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MAGAZINE

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On the cover: Roan Elementary School (Dalton, Ga.) Principal Frankie Beard. Photo by Rod Reilly.

The articles published in each issue of *PAGE ONE Magazine* represent the views of the contributors and do not necessarily represent the views of PAGE, except where clearly stated.

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FROM THE

PRESIDENT

Times Have Changed

BY PRESTON HOWARD

PRESTON HOWARD,
PRESIDENT

Many historians have divided the United States' past into three distinct phases. You are probably very familiar with those phases: the agrarian period, the industrial period and the information age. Each of these periods represented a major change from the preceding one. During the transition from one period to another, there was a period of adjustment where people struggled to adapt to the new conditions. Some people were never able to adapt and many suffered economically because they were unable or unwilling to compete in the new age.

During the 1800s the American economy was largely agrarian and children needed only a very basic education. Work in the fields was of primary importance. With the advent of the industrial age education gained relevance, but in keeping with the times, economies of scale dictated a set schedule of progress. A concentration of students went to schools that looked very much like the factories in which their parents worked. Everyone did the same thing at the same time, hence, this is often termed the "factory model" of schooling. During this time, we became concerned with measuring productivity. By measuring all of the factors in the economy, i.e., tons of coal shipped, number of factory machines in use, etc., you can quantify the economic output of the nation. This output became known as the gross national product and later the gross domestic product. The wealth of the nation could be calculated and individual wealth was measured by the accumulation of physical assets. This was called capital.

The world has changed rapidly and the time when the nation's main sources of wealth are physical assets is rapidly disappearing. We are now fully immersed in the information age. Our economy has shifted from one based on manufacturing or agriculture to one based on information. The new capital is intellect. The information, knowledge, creativity and brainpower that can be brought to bear to solve complex problems associated with developing and renewing ever-scarce resources are the new measurements of wealth.

What does this mean for educators? First of all, it means a total revision of teaching methods. In Georgia, as well as the rest of the United States, we have been in what seems like a continuous reform mode. I won't go through the litany of education reform initiatives because they are known all too well. The point is that we have been in a state of constant change, yet we are asked to change even more and produce results even quicker.

The development of a method for determining the economic output of a nation was brilliant, but I doubt at the time we could have envisioned a future where we would have to quantify intellectual output. That is precisely what we have to do. The most important asset of the nation today is the intellectual capital of our population. The problem is how do we measure that intellectual capital? I believe that the heart of accountability is the search for that answer.

In order to measure intellectual output we must have a stan-

dard by which to judge achievement. Our current method of measuring achievement relies on standardized testing—over and over again. While many of these tests provide useful information about what a student can recall or process, they do little to promote the well-being of the whole child or predict future success. We have yet to develop a measure that will indicate whether or not a person has the capacity to make use of his or her intellect.

Some people are concerned about being overly reliant on tests and test results when making decisions about a person's potential and/or qualifications. I share that concern as well. Is there room for the student who works hard, is a good citizen, has the values of honesty and integrity in his or her heart, but cannot measure up to the academic standards demanded of him or her in this "up or out" world? There has to be.

Research indicates that teachers who make connections with their students are more effective. Research also indicates that students who are involved in their schools through extra-curricular or curricular activities are more likely to be successful in school and ultimately graduate from high school. Yet these connections are becoming harder and harder to make as teachers seek to maximize every instructional minute. The very classes that promote involvement in school activities, music, art and physical education (PE) are in jeopardy at many schools and most assuredly for the students who need to connect most—the low-performing student.

So, how do we respond to meet this challenge? Accountability will not disappear and neither will the tests on which accountability is grounded. What is needed is a renewed commitment to educating the whole child. We must fight to return the fine arts and PE to the course offerings at all of our schools. We must continually stress the need to use multiple measures of intelligence when making promotion/retention decisions regarding our students. We must never forget that, statistically, every child that is held back even once is twice as likely to drop out of school and, by inference, that child will be left behind.

There are no easy answers to this problem. Improving education is not just a matter of improving performance on a series of tests. We must address the overall needs of children socially, economically and physically if we expect to make a difference in their educational outcome. It is time to fully fund the reforms that are in place and begin to reform our economic and social policies to address the impact poverty and social apathy has on the development of the whole child. We cannot bring children to the penthouse at school if we put them in the cellar when they return to their homes and community. ■





FROM THE

EXECUTIVE VICE PRESIDENT

Keeping Focus Amid the Change

BY TIM CALLAHAN

As I write this, the legislative session is moving along very slowly. There has even been some discussion of a lengthy recess which could propel the session into mid-April! Educators have already learned that because of the severely limited state budget there will be no salary increase. PAGE is lobbying for an additional salary step to increase the number of educators who will at least receive a longevity step. We are also working very hard to head off any additional budget cuts.

While the economic situation continues in a negative vein, educators in Georgia and across the nation are beginning to see and feel the effects of the federal “No Child Left Behind” legislation. Already, school districts are being asked to provide parents with lists of approved remediation specialists where students can go to improve their academic skills—at public expense. Schools are also being asked to transport students from schools “needing improvement” to schools which have fared better on standardized testing.

In late January the Georgia Department of Education filed its definition of “Adequate Yearly Progress” (AYP) with the U.S. Department of Education. That definition, once approved by Washington, will become the measuring instrument for our state’s schools in the coming years. Federal “report cards,” based on annual progress made within disaggregated individual student groups (white, black, Asian, Hispanic, etc.) are on the horizon, as is the challenge included in the legislation to have a high-quality, fully prepared educator in every classroom.

Educators have a lot on their plates! And yet, the daily challenges are unchanged. Managing the classroom, providing quality instruction, staying current with the paperwork and meeting the individual needs of students—these tasks go on every day across the state. No state or federal legislation thus far has made these tasks any easier. In fact, many would argue that the spate of legislation has complicated, rather than simplified, these tasks.

It is hard to know right now what the next few years will mean in Georgia’s classrooms. There are many bright spots and promising initiatives. At the PAGE Day on Capitol Hill reception, both Governor Perdue and State School Superintendent Cox



TIM CALLAHAN
INTERIM EXECUTIVE
VICE PRESIDENT

reiterated their strong affection for and support of all educators. Both repeated that they want our input and want to carefully weigh the input of educators before developing education policy. Their respect for educators is obvious, and the way they say they will conduct their offices is certainly welcome.

Continuous school improvement (something we have been involved with for several years) is converging with the idea of ongoing improvement in individual student achievement, and that achievement is fast becoming the new “coin of the realm” in the education world. The state and federal initiatives, coupled with the standards, achievement and accountability paradigm, are among the primary reasons why PAGE has become increasingly active in the area of professional development.

Depending upon what stage of your career as an educator you are in, you have probably participated in or been aware of one or more of our

offerings. During the past few years we have heard from numerous PAGE members who let us know they appreciate what the organization has to offer. For beginning educators, Praxis workshops; for veterans, professional workshops and presentations and *PAGE ONE* articles or Issue Briefs; for those working to reach the height of the profession, help in achieving National Board Certification—we provide meaningful career assistance in all these areas.

While the landscape is changing for you as an educator, and you must work to keep your focus during that change, so too must the landscape change for your professional association and we’re going to be just as focused. When you selected PAGE as your professional “home” (and over the past nine years more than 22,000 K-12 classroom educators have done just that), you did so with an expectation of collegial support through some trying times. We are taking that responsibility very seriously. Over the next several months, you will be seeing some additional emphasis in this magazine and in our conference offerings to highlight cutting-edge programs, clarify new concepts and provide research that is meaningful to you and your students. Please let us know what you think of our offerings and how we can better serve you. ■

