

PAGE ONE

Professional Association of Georgia Educators

March/April 2004



Your PAGE Lobbyists at Work

Accommodating Employees with Disabilities • Middle School Certification • PAGE Academic Bowl Winners • Homeless Children in Georgia Schools • 11 Rules You Didn't Learn in School

*because you want to take
your teaching to a new level...*

Master of Arts degree in Education

- Evening and weekend classes
- Local program centers
- No GRE required
- Accredited university
- Financial aid available

concentrations in:

- Adult Education
- Instructional

Call toll free (877) 591-2635 today!

www.cel.cmich.edu/south

atlanta.metro@cmich.edu



*"I looked at several schools
and am very pleased that I
chose CMU."*

Diane Walton
MA degree in Education student
Teacher
Decatur, GA

CMU
CENTRAL MICHIGAN
UNIVERSITY

IN GEORGIA

OFFICERS
President
Deena Hoch
President-Elect
Dr. Diane Ray
Secretary
Vickie Hammond
Treasurer
Hosie Waters
Past President
Preston Howard

DIRECTORS

District 1 Rena McCullough	District 8 Kathy Corwin
District 2 Susan Lanier	District 9 Catherine Strickland
District 3 Raymechia Smith	District 10 Judy Teasley
District 4 Tim Mullen	District 11 Lamar Scott
District 5 Mary Carzoli	District 12 Richard Thomas
District 6 Joanna Wheelus	District 13 Luann Avery
District 7 Kenneth Russell	District 14 Jan Godwin

EDITORIAL STAFF
Editor
Tim Callahan
Associate Editor
Erica Driver
Assistant Editor
Lynn Varner

NEW SOUTH PUBLISHING
President
Larry Lebovitz
Publisher
John Hanna
Editor
Riley McDermid
Contributing Editor
Geoffrey S. Kohl
Graphic Designer
Jack Simonetta
Production Coordinator
Mike Johnson
Account Executive
Jan Clemmons
Consultant
Susan Thompson Lewis
Advertising/Sales
(770) 650-1102, ext.139

PAGE ONE magazine (ISSN 1523-6188) is mailed to all PAGE members, selected higher education units and other school-related professionals. An annual subscription is included in PAGE membership dues. A subscription for others is \$10.00 annually. Periodicals postage paid at Atlanta, Georgia, and additional mailing offices. (USPS 017-347) **Postmaster: Send address changes to PAGE ONE, P.O. Box 942270, Atlanta, GA 31141-2270.**

PAGE ONE magazine is published five times a year (January, March, May, September and November) by New South Publishing, Inc.; 1303 Hightower Trail, Suite 101; Atlanta, GA 30350; 770-650-1102. Copyright ©2004

FEATURES

- 4 Your PAGE Lobbyists at Work**
by Lee Raudonis

DEPARTMENTS

- 2 From the President:** Teacher Certification—
Raising the Bar

- 3 From the Executive Director:** Education
Leadership is a Participatory Sport

- 8 Foundation News**

It Takes Teamwork: The 2004 PAGE Academic Bowl Winners
PAGE Foundation Receives \$10,000 BellSouth Grant
NBPTS News

Honor Your Favorite Teacher
Ever Consider Running for Office?

- 14 Legal:** Requesting Accommodations Under The
Americans with Disabilities Act

- 15 Professional Insights:** Homeless Children in
Georgia's Public Schools

- 23 PCS Series**

- 29 Members In The News**

- 29 PAGE Planner**

- 29 PAGE Letters**

NEWS & INFORMATION

- 20** 2004 PAGE Day on Capitol Hill

- 26** Call for Nominations of PAGE Officers and Directors

- 27** June Conference Announcement

- 28** Practice Makes Perfect

- 28** In Memoriam

- 30** Oops!

- 31** Eleven Rules You Didn't Learn in School

On the cover: (From left to right) Tom Wommack, Dr. Allene Magill, Tim Callahan, Margaret Price and Jill Hay (seated). Photo by Rod Reilly.

