., Coffey, D., Jiang, B., & Devillar, R. A. (2010, February). *A comparative study of international student teaching in Belize, China and Mexico*. American Association of Colleges for Teacher Education, Atlanta, GA.

Bryan, S., & KSU Study Abroad Participants. (2009, July). *Academic and cultural experiences teaching English in Korea*. KSU Lecture Series Year of Korea 2009-2010, Kennesaw, GA.

Bullock, P. L., & Snow, J. L. (2009, October). *Teacher educator and LGBTQ issues: Why are we seeing straight?* Curriculum and Pedagogy Conference, Decatur, GA.

Bullock, P. L., Subramaniam, K., Buenaventura, L., & Lee, I. (2010, April). *Skin deep? Analyzing an elementary teacher education program's incorporation of diversity*. Canada International Conference on Education, Toronto, Canada.

Faculty Presentations

Bullock, P. L., Subramaniam, K., Lee, I., & Buenaventura, L. (2009, October). *Diversity without social justice: Ignoring LGBTQ issues within a teacher education program.* Curriculum and Pedagogy Conference, Decatur, GA.

Chan, T. C., Chandler, M., Patterson, J., & Jiang, B. (2010, April). *How school facilities impact student achievement: Perceptions of principals, teachers and parents.* Annual Conference of the Chinese American Educational Research and Development Association, Denver, CO.

Chan, T. C., Jiang, B., Patterson, J., & Chandler, M. (2009, October). *The impact of facility on student achievement: Principals, teachers, and parents' perspectives.* International Society for Educational Planning, Savannah, GA.

Chan, T. C., & Jiang, B. (2010, May). *School and community relations.* Faculty and students at Shanghai Normal University, Shanghai, China.

Chandler, M., & Chan, T. C. (2009, October). *Principals' self perception of their roles and responsibilities: Comparing Hungary and the United States.* Southern Regional Council for Educational Administration, Atlanta, GA.

Chandler, M., & Chan T. C. (2009, October). *School principal profiles: Comparing Hungary and the United States.* International Society for Educational Planning, Savannah, GA.

Chandler, M., & Chan, T. C. (2009, October). *School principal profiles: Comparing Hungary and the United States.* Southern Regional Council on Educational Administration Conference, Atlanta, GA.

Chandler, M., & Chan, T. C. (2010, April-May). *School principal profiles: Comparing Hungary and the United States.* American Educational Research Association, Denver, CO.

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

Chandler, M., Swan, W., Hubbert, J., & Ray, D. (2009, July). *Coaching for executive educators.* Georgia Association of Educational Leaders, Jekyll Island, GA.

Chandler, M., Swan, W., & Morgan, V. (2009, November). *Coaching for executive educators: Improving leadership performance and student achievement.* Georgia Council of Administrators of Special Education, Savannah, GA.

Clody, A., Kline, K., & **Zheng, B.** (2009, October). *Teaching middle grades mathematics using multiple intelligences.* Georgia Educational Research Association, Savannah, GA.

Coffey, D. (2009, October). *Building classroom communities for competence and optimal learning.* International Alliance for Invitational Education, Rochester, NY.

Coffey, D. (2009, November). *Building vibrant communities that promote personal and collaborative success.* Annual Meeting of the Association of Literacy Educators and Researchers, Charlotte, NC.

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

Cue, J. K., Hughes, E. K., & **Hillen, A. F.** (July, 2009). *Teacher questioning and accountable talk in a mathematics classroom.* University of Northern Iowa Summer Research Program for Undergraduates, Cedar Falls, IA.

Cutts, Q., **Davis, C.,** & Love, B. (2009, October). *Black feminist citizenship in the academy: An autoethnography of challenge, resistance, and negotiation.* Association for the Study of African American Life and History, Cincinnati, OH.

Davis, C. (2009, October). *Caring beyond the bell: Cultural relevance in an afterschool setting.* Georgia Educational Research Association, Savannah, GA.

DeChenes, K., & **Jean-Sigur, R.** (2009, October). *Helping parents understand developmentally appropriate practice.* Parent Workshop in Costa Rica, Country Day School, Escazu, Costa Rica.