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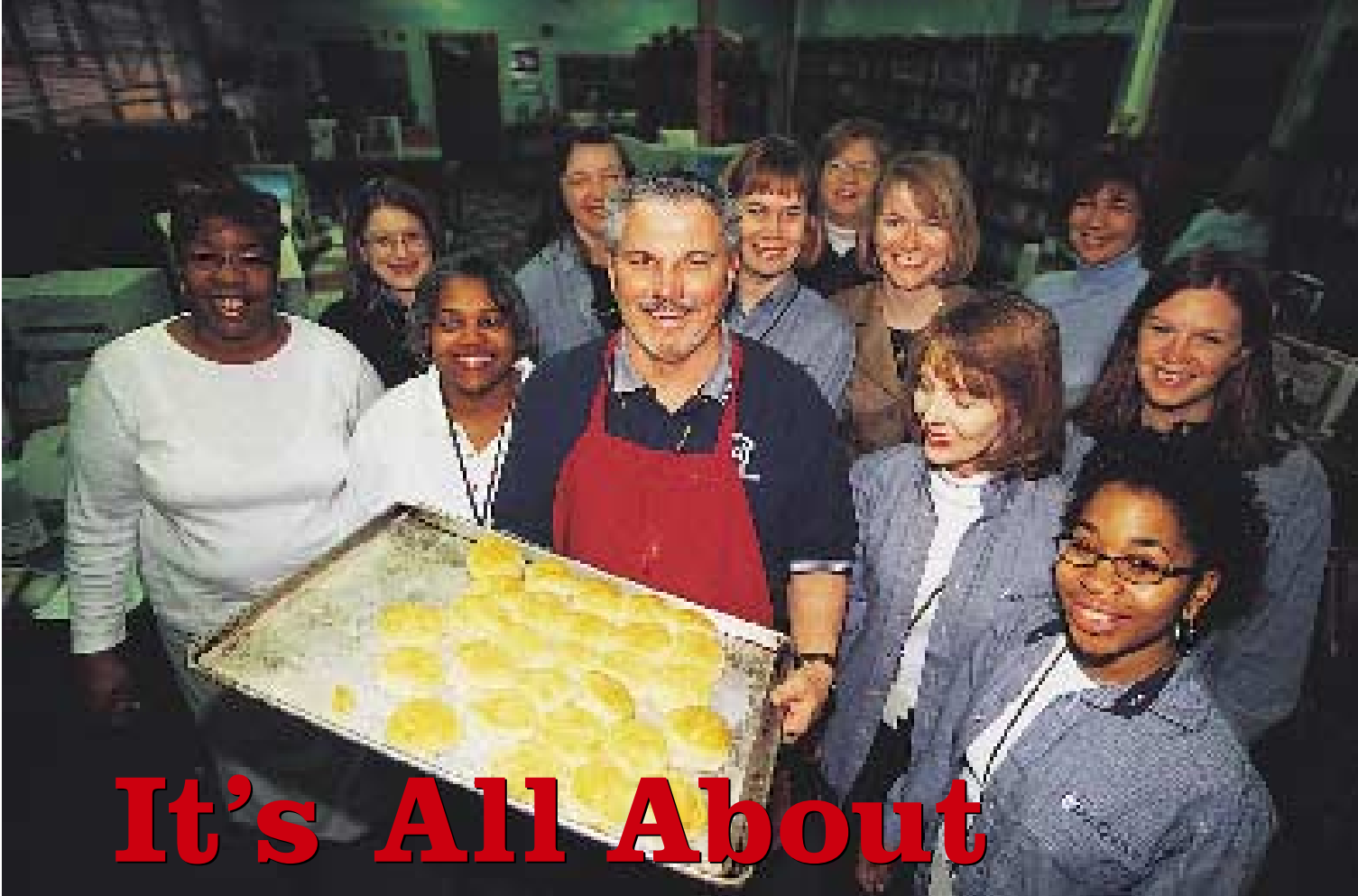


Foto Reilly

It's All About LEADERSHIP

BY LEE RAUDONIS

It is 6:15 a.m. on a frigid Friday in January. DeKalb County's Oak Grove Elementary School Principal John Tippins is already at school preparing to meet with his faculty, many of whom won't arrive for another hour or so. Tippins has arrived early, not to put the final touches on a new testing schedule or to fine-tune a motivational Power Point presentation. He has come to school long before the sun rises so that he can use the huge kitchen ovens and pots to cook breakfast. After all, it takes the right equipment—and a lot of time—to make 100 biscuits the right way, each one from scratch using an old family recipe and your mother's antique flour sifter. And there are also several pounds of sausage to fry and millions of grits to cook.

"I started the Friday biscuit gatherings when I came to Oak Grove 14 years ago," Tippins says, "and 50,000 biscuits later we're still going strong. I find that it is a great way for the faculty to get together in a relaxed atmosphere to talk about whatever is on their minds."

Pamela Hawkins, a fourth-grade teacher and

seven-year veteran of Oak Grove, is a big fan of the Friday breakfasts.

"They give the faculty an opportunity to see Mr. Tippins with his hair down and to talk among ourselves in a relaxed atmosphere," she explains. "He also cooks biscuits once a month for 40 student 'citizens of the month.' This gives them a chance to see their principal in a totally different light."

As good as the biscuits are, however, Tippins' reputation as a school leader isn't based solely on his culinary skills.

"What makes John Tippins such an outstanding principal is that he is a true educator and always has the interests of children at heart," says Elizabeth Mahfoud, who has taught at Oak Grove for 17 years. "It is obvious that he loves children and hasn't lost his enthusiasm for working—and playing—with them."

And that means *all* children, says Mark Manganello, a special education teacher at Oak Grove for 15 years.

"Mr. Tippins includes special needs children in everything that goes on in school," Manganello explains. "I've worked in schools where our chil-

Above: Oak Grove Principal John Tippins leads his staff with a made-from-scratch biscuit breakfast on Friday mornings. He also leads with a visible love for students and his belief in the quality of his faculty.



dren didn't even get books. Here, there is nothing I ask for that I don't get."

Teachers also appreciate Tippins' recognition that there is not just one way to teach a child.

"Each teacher's style is different and Mr. Tippins allows us to teach the way we are most comfortable," says Sara Fischer, a third-grade teacher in her first year at Oak Grove.

This is a sentiment shared by Fischer's colleagues including Pamela Hawkins.

"Mr. Tippins allows you to work and make choices you feel are best for students. He understands that you can't do the same thing with every group of children," says Hawkins.

Another quality Tippins' staff admires about their principal is the fact that he has high expectations of faculty and students.

"The atmosphere of the school is one of high achievement," says Fischer, who taught six years in another system before coming to Oak Grove.

That is no accident, says Mahfoud.

"John Tippins is a great interviewer," she explains. "He has always hired excellent people for all positions, whether custodial, paraprofessionals or teachers. He knows who he wants and picks top-notch people."

In fact, when asked what he considered to be the most important characteristic of a good school leader, Tippins said, "Making sure there is a great teacher in every classroom."

"Oak Grove is located in an exceptionally stable neighborhood with very supportive and high-achieving parents," he explains. "However, a school can win all types of awards and test scores can be sky high, but in the final analysis the experience that any single child has is no better than what takes place in his or her classroom. That's why I believe so strongly that the most important thing I can do as principal is hire the most creative and innovative teachers and then not get in their way. In short, hire great teachers and let them teach."

It is a simple concept, but one that must be working. Oak Grove was named a Georgia School of Excellence in 1999 and a National Blue Ribbon School of Excellence in 2000-2001. Also in 2001, John Tippins was named a National Distinguished Principal.

"The principal is the most important person in the organization," says Dr. Jesse Bradley, superintendent for the Griffin-Spalding County school system. "I have never seen a School of Excellence that didn't have an outstanding principal."

And what makes a great principal?

"A lot of things," says Bradley. "First, it must be someone with leadership skills—a motivator who can get people to do things they don't necessarily want to. It must also be someone with a vision and a plan. People want to know that you have a road map of where you want to go. And, it has to be someone who is strong, but fair, and will take responsibility for what happens, whether

good or bad."

These are traits that Bradley found in Curtis Jones, now a second-year principal at Griffin High School.

Jones is not your stereotypical high school principal. Unlike most principals, he did not toil in the classroom vineyards for 10 or 15 years before entering school administration. In fact, with the exception of four years as the senior army instructor of the high school ROTC program, his only contact with K-12 education was as a student and a parent.

"My mom was a teacher and my wife is a teacher, but I had never even thought about going into school administration until Dr. Bradley mentioned it to me one day," Jones explains. "He is the one responsible for my being here."

Bradley readily and willingly takes credit for encouraging Jones to enter the field of education



Red Reilly

after he retired from the army as a lieutenant colonel.

"Sometimes you just get a feeling that someone has the leadership skills necessary for this job, and I had that feeling about Jones when I saw him take control of a committee to raise SAT scores," says Bradley. "At first, there were quite a few people who questioned putting someone who had not been a classroom teacher in this job, but not anymore. Curtis makes me look good everyday. He has taken a good school and made it much better."

Griffin High's teachers are equally as enthusiastic.

"The school climate has changed dramatically," says Janet Curtis, a ninth-grade English teacher. "The building is now quiet and clean and it is a pleasure coming to work. In fact the Southern Association of Colleges and Schools (SACS)

Griffin-Spalding County Schools system Superintendent Dr. Jesse Bradley (right) says great leadership starts with the principal. He found a leader in Griffin High School principal Curtis Jones (left).



team that visited us last year was extremely complimentary about the transformation. Instead of critiquing the school, they left with ideas for their own schools.”

How did Jones achieve this transformation?

“He is focused and has a vision and the ability to bring others on board,” says Clark Hanes, the social studies department chairman. “He also is very open to suggestions from the faculty.”

“What sticks in my mind,” adds Curtis, “is his emphasis on team-building. He takes time to talk to each person in the building and meets with teachers by department on a regular basis.”

“One of the things I love about Colonel Jones,” says media specialist Kim Jenkins, “is that he is the first principal I’ve seen who is willing to try new things, and he is a real mover and shaker who gets things done.”

Jones’ willingness to accept—and even promote—change became apparent to teachers and other staff when they received as a gift from their new principal the book *Who Moved My Cheese?* by Spencer Johnson, M.D.

This 94-page, big-print parable is about two “little people” named Hem and Haw whose cheese (really a stand-in for money, success and happiness) disappears, only to be tracked down by a pair of enterprising mice named Sniff and Scurry. “I’d heard this story years ago that mice won’t keep running back to the same place looking for cheese,” explains Johnson, the author. “Unfortunately, people aren’t like that.”

The moral of Johnson’s book is that most change—whether you realize it at

the time or not—leads to something better. As Johnson puts it, “New cheese tastes a lot better than the old cheese.”

To encourage and reward change and innovation, Jones hands out a monthly “Who Moved My Cheese Award” to the employee who comes up with a new way to do things.

It appears that under Jones, the new cheese at Griffin High School really does taste better.

It is an example of having the right person in the right position at the right time.

“I believe that different schools need different types of leaders,” Bradley explains. “Colonel Jones has the leadership skills and vision needed at Griffin High School at this time. He is strong, but fair. He also has a vision for how he wants the school to be and a road map for achieving that vision. He also is a great motivator.”

Another administrator who provides the right type of leadership for her school is Winnette Bradley, principal of the Richmond County Evening High School.

Her philosophy of education is fairly simple. “I believe that everyone should have the opportunity to earn their high school diploma. I want to educate everyone.”

As principal of the Evening School, she has the opportunity to put this philosophy to work.

“You read about the large number of students in Georgia who drop out of school,” says Bradley. “In Richmond County we attempt to identify the drop-outs—including those who receive certificates of attendance rather than diplomas—and recruit them into the evening program. It doesn’t matter why they didn’t earn a diploma, whether they became pregnant, were incarcerated, or simply failed to pass one or more sections of the high school graduation test, I want them to earn a high school diploma. Then, if they desire, they can go on to technical college or a four-year college. Edu-

cation is the key to their future.”

Besides her extensive experience as an elementary teacher, adult night school teacher and administrator in elementary, middle and alternative schools, Bradley also brings another essential quality to her current position.

“She puts children first and is a tireless advocate for them,” explains business law teacher Lynda Jackson. “She believes that even those students who make mistakes deserve a chance to turn their lives around.”

“She also knows how to motivate the faculty,” says second-year English teacher Malinda Graham, who, like most of Graham’s staff, comes to the Evening School after teaching a full day at other Richmond County schools. “If I could, I would work for Ms. Graham all day.”

Another of Bradley’s hand-selected faculty, math teacher Ronnie Pontoo, has another reason why Bradley is so popular with her teachers.

“She is very trusting of the faculty and allows different teachers to use different techniques. She encourages innovation.”

For Bradley it is simply a matter of choosing the best teachers and supporting them.

“I can pick and choose from among the best teachers in Richmond County, including retired teachers,” she says. “After picking the best, I want to empower them, allow them to be the decision-makers and support them. When that happens, students win.”

It is a philosophy that is apparently getting positive results.

Melissa Lamkin, who should have graduated from high school in Texas in 1975, came to the Evening School in 2001 to finally earn her diploma. After a year and a half, she will graduate in May.

In spite of working a full-time job and coming to school in the evenings, Lamkin says, “I love it here. The teachers are very attentive and always willing to help.”

That is the kind of feedback that Winnette Bradley loves to hear. It proves her theory that, given an opportunity, virtually every student can earn a diploma.

And this, according to a veteran north Georgia administrator, includes students for whom English is not their native language.

When Frankie Beard came to Roan Elementary School in Dalton, as principal 12 years ago, the school’s Latino population was 12 percent. Today that same population is 84 percent, the highest of any Dalton school and one of the highest in Georgia. For some educators, the chal-



Richland County Evening High School Principal Winnette Bradley (left) “puts children first and is a tireless advocate for them,” according to teacher Lynda Jackson.

Challenges of dealing with so many non-English speaking students might seem overwhelming. For Beard, the school's demographics provide unique opportunities to help children formulate and achieve their dreams.

"It becomes a mission working with these children," says Beard. "They are not an easy population to teach, but when you are on a mission, you don't give up."

Which might be why Roan's faculty has been so stable since Beard has been the principal. "They stay because they feel they are making a difference in these children's lives," she explains.

Making a difference in children's lives is what it has been about during Beard's 32-year career as a veteran teacher, assistant principal and principal.

"She is a great principal and is very supportive of the Latino population, including both students and parents," says Laurie Coles, who came to Roan the same year as Beard. "As the school's population has changed, she has personally traveled and sent teachers all over the country to visit schools that have similar populations. She has immersed herself in the Latino culture, including spending a lot of time in Mexico. She is a great advocate for our children to receive the same opportunities that children in the other schools have, and she really cares about their families."

Coles' colleague, first-grade teacher Elaine Jump, identifies another strength of Beard's leadership.

"She makes good choices in the people she hires—people who have the best gift for working here and working together well," explains Jump. "She also allows each of us to use our own talents and gifts."

Beard believes that the most important thing a principal can do for a school is "advocate for children and the teachers who teach them."

"A principal must know a school well enough to make decisions based on what is best for children first, then teachers. Teaching is a difficult profession, and teachers must know that they are valued."

Beard has apparently been successful in making her teachers feel valued.

"Mrs. Beard is an exceptional principal," says Jump. "I am treated like a professional and able to use my gifts as a teacher. She encourages me and when I need help, she is always there. She is my friend as well as my administrator. I love coming to work everyday."

Another principal who receives high marks from both faculty and students is Rob Johnson of Winder-Barrow County

Principal Frankie Beard faces the challenge of many non-English speaking students attending Roan Elementary School in Dalton. Her leadership has proven that culture and language are not insurmountable barriers to education.

High School. Johnson was a teacher and administrator in Alabama public schools before moving to Georgia four years ago.

"My wife has family in Georgia," says Johnson, "and after interviewing with three school systems here, we decided we would make the move if the Winder-Barrow County position were offered. It was, and here I am. I consider myself the luckiest person in the whole world, because I am doing exactly what I have wanted to do since I was in high school."

The teachers who work with Johnson consider themselves fortunate, too.

"Mr. Johnson hires good people and lets them do their jobs," says March Hall, who has spent the past 25 years as a teacher and chairperson of the math depart-

ment. "And his door is always open."

"What impresses me is that he is so approachable," says second-year French

Continued on page 26



Rob Reilly

Owning a home just got easier for teachers



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PAGE Academic Bowl Champions: Fulton County's River Trail Middle School

Four teams competed in the PAGE Academic Bowl for Middle Grades state finals held at the Georgia Power Company auditorium in Atlanta on Feb. 10. Fulton County's River Trail Middle School, coached by Dru Tomlin and Guy Crotsley, took top honors. First runner-up was Gwinnett County's Duluth Middle School, coached by Linda Koch. The second runner-up was North Hall Middle School, coached by J. Gordon, May Smith and Paula Kelly; and the third runner-up was Cherokee County's Dean Rusk Middle School, coached by Mike Corbin and Amy Martin.

The PAGE Academic Bowl for Middle Grades is sponsored by The Frances Wood Wilson Foundation, the Georgia Power Foundation, the Georgia-Pacific Foundation, AIG-VALIC and the PAGE Foundation. The Academic Bowl features teams of middle school students fielding questions on subjects ranging from Georgia history to mathematics, science, literature and the performing arts. The questions are developed using the Georgia Middle School Curriculum. Cheered on by coaches, parents and fellow students, team members answer toss-up and bonus questions to score points. This year more than 1,400 middle school students representing 245 public and independent schools participated in the program

from the local to the state level.

PAGE Foundation President Tom Wommack watched the teams face-off in this final round of competition.

"This is the first year that we've had four teams, instead of only two, advance to the state finals, and I think that has made this competition even more exciting," Wommack said. "I'm always impressed by the quick thinking and poise these young students display while under the pressure of competition."

Following the competition, River Trail's Team Captain Sun Kim, an eighth grader, shared some observations about his team with PAGE Foundation's PR manager Lynn Varner:

Varner: What is your team's greatest asset?

Kim: "It's cooperation—we trust each other in competition. The team has developed a bond."

Varner: What is the most difficult aspect of being a part of an Academic Bowl team?

Kim: "The most difficult thing was getting up in the morning to go to practice."

Varner: Tell us about your coaches.

Kim: "Our coaches were really good, responsible and they made sacrifices for

the team. They gave us confidence."

Varner: Will you continue to be involved in academic competitions in high school?

Kim: "I will continue in academic competitions in high school."

Varner: Finally, what was the most fun about being involved in the PAGE Academic Bowl for Middle Grades?

Kim: "Working together as a team was fun."

Adding to the festivities was the announcement of the PAGE Academic Bowl for Middle Grades new logo contest winner. Earlier this year, Academic Bowl participants from across the state were invited to compete in the contest. The logo design created by Zachary Melroy, a seventh-grade student and Academic Bowl participant from DeKalb County's Henderson Middle School, was announced as the winner. In addition to a \$100 cash award, Melroy will receive a T-shirt featuring the new logo design. The design will be framed, with a plaque acknowledging the designer, and prominently displayed in the PAGE Foundation office. Also, the Henderson Middle School Academic Bowl team, coached by Johnathan Clark, will receive a 10-player buzzer system. ■



River Trail Middle receives PAGE Academic Bowl winner's cup: (front row, left to right) Baker Arena, PAGE Foundation President Tom Wommack, Sun Kim, Sean Li and Brett Solomon; (middle row, left to right) Rochelle Zheng, Elaine Shing, Vibin Kundukulam, Mimi Li and coaches Dru Tomlin (upper left) and Guy Crotsley (upper right).