Delacruz, S. (2010, January). *Using interactive read-alouds to increase K-2 student comprehension.* Georgia Reading Association, Atlanta, GA.

Delacruz, S., & Coffey, D. (2010, March). *Creating new learning opportunities using interactive bulletin boards.* Annual Conference on Literature for Children and Young Adults. Kennesaw State University, Kennesaw, GA.

DeVillar, R. A., & Jiang, B. (2009, October). *The impact of student teaching abroad on beginning teachers' practice: Implications for school leaders.* Southern Regional Council on Educational Administration, Atlanta, GA.

DeVillar, R. A., & Jiang, B. (2009, October). *Transfer, adaptation and integration of student teaching abroad experiences to the U.S. classroom.* Georgia Association of Teacher Educators, Atlanta, GA.

DeVillar, R. A., & Jiang, B. (2010, April-May). *Transfer, adaptation and integration of student teaching abroad experiences.* American Educational Research Association, Denver, CO.

Faculty Presentations

Dishman, M. (2009, November). *Complying with CIPA*. Georgia Educational Technology Conference, Atlanta, GA.

Dishman, M. (2009, November). *Complying with CIPA and other fun tasks*. Building Learning Communities, Boston, MA.

Dishman, M. (2009, December). *The 2008-09 FMLA regulatory changes*. Georgia Association of School Personnel Administrators, St. Simon's Island, GA.

Dishman, M. (2010, February). *Book study: Leading schools during crisis*. The American Association of School Administrators, Phoenix, AZ.

Dishman, M., & Redish, T. (2009, July). *I am the great and powerful Oz: Educators' perceptions of legal barriers to technology integration*. Building Learning Communities, Boston, MA.

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

Edwards, B., & **Ledford, S.** (2010, March). *An e-portfolio for a mathematics methods course and the web-based tool used to assess it*. Society for Information Technology and Teacher Education International Conference, San Diego, CA.

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

Funk, M. L., & Bell, J. (2009, November). *Somewhere over the virtual rainbow: A student-centered online learning model for undergraduate and graduate courses in special education*. Mid-South Educational Research Association, Baton Rouge, LA.

Garner, M. (2009, September). *Teacher-designed questions about a mathematical story*. North American Chapter of the International Group for the Psychology of Mathematics Education, Atlanta, GA.

Garner, M. (2009, October). *Deep knowledge of trigonometry*. Georgia Association of Mathematics Teacher Educators, Rock Eagle, GA.

Greenway, K., & **Hoyt, K.** (2010, March). *Professional growth through collaborative teacher development: A teaching and learning experience*. Foreign Language Association of Georgia, Augusta, GA.

Guillory, N. (2009, October). *Committing to change in teacher education: Preparing pre-service teachers to work with English language learners in mainstream classrooms*. National Association for Multicultural Education, Denver, CO.

Guillory, N. (2010, April). *Pre-service teachers' understandings of self-other relationships in a field experience with CLD students*. American Educational Research Association, Denver, CO.

Hess, W. G. (2009, December). *Bringing peace into the university curriculum*. Research in Social Science, Nashville, TN.

Hicks, J. C. (2010, March). *Digital storytelling: Catalyst for collaboration and change*. National Association of Professional Development Schools, Orlando, FL.

Hillen, A. F. (2009, October). *Talking about talk: Supporting mathematical discourse in your classroom*. Georgia Council of Teachers of Mathematics, Rock Eagle, GA.

Hillen, A. F. (2009, November). *Using a card sorting task to develop knowledge for teaching function*. National Council of Teachers of Mathematics, Nashville, TN.

Hillen, A. F., & Hughes, E. K. (2010, April). *Let's talk mathematics: Supporting mathematical discourse in your classroom*. National Council of Teachers of Mathematics, San Diego, CA.

Holliday, H. E. (2009, October). *Boys transitioning into scholar athletics*. Southern Regional Council on Educational Administration, Atlanta, GA.

Holliday, H. E. (2010, January). *Huddle up*. National Urban Conference, Xenia, OH.

Howell-Lillard, L. (2010, February). *Easing the pain of teaching about slavery in the classroom*. National Association of African American Studies, Baton Rouge, LA.