First runner-up Duluth Middle team receives trophy: (front row, left to right) PAGE Foundation's Tom Wommack, Grunan Ganju and Samuel Rayalu; (middle row, left to right) Albert Liao, Remy Jones and Eric Wang; (top row, left to right) Shivam Pandya, Rex Atwood, Steven Lau and coach Linda Koch.



Second runner-up was awarded to North Hall Middle: (front row, left to right) Luke Maloney, Michael Homans, Tyler Henderson; (middle row, left to right) PAGE Foundation's Tom Wommack, Matt Sanchez, Joe Lloyd, Mike Hatch and Kyle Shook; (top row, left to right) Marlow Larsen, Tyler Alley, Corey McEnaney, coaches J. Gordon, May Smith and Paula Kelly, and Cody Ballard.



Third runner-up went to Dean Rusk Middle: (front row, left to right) PAGE Foundation's Tom Wommack, Jonathan Harrison, James Manos, Josh Chernak, Josh Altman, David Gagne and Nick Ray; (middle row, left to right) Jay Prestwich, Alex Nelson, Morgan Teachey and Alex Welch; (top row, left to right) coaches Mike Corbin and Amy Martin, Tatum Mortimer, Sagen Anderson, Paul Sherrod and Rachel Lunde.



Duluth Middle students show off medals. Left to right: Gunan Ganju, Shivam Pandya, Albert Liao, Samuel Rayalu, Steven Lau, Remy Jones and Eric Wang.



Dean Rusk's Rachel Lunde checking it twice.



Dean Rusk's Jay Prestwich ponders a question before answering.



River Trail's Sean Li is determined to be first on the buzzer.



Duluth Middle students Steven Lau, Grunan Ganju and Remy Jones pow wow to come up with the right answer.



The winner of the logo contest is Zachary Melroy. Michelle Crawford, PAGE Academic Bowl coordinator, presents Melroy with a check for \$100.





PAGE Foundation Receives \$50,000 from UPS Foundation

The United Parcel Service (UPS) Foundation awarded \$50,000 to the PAGE Foundation in support of Foundation programs, according to PAGE Foundation Chairman Curley Dossman of Georgia-Pacific Corporation. The UPS Foundation donation was presented to Dossman by UPS Foundation Executive Director Evern Cooper in February at UPS headquarters in Atlanta.

Additions to the National Board Certification List

Regretfully there were some names omitted from the 2002 National Board Certification recipients list published in our last issue (page 10, Jan./Feb. *PAGE ONE*). Apparently several PAGE members had changed their names (marriage, divorce, etc.) since their certification or used a proper name for certification. When the National Board Recipients database was cross-referenced with our database, some names were not an exact match and therefore were not recognized. We apologize to PAGE members who were inadvertently omitted from the list.

Dawne Bryan
 County: Pulaski
 Area of Certification: Early Adolescence/English-Language Arts

Mary Margaret Campbell Lopez
 County: Sumter
 Area of Certification: Adolescence and Young Adult Science

Jacqueline T. Peebles
 County: Jefferson
 Area of Certification: Early Adolescence/Science

Angela H. Windisch
 County: Clayton
 Area of Certification: Exceptional Needs Specialist (Early Childhood and Young Adulthood)

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PAGE Foundation Expands Support for National Board Certification Candidates

For the first time in its history, the PAGE Foundation has awarded 34 grants to PAGE members who are close to achieving their goal of National Board Certification (NBC), according to program coordinator John Varner. The \$300 grants enable candidates who are “banking” their earlier work on NBC to retake at least one section of the certification requirements. More than 50 candidates competed for the grant funds.

“During the past two years, we observed a growing need among candidates for financial assistance in the ‘banking’ process,” said Varner. “PAGE determined that \$10,000 should be set aside in 2003 to help candidates persevere in their efforts. Without these grants, many candidates would face a financial hardship to continue their work.”

Varner noted that many extraordinary teachers have not achieved National Board Certification on their first attempt, and it can be difficult for them to persevere. “Many candidates have enjoyed a career filled with achievements, and it can be

a severe emotional blow when they learn their scores have fallen short of the minimum required for NBC. Some teachers have already invested between 200 to 400 hours in pursuit of their goal, and it’s a challenge to keep going in the face of such a disappointment. There is also the cost of continued work. Each section that needs to be redone can cost approximately \$300. The PAGE Foundation banking grants help eliminate some of the financial obstacles.”

In addition to banking grants, the PAGE Foundation has expanded support for bankers through the creation of a new bankers support group under the leadership of NBC lead mentors Pat Alexander and Karol Griffith. This group will focus on the needs of bankers, or “advanced candidates” as they are sometimes described, to enable teachers to help other teachers in the NBC process.

“The National Board for Professional Teaching Standards (NBPTS), which awards NBC, encourages such collegial efforts,” said Varner. “We are excited

about what can happen when candidates work together toward the shared goal of NBC—there’s a lot we can learn from one another in this rigorous process.”

Varner pointed out that support for NBC bankers complements the Foundation’s seven-year history of involvement in the prestigious NBC effort.

“Each year, the PAGE Foundation offers a limited number of \$1,000 scholarships to members who need help with the up-front costs of NBC,” said Varner. “As candidates pursue certification, workshops are offered over a period of several months linking candidates with NBC mentors. In 2002, we added an online pre-certification course titled ‘The Knowledgeable Teacher,’ and with our 2003 additions, we are now in a position to support candidates from the beginning to the end of their NBC work. Everything we do for candidates is made possible through gifts from PAGE members and donations by corporations, foundations and individuals. We are very grateful for the support everyone provides our NBC candidates.” ■

PAGE Foundation to Award National Board Certification Scholarships

The PAGE Foundation will offer 20 \$1,000 scholarships to PAGE members pursuing National Board Certification (NBC) in 2003, according to NBC coordinator John Varner. “We are moving to a pattern of offering financial assistance to candidates on a more frequent basis,” said Varner. “The National Board for Professional Teaching Standards (NBPTS) now offers more opportunities for veteran teachers to enter the NBC process, and we want to be in a position to help candidates when they choose to apply.” Traditionally, the PAGE Foundation offered such scholarships exclusively in the fall. According to Varner, the PAGE Foundation will now offer 10 scholarships in June and another 10 in September.

The scholarships offset part of the \$2,300 expense candidates encounter when they apply for NBC. For the past several years, the State of Georgia has provided from \$1,000 to \$2,000 in aid to candidates. Washington Mutual and State Farm also offer financial assistance.



“We are revising our application for National Board Certification scholarships and rethinking the criteria for determining who should receive the PAGE Foundation awards,” said Varner. “We currently ask candidates to tell us why they want to pursue National Board Certification, what they do to model the core practices championed by the NBC process, and how they would describe their educational philosophy. In the future, we will also

ask for additional information, such as grade point average, to help us select candidates who have a history of working hard and doing well in their pursuits. We have a limited number of NBC scholarships, and we want to continue to directly support veteran teachers who exemplify the high standards put forward by the NBPTS.”

The revised PAGE Foundation NBC scholarship application and information on application deadlines can be found on the PAGE Foundation website, www.pagefoundation.org. ■

My Favorite Teacher

BY BENNIE BOSWELL



Bennie Boswell Jr. is a senior vice president of Wachovia. He is based in Atlanta and serves as manager of community affairs in Georgia. He is responsible for philanthropic giving, event sponsorships and employee volunteerism. In addition to his many community activities, Boswell serves as a member of the PAGE Foundation Board of Trustees.

When I was asked to write a piece for this column, I was actually in a quandary. I was one of the very fortunate students who had so many good teachers I honestly did not know where to begin. Educated in the segregated, public schools of Danville, Va., in the 1950s and '60s, I had many outstanding teachers from the first grade through high school.

Rather than attempt to select my favorite teacher or try to list all of them, I asked myself why I thought certain ones were outstanding and what lasting lessons I learned from them. What follows is a really big public "Thank you" to all of my teachers. And, at the risk of leaving someone out, I will cite only a few of my truly great teachers and how they helped to make me the person I am today. It is also some food for thought for the new generation of teachers on whom we're depending to educate, challenge, console and lead the children of today—our society's most precious resource.

I grew up in a low-income community with my parents and two brothers. As the oldest, I frequently teased and told my mother that my upbringing was the result of trial and error: "Let's try this and see what he does!" Fortunately for me, I'm convinced they got it right more often than not, especially my mother. Since I was a kindergarten dropout, the task of teaching me the alphabet, how to count and a host of other things largely fell on her.

One early lesson looms far above the others in my mind. When I was in first grade, I was assigned the lead role in the school's spring operetta, "Welcome Sweet Springtime." Ms. Tally gave out the assignments on a Friday and asked that we learn our speaking parts to the first act over the weekend. That evening, I tearfully pleaded with my mother to call that lady and tell her I could not handle such a large role. In fact, I felt Ms. Tally was somewhat picking on me when she selected me for the lead role.

Rather than call Ms. Tally as I thought appropriate, my mother calmly sat me down, suggested we only try to learn a little and then proceeded to work with me. By Monday, I not only knew the first act, but also had learned my role for the entire play—songs and all! More importantly, my mother taught me that I really could accomplish things I thought impossible, that by taking things one step at a time, I could practically eat an elephant. Hence, I consider my mother my first great teacher.

I tell that story often because it really has meant a lot to me—and it's true. But I also have many fond—and not so fond—memories of great experiences with classroom teachers. For instance, I'll never forget Mr. James Potts' mastery of chemistry and physics and how he was always on top of his game. His competence and brilliance were an inspiration and model of excellence to me.

Similarly, the lively (and sometimes heated) discussions in Ms. Ella Goins' history class have always stayed with me. The experi-

ence encouraged me to take risks, become more analytical and persuasive with others. She allowed and challenged us to disagree, only requiring that we explain and defend our positions. Without a doubt, my experiences in her class contributed to my decision to major in history in college. Not surprisingly, I subsequently taught history for several years to high school juniors and seniors in Ohio.

I cannot conclude this essay without mentioning Ms. Rudy D. Archie, my 10th- and 12th-grade English teacher. Where to begin? Ms. Archie embodied all that one needed to succeed as a teacher and as a human being. She led us in analyzing poetry (ugh!), exploring Elizabethan England (I even tolerated Shakespeare) and mastering the written word.

She was a strict taskmaster and never bent standards because of our procrastination, ineptitude, carelessness or whatever the excuse. When you were in Ms. Archie's presence, you knew the rules and what was expected. You really did not want to hear her bellow, "BOSWELL! Where is your book report?"

But Ms. Archie was much more than an outstanding educator. She was an outstanding human being who, by example, taught us to respect ourselves and the people around us. Unlike some, she did not cater only to the bright, academic students, but showed her concern and love for any student who crossed her path. She not only excelled in teaching but also in modeling how to live in a diverse world with people of varying backgrounds, abilities, personalities and agendas. As we would say, she was "real," long before that was cool or, frankly, even understood.

These teachers—and many, many others—taught me to appreciate not only how a good education could help me succeed in life, but also the importance of education and learning in enjoying life. Their efforts, examples and patience contributed tremendously in helping to mold me into the individual I am today. Without their guiding hands, support, encouragement and, when necessary, punishment, I doubt that I could have achieved nearly as much as I have.

My teachers taught me not only to compete, against all odds, in the segregated world of the South in the mid-1960s, but also prepared me for the larger world beyond Danville. Our buildings and equipment were inferior and some wondered whether the caliber of instruction we received was as good as that of the schools across town, but I would soon find out it was.

I cannot tell you how proud I was when the *Danville Register and Bee* reported that the valedictorians of both of Danville's high schools would be entering the same college in the fall of 1966. And to those of you who question the wisdom and propriety of affirmative action, I proudly share that I graduated with a B.A. cum laude from Williams College. ■



SPAGE Students Enjoy PAGE Day on Capitol Hill

On Feb. 11, 2003, PAGE members were joined by their student counterparts, members of Student PAGE (SPAGE) for the organization's annual Day on Capitol Hill.

Students from Georgia College, Georgia State University, Georgia Southern University, Kennesaw State University, Piedmont College, Truett-McConnell College and the University of Georgia gathered under the gold dome to listen to briefings on education legislation, visit the House and Senate galleries to watch the General Assembly in session,

meet with legislators and State Department of Education officials and attend committee meetings to hear education bills debated. Students also had the opportunity to meet Governor Sonny Perdue at the PAGE reception, held that evening in The Georgia Freight Railroad Depot. At the reception, SPAGE members were recognized by PAGE President-Elect Deena Hoch who commended them for their early involvement in the legislative process. The next statewide gathering for SPAGE members will be their annual business session during the PAGE Annual Conference in Atlanta, June 27-28. ■



Students attended a meeting of the House Education Committee.



UGA SPAGE officers Mandy Gunter (left) and Ellen Marett (right) with Governor Perdue



Mindy Swain, senior at Georgia Southern University and immediate past president of SPAGE (left), with Mary Ruth Oliver (right), director of PAGE student groups.

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Friday, June 27

- 11 a.m. Registration**
- 11:30 a.m. Luncheon Session** - Special Guest Speaker:
Mike Luckovich, Pulitzer Prize Winning Cartoonist
for the AJC
- 1:30 p.m. Annual Business Session**
- Election/Installation of 2003-2004 Officers & Directors
 - President's Address
- 3 p.m. Standing Committee Meetings**
- Legislative
 - Professional Programs & Membership
 - Communications & Publications
- 6:30 p.m. Banquet Session** - Keynote Speaker:
2003 National Teacher of the Year Invited

Saturday, June 28

- 8:15 a.m. Morning Session:** Includes Breakfast Buffet
Value-Added Education - Presented by the
distinguished Dr. William L. Sanders: researcher
and software developer with SASinSchool; Senior
Research Fellow, University of North Carolina
- 12:15 p.m. Annual Awards Luncheon**
- 2 p.m. Adjourn**

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Guest Speakers

The Atlanta Constitution's Pulitzer prize winning editorial cartoonist **Mike Luckovich** will highlight the opening luncheon session of the PAGE Annual Conference at the Gwinnett Place Marriott on June 27. He will give PAGE participants a "behind the scenes" look at how he creates the daily editorial page cartoon which frequently prompts his readers to anger, outrage, applause and, occasionally, tears.



Dr. William L. Sanders, nationally known statistician and research manager at SASinSchool, North Carolina, will be a guest speaker at this year's conference. Dr. Sanders has spent the past decade measuring the relationship between quality teaching and student achievement. His cutting-edge research on value-added effects of teachers and schools on student achievement along with his Garrison Keillor speaking style, make him a highly sought-after speaker and consultant to governors, policy makers and educators.

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Saturday, June 28

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- 1 or 2 Annual Awards Luncheon\$15.00 each
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Program: Myths and Fairy Tales in education, society, and therapy
- Stord/Haugesund College-West Norway
Program: Fjords and Glaciers: Outdoor life in a Pedagogical Setting

Graduate

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PAGE Members Come to Atlanta for Day on Capitol Hill



Governor Perdue enjoyed the opportunities before (and after) his remarks to meet with individual PAGE members and hear their concerns.



PAGE President-Elect Deena Hoch welcomes Governor Sonny Perdue to his first Day on Capitol Hill Reception.

PAGE Day on Capitol Hill 2003 brought hundreds of PAGE members from across the state to meet with their legislators, particularly those “freshmen” new to the General Assembly. Members convened at the capitol in the morning where they heard from Governor Sonny Perdue’s education policy advisor, Ben Scafidi, who briefed the group on the new governor’s education proposals and the timeline for their presentation to the full legislature.

Next on the day’s agenda was recognition for PAGE and PAGE leaders on the floor of both the House and Senate. Legislators took time from their session to hear and approve a resolution honoring PAGE and its Day on Capitol Hill. PAGE President Preston Howard thanked legislators and invited them to an evening reception with members and their constituents.

PAGE members met throughout the day with individual members of their local delegations, sharing with them the local perspective on issues such as teacher salaries, the need for paraprofessionals, standardized testing and accountability and 25-year retirement without financial penalty.

Highlights of the day included meetings of the House Education Committee and a sub-committee of the Senate Education Committee. An afternoon reception for new legislators was hosted by Rep. Roger Hines (R-Cobb), a teacher and long-time PAGE member.

The final event of the day was held at The Depot, where Governor Perdue attended and spoke at his first PAGE Day on Capitol Hill reception. He reiterated his admiration and respect for educators and promised additional funding when it became available. His comments were echoed by new State School Superintendent Kathy Cox, who addressed the group. Both leaders indicated they wanted to include educators in the deliberations preceding education policy development. ■

PAGE President-Elect Deena Hoch, left, presents the Outstanding News Media Award to Donna Lowry, right, WXIA TV 11 (NBC) Education Reporter.



Governor Perdue spoke to PAGE members of his admiration and respect for the teaching profession. He added that, given the state of the budget, he could not provide salary increases but would do so when the economy allowed.



SPAGE students from Georgia College's Macon Campus got the opportunity to meet Governor Perdue (see page 13 for more information).



State School Superintendent Kathy Cox spoke to PAGE members of her plans for the coming months regarding testing, accountability and reconstituting the Department of Education.



PAGE District Director Richard Thomas, left, a Houston County educator, welcomes Governor Perdue.





Suspicionless Drug Testing Isn't Just for Athletes Anymore

BY LEONARD D. WILLIAMS, STAFF ATTORNEY

Since the 1995 decision in the Veronica School Dist. 47J v. Acton case, educators, parents and students have been aware that public schools can conduct drug testing of student athletes. Now, in a landmark 2002 decision, the U.S. Supreme Court expanded that authority to permit suspicionless drug testing for all middle and high school students involved in any extracurricular activity.

In the case of the Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls, the U.S. Supreme Court upheld a school district's policy of randomly drug testing students involved in competitive extracurricular activities. Justice Clarence Thomas, writing for the majority, stated that "testing students who participate in extracurricular activities is a reasonably effective means of addressing the school district's legitimate concerns in preventing, deterring and detecting drug use." A major factor in this decision is the belief that students who participate in non-athletic extracurricular activities subject themselves to many of the same intrusions on their privacy as do athletes. In other words, the majority felt that there's no real difference between the two.