Howell-Lillard, L., Bogan, B., & Jean-Sigur, R. (2009, October). *Assisting families of young children with special and medical needs*. National Black Child Development Institute, Atlanta, GA.

Hughes, E. K., **Hillen, A. F., & Metz, M. L.** (2010, January). *Making the most of content courses: Developing teachers' mathematical and pedagogical content knowledge*. Mathematics Teacher Educators Conference, Irvine, CA.

James, J., Nolan, L., **Redish, T., Thomas, L., & Williamson, J.** (2010, June). *Refreshing NCATE standards for technology leaders and facilitators*. International Society for Technology in Education, Denver, CO.

Jiang, B., & DeVillar, R. A. (2009, October). *Effects of school and cultural contexts on student teaching abroad outcomes: Insights from U.S. student teachers in Belize, China and Mexico*. Georgia Educational Research Association, Savannah, GA.

Faculty Presentations

Jiang, B., & DeVillar, R. A. (2009, October). *From student teaching abroad to teaching in the U.S. classroom: Profiles of beginning teaching development*. Georgia Association of Teacher Educators, Atlanta, GA.

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

Jiang, B., Coffey, D., DeVillar, R., & Bryan, S. (2010, February). *Student teaching in Belize: Cultural, professional and character development*. Association of Teacher Educators, Chicago, IL.

King-McKenzie, E. (2010, March). *Women still hold up half the sky*. Women's Conference, Defense Contract Management Agency, Atlanta, GA.

King-McKenzie, E. (2010, May). *We have come a long way baby: The journey of women*. University of Lagos, Nigeria.

Kuhel, K., McKenzie, M., Aldama, J., Campbell, S., & Suarez, G. (2009, September). *Challenges of teaching teachers to use web 2.0 technologies in the ESOL classroom*. Southeast Regional TESOL Conference, Atlanta, GA.

Lee, C., & Hughes, C. (2010, April). *Mapping curricular units for specially designed instruction: RTI Tier 3 strategies*. Council for Exceptional Children, Nashville, TN.

Lewis, B. B. (2009, October). *Child assessment made simple*. Georgia Association on Young Children, Duluth, GA.

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

Lewis, B. B. (2010, January). *Look what service does*. Georgia Alumni Association of Historically Black State Universities Annual Conference, Atlanta, GA.

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

Lewis, B. B. (2010, May). *Add some meat to what you teach: Strategies to 'beef-up' your curriculum*. Georgia Head Start Association, St. Simons Island, GA.

Ligon, K., & Brown, S. B. (2010, February). *A change agent model for developing capstone field experiences*. American Association of Colleges for Teacher Education, Atlanta, GA.

Ligon, K., & Brown, S. B. (2010, February). *Collaborative development of the PDS process*. Association of Teacher Educators, Chicago, IL.

Ligon, K., & Brown, S. B. (2010, March). *From yearlong internship to PDS: Where we've been and where we are headed*. National Association of Professional Development Schools, Orlando, FL.

Linton, R., **Mzoughi, T.**, & Shen, J. (2009, December). *Adapting curriculum to problem-based learning*. West Central Georgia Regional STEM Institute, Columbus State University, Columbus, GA.

Loomis, K. S. (2010, February). *Resources at the International Wolf Center*. Georgia Science Teachers Association, Savannah, GA.

Loomis, K. S., Chapman, K., & LeDoux, D. (2009, October). *No teacher left inside*. Southeastern Association for Science Teacher Education Regional Conference, Kennesaw, GA.

Mann, A. (2009, October). *Allow your students to sing freely: A reading session for elementary and middle school musicians*. Collegiate Music Educators, Kennesaw, GA.

Mann, A. (2009, June). *Multicultural music from around the globe*. American Choral Directors, Morrow, GA.

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

Mann, A., & Minear, A. (2010, January). *Stylish performance through purposeful programming*. Florida Music Educators, Tampa, FL.

McAlpine, G., Steffen, C., & Warner, M. (2009, September). *Inventive thinking: Science experiments with language arts*. Association for Teacher Education in Europe, Mallorca, Spain.