Some educators and other concerned citizens welcomed the ruling with open arms as an effective tool to curb drug use among students. Others viewed the decision as an assault on individual privacy and another example of overbearing governmental intrusion. No matter how you feel about it, there are some things that all educators need to know about this decision and what it means.

As educators, you are keenly aware of the health and safety concerns in Georgia's public schools. You have first-hand knowledge of the dangers that illicit drugs pose to students. According to the Office of National Drug Control Policy, during the late 1990s there was a sharp increase in illegal drug use among high school students, particularly marijuana. Now, to combat the problem, school districts can implement drug-testing programs that apply across the board to students involved in any extracurricular teams, clubs or organizations.

It is important to note that school districts cannot test *all* students for drugs, just those who are involved in extracurricular



It is important to note that school districts cannot test all students for drugs, just those who are involved in extracurricular activities.

activities. Students who attend classes but do not participate in any other organized school activity are not subject to random drug testing. Nevertheless, schools can now test more students than before. Keep in mind that the drug test results will be subject to the rules of confidentiality and may only be disclosed to parents and a few others (teachers are not included). The obvious deterrence in random drug testing is that students who wish to participate will not know if or when they will be tested, which may cause some students to stop using drugs or deter them from starting in the first place.

So it's official: the Supreme Court says that drug testing of students in all extracurricular activities is legal. However, the decision does not address the issue of whether a school district *should* implement a drug-testing program. The practicality and ramifications of implementing such a program cannot be overlooked. When considering a drug-testing program, schools should seek input from educators, parents, students, school board attorneys and other concerned members of the community about the wisdom and application of such a policy. The paramount issue to decide is whether illegal drug use is a pervasive enough problem in the community to justify a random drug-testing policy. Some of the factors

that should be considered include:

- The costs of such a program.
- The type of test that should be administered.
- Who will conduct the testing?
- What will be the consequences of a positive drug test?
- What if a parent objects?
- Who is in charge of keeping test results?
- Who can be informed of the test results?
- How can a student or parent contest positive test results?

President George W. Bush's administration officials have said that schools implementing such a program should treat drug abuse as a health problem rather than a criminal matter. Intervention and treatment programs are the norm for schools that have implemented drug-testing programs. School administrators may also want to consider offering positive incentives such as field trips, parties or other rewards for drug-free students and schools. ■

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The Principals: A Time of Change and Accountability

BY DR. EDIE BELDEN, DIRECTOR OF RESEARCH AND PROFESSIONAL DEVELOPMENT

“The litmus test for the principalship will be rooted in results—improved student achievement.”

—Gerald N. Tirozzi, executive director,
National Association of Secondary School Principals



The educational reform movement of the 1990s and its continuance to the present have added new responsibilities to principals' duties. The role of the principal has become multifaceted and high profile. The principal still does the traditional tasks of running an orderly school, ensuring the safety of students, developing a class schedule, employing and evaluating teachers and developing a budget. Responsibilities such as including all stakeholders in developing the school's vision and goals, developing a community of learners and collaborating with the faculty on strategies to improve student achievement are more recent additions. Consequently, ques-

tions are being raised about the type of training and the skills needed by principals. Some argue that different skills are needed for different types and different levels of schools. For instance, should the training be different for elementary, middle and high school principals? Are different skills needed in urban areas than rural areas? What skills are needed to improve student achievement so that adequate yearly progress is made? Is leadership different in a magnet school than an alternative school?

Overview of Characteristics Associated With Effective Leaders

Blum, Butler & Olson (1987)

- has clear vision
- communicates with staff
- establishes safe environment
- knows quality instruction
- monitors school performance

Halinger & Murphy (1987)

- frames goals
- communicates goals
- evaluates instruction
- coordinates curriculum
- monitors progress
- protects instructional time
- maintains high visibility
- provides incentives for teachers
- selects and participates in professional development activities
- establishes explicit instructional goals

Levine & Lezotte (1990)

- supervises instructional practices
- supports teachers
- has high energy
- vigorously selects and replaces teachers
- has maverick orientation
- monitors school activities
- acquires necessary resources

Neufeld & Freeman (1992)

- trusts and treats teachers as professionals
- creates non-restrictive work environment
- is neither dogmatic nor autocratic
- invites divergent points of view
- gives teachers a clear voice in decisions

Sammons, Hillman & Mortimore (1995)

- is viewed as the leading professional
- uses participatory management approach
- is firm
- is purposeful

Source: Robert J. Marzano, *What Works in School, Translating Research into Action* (ASCD, 2003)



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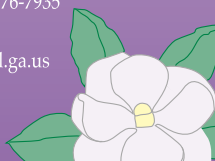
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Historical Perspective: The Changing Role

The principal of the 1950s was usually home grown. He was a respected teacher who was willing to take on some administrative duties. Toward the end of his career, he was promoted to the principalship to ensure that the same quality of education continued to exist in the community. As a manager, the job was mainly to keep the school operational and to replace any teacher who retired.

The principal of the '60s was much like the principal of the '50s except the federal legislation began to impact what schools and principals were expected to do. The National Defense Education Act, which provided money for new curricula in mathematics and science and the training of teachers, and the integration of black and white students and faculties, gave rise to a new role—the principal as a change agent. The change agent role required the principal to study the culture of the school and develop a plan to improve or lead the school through the changes.

During the '70s and '80s, the principal continued to be viewed as a change agent, but the change was centered on school effectiveness. As a site-based manager, the principal became responsible for every aspect of the school: curriculum, daily instruction, budget, staffing, teacher evaluation, textbook orders, free and reduced lunch programs and after school programs. The traditional role of the principal as the sole authority continued to be common practice.

With declining test scores and a widening of the achievement gap in the '90s, a new responsibility was added to the principal's job. The principal became the instructional leader. This role greatly expanded the responsibility and accountability of a principal. Principals were much more accountable to parents, the school system and the taxpaying public. The instructional leader role intensified in the new millennium with high stakes testing, diversity, the continued decline of the nuclear family, federal mandates, rising public expectations and a declining economy—all contributing to the complexity and difficulty of being an accountable instructional leader. Shared decision making, school choice and inter-agency collaboration are all elements of school reform that create conflicting demands upon and expectations of the principal.

The Dilemma

The increased job responsibilities, the ever-changing and expanding repertoire of essential administrative skills and the accountability for student achievement have caused a decrease in the number of persons seeking leadership positions. In addition, approximately 40 percent of those now serving as principals will retire in the next five years. The problem is exacerbated by the lack of consensus on skills needed by tomorrow's administrators.

In *What Works in Schools, Translating Research Into Action* (ASCD, 2003), author Robert J. Marzano charts major characteristics of effective leaders as researched by noted scholars in the areas of educational leadership and educational reform. These studies indicate that there is little interrelatedness and consistency among leadership skills associated with effective leaders. The findings of another study, *The Principal, Keystone of a High Achieving School: Attracting and Keeping the Leaders We Need* (2000), conducted by the Educational Research Service (ERS) at the request of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) identify educational acumen, innovation, vision, public relations and marketing, mediation and conflict resolution as critical skills for principals along with being a good manager and an advocate for children.

Training for the Principalship

The discussion over the skills needed by principals and the need to train more principals have resulted in establishing numerous leadership academies by non-profit organizations, universities and departments of education. A survey by the Educational Commission of the States in May 2001 found that 25 states have some type of educational leadership institute, academy or consortium; 22 were open to both principals and superintendents.

There are many centers for leadership located throughout the nation. Three nationally known centers for leadership are The Principals' Center at Harvard University, The Institute for Educational Leadership (IEL) in Washington, D.C., and the Annenberg Institute for School Reform at Brown University, Providence, R.I.

• **The Principals' Center**, established in 1981, is one of the oldest. It utilizes practitioner knowledge as the founda-



tional base to explore school reform and to strengthen teaching and learning. The program is designed to help school leaders create school cultures that embrace all stakeholders.

- **The Institute for Educational Leadership (IEL)** has several notable programs and engages leaders from government, business and education. The School Leadership for the 21st Century Initiative's mission is "to spark and assist multisector efforts to develop policies and practices and create a new generation of educational leaders." The Collaborative Leaders Program focuses on leaders and managers in education, health and social services, and trains them in collaborative skills. IEL, in partnership with the Laboratory for Student Success, is developing a web-based resource www.e-lead.org to help school systems design quality leadership development opportunities for school principals.

- **The Annenberg Institute for School Reform** has as its current mission the investigation of "How leadership roles need to change to ensure equity and access quality teaching and learning for all students." The leadership initiative promotes

distributed leadership models and professional learning communities. The National Principals' Program offers training in better understanding the role of the principal in improving education for all students in urban centers. The training also includes learning to advocate for specific strategies and ways of thinking about shared instructional leadership.

Leadership academies or institutes are also available in Georgia.

- **Georgia's Leadership Institute for School Improvement (GLI)** admitted its first cohort in October 2002. The GLI "seeks to drive change for student success through leadership development, policy and influence." GLI plans to develop a blueprint for affecting school improvement through effective leadership. Participants are to be involved in coaching and knowledge-sharing opportunities. Participants will also develop skills for fostering community involvement in raising student achievement.

More information is available at www.galeaders.org/who_we_are.htm.

- **West Georgia Leadership Academy** at the State University of West Georgia

is focusing on beginning principals in the West Georgia and the Northwest Georgia Regional Educational Service Agency areas. First-year principals participate in an interactive program designed around topics identified by the participants as being of most concern in their jobs. Principals in their second or third year of experience participate in activities designed around current or relevant leadership issues. The Leadership Academy's purpose is to help new principals become more effective leaders in improving student achievement by improving schools.

More information is available at coe.westga.edu/elps/LeadershipAcademy/about.asp.

Leadership and School Reform

School reform was born out of the need to improve student achievement. In this accountability era, the improvement of students' performance will be the measuring stick for principal effectiveness. All principals should assess their skill levels and participate in staff development activities that increase, improve and advance their abilities to affect student achievement positively. ■

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Thanks for Your National Board Certification Scholarships and Workshops

I wanted to thank everyone involved that made the scholarships available to those of us who are banking and especially for providing funding that will enable me personally to continue working on my National Teacher Certification. Both the funding and the workshops that PAGE has provided to assist me in this endeavor have been invaluable. I'm proud to be a part of an organization that really cares about its members.

Winona Kennedy
Appling High School,
Appling County

A Wonderful Presentation

Thank you again for the wonderful presentation made to the TSS group at Gainesville College. I cannot tell you how proud I was to be a PAGE member after hearing [your staff attorney] and [PAGE's Membership Service Representative]. The presentations were so informative and professional. They exceeded my every expectation for the class!

Willda Melton
Jack P. Nix Primary School,
White County

Proposed PAGE Constitution and Bylaws Changes

Changing the title of Executive Vice President to Executive Director

Clarification of Article VI on committees to read as follows:

Section 1. Standing Committees. The following shall be standing committees of the association and shall be appointed by the president as hereinafter provided:

- (a) Nominating
- (b) Elections
- (c) Communications and Publications
- (d) Legislative

Section 2. Special Committees. The president shall appoint such committees as he shall deem necessary and proper and shall designate their duties and their size deemed necessary to carry out the purposes of the association. Upon motion of any member and the passage of such motion by a majority vote at any meeting of the board of directors, a committee for any specific purpose may be formed and it shall then be mandatory for the president to make the appointment of such committee. The president may delegate the appointment of committee members to the chairman of the respective committee. ■

Stuttering Didn't Keep Him Off TV.

Stuttering hasn't stopped actor Nicholas Brendon from making his mark on Hollywood. As "Xander" in the popular TV series, *Buffy The Vampire Slayer*, Nick works on his speech daily.



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(see page 14 for registration)





Mrs. Georgia's Vision for Teens

PAGE member **Javella Simmons** is also the reigning Mrs. Georgia. An educator for 17 years, Simmons has worked in the school districts of Chattooga, Cobb, DeKalb and Paulding Counties. She began her career as a band director and has spent the



Mrs. Georgia, Javella Simmons, with East Point High School JTOTC

past nine years in administration, most recently as associate principal for curriculum and instruction at East Paulding High School in Dallas.

As Mrs. Georgia, Simmons' focus is on education through *Teenwork: Working with Teens to Accentuate the Positive*.

"As an educator I embrace a career that naturally revolves around teens; a career where the positive influences on teens will result in positive actions from them," said Simmons. "Just like the proverb, 'As iron sharpens iron, so one person sharpens another,' so do adults sharpen teens."

"Teens need adults to advocate the many positive things they do," explained Simmons. "Across our nation, teens are competing in athletics, excelling in the arts, succeeding in academics and volunteering in service organizations, all to make our communities better places to live. Too often we only hear negative reports about teens because poor choices of a few teens have influenced teen perception altogether. Who can better change that perception than educators?"

"Educators are usually the first to recognize the ability, confidence and competitiveness thriving in teens," continues Simmons. "On any given school day, an educator spends more waking hours with a teen than anyone else. For teens to realize their extraordinary potential, the educator must stay involved and work to make teen dreams a reality."

Georgia Restaurant Association Awards Cobb County Teacher with 2003 Teacher Excellence Award

On Feb. 1, **Dorothy (Dot) Wiltshire** was recognized for her outstanding contributions to the restaurant/hospitality industry. Approximately 300 family and consumer sciences teachers from the state of Georgia attended the Georgia Restaurant Association conference in Atlanta.

Wiltshire, a PAGE member since 1985, began her teaching career at McEachern High School in Cobb County that same year. Since then, she has taught in the areas of child development, single living, nutrition and wellness, advanced nutrition and wellness, clothing and textiles.



Cobb County teacher and PAGE member Dorothy Wiltshire with Joey Ward, a senior at McEachern and captain of the ProStart culinary team

Over the years, Wiltshire received a number of honors including the McEachern High School's 1997-98 Teacher of the Year Award and the 2001 Family and Consumer Sciences Teacher Association (FACSTA) Outstanding Teacher Award. She was selected as Who's Who Among American High School Teachers in both 1998 and 2002.

The Teacher Excellence Award recognizes exceptional teachers who use the

ProStart foodservice career development program in their classrooms. Developed by the National Restaurant Association Educational Foundation, ProStart prepares high school students for the job market or higher education through coursework, hands-on work experience, credentials and scholarships.

Three years ago, Wiltshire started the ProStart program at McEachern in their newly built facility which she helped design. The classroom is used as a model by many teachers throughout the state who hope to have a commercial/family and consumer sciences kitchen constructed in their schools.

Wiltshire's ProStart culinary team placed first this year in the Georgia Culinary Competition. The captain for McEachern, Joey Ward, who plans to attend The Culinary Institute of America in New York, was selected from more than 500 students as the ProStart Student of the Year for the state.

The National Restaurant Association Educational Foundation will also sponsor Wiltshire to attend the National Restaurant Association Show in Chicago, where she will be recognized among her other state nominated peers at a special luncheon on Friday, May 16.

PAGE Member Is First Educator in County to Receive National Board Certification

On Thursday, Jan. 27, PAGE Membership Service Representative Danielle Fanning presented **Dawne Bryan**, PAGE member, with a certificate of accomplishment. Bryan, who teaches gifted students at Pulaski Middle School, is the first educator in Pulaski County to receive National Board Certification. She received her certification in Early Adolescence/English-Language Arts. ■



Left to right: Danielle Fanning, Mrs. Janis Sparrow (principal, Pulaski County Middle School), Dawne Bryan and Dr. Linda Hayden (Pulaski County's new superintendent)



Who Will Fix Your Car in 10 Years?

BY LEE MATHIAS, CARTERSVILLE HIGH SCHOOL

Your car is the most technologically advanced thing in your life. It transports you in the comfort of your home, has good performance, delivers excellent fuel economy, is capable of diagnosing itself and meeting federal environmental standards. It achieves this using onboard computers communicating on a data bus that could be fiber optic or a single wire. Your car uses more computer memory to keep a CD on track than an Apollo mission used to get to the moon and back. Automotive technology has made giant strides in the last 15 years, while the high school auto shop remains mired in the 1960s. The local garage is quickly becoming incapable of dealing with these complex systems. Each year more technicians are leaving the field than are entering. Where will tomorrow's automotive technicians come from?

Current high school automotive classes are not filling this vacuum. Today's technical career courses, which are designed to teach hands-on skills that can be utilized upon graduation, will not meet tomorrow's automotive needs. Plumbing, carpentry, welding and horticulture can still be effectively taught as hands-on courses, but post secondary education is necessary to diagnose and repair today's vehicles. State-funded technical colleges and privately owned schools actively solicit students from high school automotive classes, but they only find a few qualified students each semester. A beginning tech, with one year of technical college, can earn \$30,000 a year and there are more opportunities than graduates. What can we do today to make sure you can get your car fixed tomorrow?

Talk to high school automotive instructors and you will hear the same things: too many students, inadequate facilities, lack of funding and unmotivated kids. Talk to administrators and they will say "We have to put them somewhere," or "We need 28 in the class to get FTE funding." My program chairperson did a study that shows existing funding with an FTE count of 14 will support the program. This does not include any outside grants which could be obtained. Administrators simply see another class and teacher that can legally handle 28 kids.

We need some basic changes to our automotive programs, and they will have to come from the state level. In eighth and ninth grades, students are tested to see if they are college material. Those who do not score high enough to anticipate success in college are selected to pursue technical career diplomas and end up in hands-on classes. These are not the kids we need in automotive classes. Automotive classes need to be redefined as an academic class, on the college level. This is where we will find the students capable of success in this field. They must be adept in math, science, problem solving and, most importantly, motivated to learn. Reclassifying automotive programs will also allow a student's grades to earn eligibility toward scholarships and overall class rankings. Basic transportation should be an exploratory course, perhaps combined with driver's education. The program should only be available at the 10th-grade level and higher. We need to limit class sizes based on available lab space, materials and number of students per instructor. Instructors need to be able to explain and demonstrate concepts, not police overcrowded, unruly classes.