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

Meadows, F. L. (2010, April). *Bilingual education in a Montessori classroom*. Cross-Strait Chinese Montessori Early Children Education International Conference, Chengdu City, Szechuan Province, Republic of China.

Meadows, F. L. (2010, April). *First and second language education is most effective with very young children*. Cross-Strait Chinese Montessori Early Children Education International Conference, Chengdu City, Szechuan Province, Republic of China.

Faculty Presentations

Meadows, F. L. (2010, April). *Foundations for successful second language acquisition*. Cross-Strait Chinese Montessori Early Children Education International Conference, Chengdu City, Szechuan Province, Republic of China.

Meadows, F. L. (2010, April). *A successful bilingual Montessori education program serving children who are at-risk in Irvine, California*. Cross-Strait Chinese Montessori Early Children Education International Conference, Chengdu City, Szechuan Province, Republic of China.

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

Metz, M. L., **Hillen, A. F.**, & Hughes, E. K. (2010, April). *Using misconceptions and students' thinking to deepen teachers' mathematics knowledge*. National Council of Teachers of Mathematics, San Diego, CA.

Morris, R., **Chan, T. C.**, & **Patterson, J.** (2010, April-May). *School public relations as perceived by school principals*. American Educational Research Association, Denver, CO.

Morris, R., & **Holbein, M.** (2010, March). *27th Annual Critique of Teacher Evaluation Instruments*. Association for Supervision and Curriculum Development, San Antonio, TX.

Musetti, B. (2009, August). *Differentiated instruction for all students*. Cypress Fairbanks District De-Tracking Initiative, Houston, TX.

Musetti, B. (2009, November). *Building a P-16 system of advocacy*. National AVID Conference "Juntos," San Antonio, TX.

Musetti, B. (2009, November). *Revolutionizing our classrooms for global consciousness*. International Conference of Education, Research and Innovation, Madrid, Spain.

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

Musetti, B., & Elmore, J. (2009, September). *Floating on multiple worlds: Learning to communicate and teach across cultures from teachers of Hmong students*. Southeast TESOL Conference, Atlanta, GA.

Musetti, B., Jacobs, J., Chaundhari, L., & Silk, M. (2009, September). *The many faces of adult education: Focusing on alternative perspectives and methods in ESL teaching*. Southeast TESOL Conference, Atlanta, GA.

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

Mzoughi, T. (2009, July). *Wii remote for physics learning*. American Association of Physics Teachers, Ann Arbor, MI.

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

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

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

Mzoughi, T., & Foley, J. (2009, July). *WebTOP: X3D based interactive simulations for waves and optics instruction*. American Association of Physics Teachers, Ann Arbor, MI.

Mzoughi, T., & Foley, J. (2009, July). *WebTOP: X3D based interactive simulations mini-workshop as part of the "Taste in Technology" workshop*. American Association of Physics Teachers Summer Meeting, Ann Arbor, MI.

Paris, N. A., **Besette, H.**, **Kirby, D.**, & **Redish, T.** (2010, February). *From muteness to provocation: An emerging developmental model of teacher leadership within a professional practice doctorate*. American Association of Colleges for Teacher Education, Atlanta, GA.

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

Redish, T. (2009, November). *School 2.0*. Georgia Educational Technology Conference, Atlanta, GA.

Redish, T. (2010, February). *Creating a meaningful clinical experience for aspiring educational leaders*. American Association of Colleges for Teacher Education, Atlanta, GA.

Redish, T., **Dishman, M.**, & **Terry, D.** (2010, May). *A meaningful and cost-effective field experience for principal preparation programs*. Athens Institute for Education and Research, Greece.

Faculty Presentations

Roebuck, D., **Chandler, M.**, Swan, W. & Brock, S. (2009, July). *Lighting the way for others to follow: Collaboration between a College of Education and a College of Business*. Association of Leadership Educators, Providence, RI.

Rosengrant, D., & Hillen, A. F. (2010, March). *Pre-service elementary school teachers and their use of representations in science and mathematics*. Southern Atlantic Coast Section of the American Association of Physics Teachers, University of South Carolina at Aiken.

Rosengrant, D., & Mzoughi, T. (2009, October). *Eye-tracking expert novice differences with electrical circuits*. Southeastern Association for Science Teacher Education, Kennesaw, GA.

Rosengrant, D., & Mzoughi, T. (2009, October). *Impulse momentum diagrams*. Southeastern Association for Science Teacher Education, Kennesaw, GA.

Rosengrant, D., Thomson, C., & Mzoughi, T. (2009, July). *Comparing experts and novices in solving electrical circuit problems with the help of eye-tracking*. Physics Education Research Conference, University of Michigan, Ann Arbor.

Ross, M. C. (2009, November). *Teaching in the hood: A unique approach to closing the achievement gap*. National Association of Multicultural Education, Denver, CO.

Ross, M. C., & Ross, S. A. (2009, November). *Online multicultural education: Do pre-service teachers get it?* National Association of Multicultural Education, Denver, CO.

Salyer, B. A. (2009, October). *Alternative teacher certification programs and teacher diversity: Findings from one southern state*. Georgia Educational Research Association, Savannah, GA.

Salyer, B. A., Dias, M., & Stephen, C. (2009, October). *Helping new teachers analyze their impact on student learning*. Southeastern Association for Science Teacher Education, Kennesaw, GA.

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

Shaheen, M. (2010, February). *The ecopoetry project: An integrated environmental education/science/technology/literacy project*. Gwinnett Reading Council, Lawrenceville, GA.

Smith, M., Swars, S., Hart, L., & Smith, S. (2009, October). *Impact of ECE program change on beliefs and SCK*. Georgia Association of Mathematics Teacher Educators, Rock Eagle, GA.

Smith, S., Hoyt, K., & Crooks, S. (2009, November). *Foreign language service-learning as a context for fostering intercultural competence*. American Council on the Teaching of Foreign Languages, San Diego, CA.

Snyder, A. F. (2009, November). *Toward building literacy communities in Nigerian primary school classrooms: Developing Nigerian teachers' conceptual understandings of literature circles as a modern technique for literacy instruction*. Association of Literacy Educators and Researchers, Charlotte, NC.

Snyder, A. F. (2009, November). *Using literature circles to develop new conceptual understandings of current strategies and methods for literacy instruction for primary school teachers in Nigeria*. National Reading Conference, Albuquerque, NM.

Stallings, L., Atwood, A., Davis, J., Funsch, D., Poss, D., Stinson, A., & Whitlow, D. (2009, October). *Becoming a leader in mathematics education*. Georgia Council of Teachers of Mathematics, Eatonton, GA.

Steffen, C., Warner, M., & Cope, J. (2010, February). *Raising the bar for 21st century teacher preparation*. American Association of Colleges for Teacher Education, Atlanta, GA.

Strieker, T., Holbein, M., & Fowler, S. (2009, November). *Point counter-point: Debating competing theories of effective practices for diverse classrooms*. Association of Literacy Educators and Researchers, Charlotte, NC.

Strieker, T., Logan, K., & Kuhel, K. (2010, April). *Enhancing the inclusion of students with disabilities in core general education classrooms through a comprehensive model of embedded professional development*. American Educational Research Association, Denver, CO.

Strieker, T., Wallace, F., & Basinger, R. (2010, April). *The impact of cognitive coaching on the RTI referral process at Tier Two*. International Reading Association Literacy Coaching Summit, Corpus Christi, TX.

Strieker, T., Zong, G., & Gillis, B. (2009, October). *Preparing pre-service content middle school teachers to co-teach*. Georgia Educational Research Association, Savannah, GA.

Terry, A. W. (2010, May). *Putting the learner in service-learning: Looking at service-learning through a developmental lens*. International Conference on Education, Athens, Greece.

Tubbs, J. E. (2009, October). *Principals' leadership practice*. Southern Regional Council on Educational Administration, Atlanta, GA.

Faculty Presentations

Tubbs, J. E. (2010, January). *Teacher perceptions of their principal's leadership practice*. Journal of College Teaching and Learning Conference, Orlando, FL.

Wallace, F. H. (2009, March). *The angle of guilt: Reading mathematics and solving crimes*. Georgia Reading Association, Atlanta, GA.

Wallace, F. H., & Stein, M. (2009, March). *How reading young adult literature in the mathematics classroom can teach standards-based content knowledge*. Annual Conference on Literature for Children and Young Adults, Kennesaw, GA.