Once we accept the fact that automotive classes are no longer hands-on and can begin to prepare students for post-high school technical training, we can begin to ensure a supply of technicians for the future. ■

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IT'S ALL ABOUT LEADERSHIP

Continued from page 7

teacher C. J. Wilder. "I wouldn't be working here now if it weren't for Mr. Johnson. He really focuses on the 'pal' in principal."

Winder-Barrow's students feel just as strongly about their top administrator.

"He has a great sense of humor and is always smiling," says Brandon Calvin, a senior. "He gives people a chance and reasons with them."

Brandon's classmate, Catherine Huff, recalls the first time she saw Johnson.

"He had just been hired as our principal for the next year," recalls Huff, who was a freshman at the time. "It was powder puff day and someone threw a water balloon at Mr. Johnson and it broke. He just laughed it off. The teacher who was our sponsor was sure that she would get in trouble, but she didn't."

Could Johnson's popularity with students and faculty be a sign that he is too nice?

"I believe he strikes a good balance between being friendly and supportive and earning your respect," says language arts teacher Jean Elam. "You want to do the right thing, because he sets such a good example."

C.J. Wilder agrees. "Mr. Johnson isn't one of those people who expects you to do as he says, not as he does. He sets a great example as a leader."

What is Johnson's formula for leadership?

It's nothing complicated, he insists.

"My 'thing' is the climate of the school,"

he explains. "If teachers feel good about where they are, they will do what needs to be done. If students know they are loved and cared for, they will work and try to learn."

While the personalities and styles of great leaders may vary, the essentials of leadership appear remarkably constant.

But security shouldn't be confused with stagnation," Johnson contends. "Once this comfort zone is in place and both faculty and students feel secure, they aren't afraid to try new things.

"When I was hired, I told the board I didn't intend to become part of an average school," Johnson says. "The Gates Foundation is looking for 70 to 100 schools around the country to break down the walls and try something different to make them work. Money won't be an object. I want Winder-Barrow to be one of those schools."

In the meantime, while he waits to hear from the Gates Foundation, Johnson isn't settling for the status quo.

"As a faculty, we are working hard on

three specific goals: improving the academic performance of every student, easing the transition for ninth graders and slowing down the drop-out rate, which is much too high."

Clear goals and a road map to reach them. Where have we heard that before?

Johnson, Beard, Bradley, Jones and Tippins are just five of the many outstanding principals in Georgia. While the personalities and styles of great leaders may vary, the essentials of leadership appear remarkably constant.

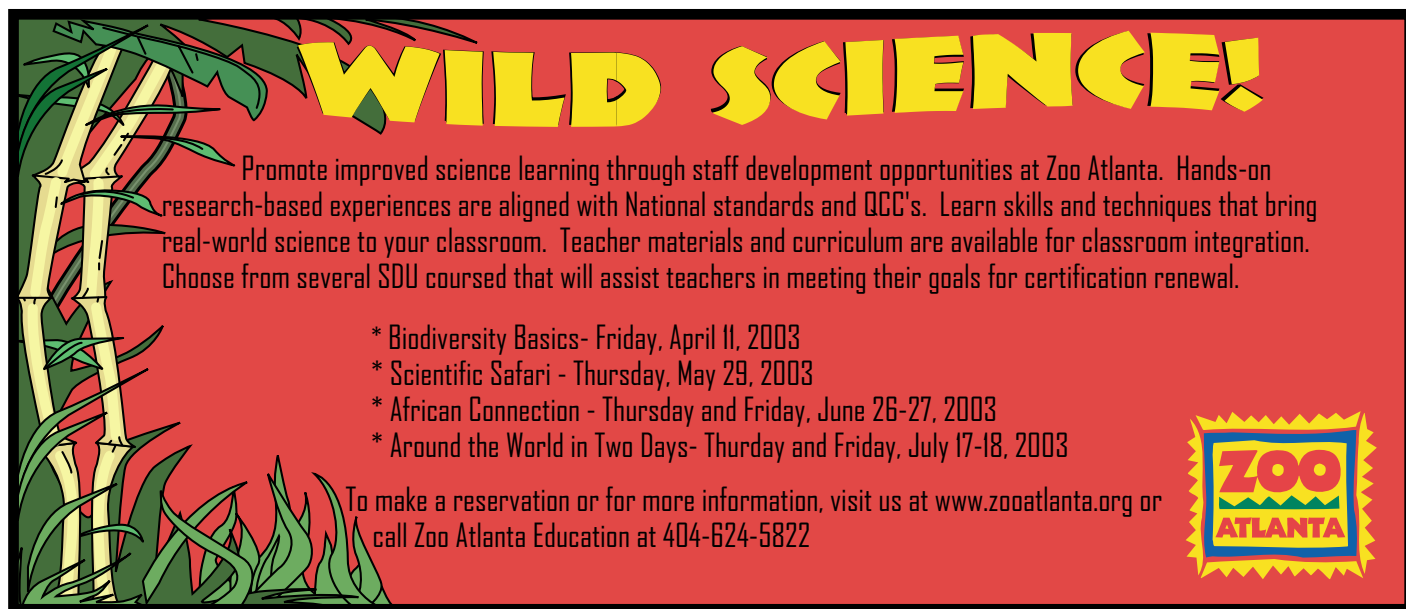
A recent book stresses "preparing relentlessly," "surrounding yourself with great people," "holding everyone accountable," "organizing around a purpose," and "developing and communicating strong beliefs" as essentials of leadership. That book, *Leadership*, written by Rudolph Giuliani, is based on his experiences as mayor of New York City. They are the very same qualities of the five principals highlighted in this article and could just as easily have come from a textbook for school administrators.

So, how important is a good school leader?

"I have been in two situations in which the principals didn't support their teachers, and I chose to leave both of them," says March Hall. "When administrators quit caring about kids and don't support their teachers, a school will fall apart. I don't want to teach in a situation like that."

On the other hand, when administrators show teachers how much they do care about students and teachers, truly great things can happen.

Will someone pass the biscuits, please? ■




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Research for Educators

In the September/October 2003 issue, PAGE will add a new section to its flagship publication, *PAGE ONE*. The new section, Research for Educators, is intended for all educators (teachers, administrators, counselors, professors and other school professionals such as social workers, psychologists and speech therapists) interested in teaching, curriculum, instruction, leadership, current issues and developing trends. Research is not limited to data or researchers in Georgia.

The research articles submitted must be original research. The article must not be under consideration elsewhere or previously published, either in print or electronically. It should not be posted on a website. The topics, submission dates and guidelines for research articles for 2003-2004 appear on the PAGE website, www.pageinc.org, under Professional Services.



Submitted research articles enter a pool of manuscripts received for an announced topic. Research articles that are readable, helpful to practicing educators and offer an interesting and insightful treatment to the topic are most likely to be published. The article should briefly explain the methodology, but the focus of the article should be on explaining and interpreting the results.

Term papers, reviews of the literature and research reports will not be accepted.

Decisions regarding publication are made by the editorial staff of *PAGE ONE*. PAGE reserves the right to reject an article for publication. Authors assume the responsibility for the accuracy of the information, citations, quotations, figures, facts and conclusions. Manuscripts and computer disks will not be returned.

PAGE regrets that it cannot compensate authors for research articles published.

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A Tradition of Making a Difference

The University of Georgia Announces Creation Of The Mary Frances Early Teacher Education Professorship

Mary Frances Early holds a significant place in Georgia history – she is the first African-American graduate of the University of Georgia.

Although undergraduates Charlayne Hunter and the late Hamilton Holmes were the first African-American students to attend UGA, it was Early who received the first degree – a master's in music education in May 1962.

Early has spent her entire career as a teacher – first in elementary education to her present position as chairperson and associate professor of music at Clark-Atlanta University.

The UGA College of Education is pleased to announce that Early's extraordinary courage, determination and love of teaching will be commemorated through the creation of the Mary Frances Early Teacher Education Professorship.

The College hopes to honor Early with the selection of an outstanding professor to this position who will bring the same commitment and dedication to teaching that she has, and who will attract and mentor diverse students from throughout the nation. The professorship will be funded by a \$250,000 private endowment.

At the time Early applied to UGA, she was working full-time as a teacher and enrolled in post-graduate courses at the

University of Michigan – a school where she was both happy and accepted.

However, when she heard about the struggles Hunter and Holmes were having because of the color of their skin, Early decided to change the direction of her own educational journey.

But it would not be easy.

Despite the discrimination she faced at UGA four decades ago, Early has fond memories of her days in the music education department – whose faculty and students provided her solace and encouragement.

"I came to love Georgia as a school. I didn't like a lot of things that went on sometimes, but the music department was a place of refuge," she said.

Early thinks UGA is headed in the right direction today.

"I think that there is a will to make it better, and I hope that in my lifetime I'll see the kind of equity and diversity that our state university

deserves," she said. "But we shouldn't forget our history because it gives you direction as to what role you ought to play in the present and future."

For more information on the Mary Frances Early Teacher Education Professorship, please contact the UGA College of Education at: 706/542-2267 or email ibarrett@coe.uga.edu.



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