Warner, M. (2010, March). *Technology enhanced and problem-based social studies curriculum in the elementary classroom*. Society for Information Technology in Teacher Education, San Diego, CA.

Warner, M., McAlpine, G., & Steffen, C. (2010, September). *Inventive thinking: Science experiments with language arts*. Association for Teacher Education, Majorca, Spain.

Williams, D. (2009, September). *Influences to want to teach mathematics in an urban setting: A pre-service teacher's story*. North American Chapter of the Psychology of Mathematics Education, Atlanta, GA.

Williams, D. (2009, October). *Culture and mathematics*. South Carolina Council of Teachers of Mathematics, Columbia, SC.

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

Williams, D. (2010, March). *Culture matters in mathematics*. National Science Foundation, Robert Noyce Conference, Greenville, SC.

Williams, D. (2010, April). *Connecting mathematics to the culture of industry*. National Council of Teachers of Mathematics, San Diego, CA.

Williamson, J. (2009, November). *Research in technology leadership*. Georgia Educational Technology Conference, Atlanta, GA.

Williamson, J. (2010, June). *Author table discussion/book signing*. International Society for Technology in Education, Denver, CO.

Williamson, J. (2010, June). *Leading effective technology integration in schools*. International Society for Technology in Education, Denver, CO.

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

Williamson, J., & Wilcox, H. (2009, October). *Technology leadership models*. Georgia Educational Research Association, Savannah, GA.

Williamson, J., & Redish, T. (2010, February). *Aligning graduate instructional technology programs to school districts' needs for technology leadership*. American Association of Colleges for Teacher Education, Atlanta, GA.

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

Zheng, B., O'Brien, J., Shelton, G., Badger, E., & Travis, J. (2009, October). *Using Vygotsky's cultural historical theories in the diverse social studies classroom*. Georgia Educational Research Association, Savannah, GA.

Educator Preparation Programs

BACCALAUREATE

Birth-to-Five *

- Montessori Concentration
- Traditional Concentration

P-8

- Early Childhood Education (P-5)
- Middle Grades Education (4-8)
 - Concentration in English/Language Arts
 - Concentration in Language & Literacy *
 - Concentration in Mathematics
 - Concentration in Science
 - Concentration in Social Studies

Secondary 6-12

- Biology
- Chemistry
- English
- History
- Mathematics

P-12

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

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

- Art (P-12)
- Biology (6-12)
- Chemistry (6-12)
- English (6-12)
- Mathematics (6-12)
- Modern Language & Culture
 - Concentration in Chinese (P-12)
 - Concentration in Spanish (P-12)
- Physics (6-12)
- TESOL (P-12)

MASTER OF EDUCATION (M.Ed.)

- Adolescent Education
 - Concentration in English/Language Arts
 - Concentration in Language & Literacy
 - Concentration in Mathematics
 - Concentration in Science
 - Concentration in Social Studies
- Early Childhood Montessori Education
- Elementary & Early Childhood Education
- Educational Leadership
 - Concentration in Ethics & Multiculturalism
 - Concentration in Technology Leadership
- Inclusive Education
 - Concentration in Individualized General Curriculum w/ Reading Endorsement embedded
 - Concentration in TESOL-ESOL Endorsement embedded
- Instructional Technology

EDUCATION SPECIALIST (Ed.S.)

- Educational Leadership for Learning
 - Traditional Program
 - Performance-Based Program
- Teacher Leadership for Learning
 - Concentration in Adolescent Education – English/Language Arts
 - Concentration in Adolescent Education – Mathematics
 - Concentration in Elementary and Early Childhood Education
 - Concentration in Inclusive Education
 - Concentration in Instructional Technology

DOCTORATE (Ed.D.)

- Educational Leadership for Learning
- Teacher Leadership for Learning
 - Concentration in Adolescent Education – English/Language Arts
 - Concentration in Adolescent Education – Mathematics
 - Concentration in Elementary & Early Childhood Education
 - Concentration in Inclusive Education
 - Concentration in Instructional Technology

ENDORSEMENT AND CERTIFICATION ONLY

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

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