CONTENTS

4



8



20



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.

You are invited to submit articles dealing with current education issues. The editor reserves the right to determine the appropriateness of articles for publication. Articles may be edited to meet space requirements. Georgia educators are encouraged to submit photographs for use as the cover for *PAGE ONE* magazine and other photographs to illustrate story subjects. Send manuscripts and photographs to: Tim Callahan, Editor, *PAGE ONE* magazine; PAGE; P.O. Box 942270; Atlanta, GA 31141-2270.

Notice to Members

Contributions or gifts to the PAGE Foundation are tax deductible as charitable contributions for federal income tax purposes. However, under other provisions of the IRS code, costs for PAGE lobbying activities on behalf of members are not deductible. PAGE estimates the nondeductible portion of your 2003-2004 dues allocated to lobbying is .07 percent. Please call the PAGE office at 1-800-334-6861 if you have questions.

Teacher Certification— Raising the Bar

The Professional Standards Commission needs to develop a statewide program to ensure the success and retention of the new teachers and administrators who will be entering the profession at every age level.



DEENA HOCH

I usually try to be a positive and optimistic person, but I am concerned about the recent decision by Georgia's Professional Standards Commission to change the requirements for becoming a teacher or administrator. I understand that the hiring and retention

of teachers is currently at a low, and there is no way that we will be able to hire enough teachers or administrators for the positions available. I understand that we need educated people in the classroom, but what I don't understand is how we can lower our stan-

dards for education professionals to teach the children of Georgia. None of us would have surgery done by a physician who just "passed" a test.

For years we have been guilty of a "sink or swim" attitude toward beginning teachers. Often they are hired at the last moment, placed into low performing schools, left isolated in their classrooms and given little help. The new Alternative Teaching Certification is a five-year mentoring program that the "teacher" will have to complete under the supervision of a highly qualified mentor. The problem is that there is no state program to implement this mentoring. There are many mentoring and reflective teaching programs across the nation, but, to date, no program has been designed for Georgia. The Professional Standards Commission needs to develop a statewide program to ensure the success and retention of the new teachers and administrators who will be entering the profession at every age level. Comprehensive induction programs must be designed to provide new teachers with the necessary models and tools for

beginning their careers and mentoring and support groups implemented to guide them. Mentors for new teachers should be assigned reduced teaching schedules so that they have time to provide support. Induction programs should provide specific guidance aimed at helping new teachers meet performance standards for continued certification. In the first three years, schools and universities should focus on assisting and supporting new teachers rather than simply assessing their work. The evaluation should be based on rigorous, widely accepted standards for granting tenure and should involve administrators and teachers reflecting on the performance of set goals. Becoming a reflective teacher takes practice and needs guidance and structure.

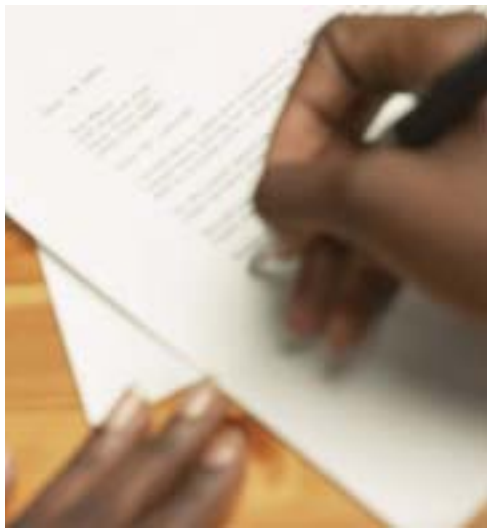
One thing I find very encouraging is the number of programs throughout the state that help encourage teaching as a career choice. The PAGE Foundation has two such programs, Future Educators of America in Georgia (FEA in GA), at the middle and high school level, and SPAGE, for college students. Teacher apprenticeship programs, under the auspices of the PSC, were also designed to help students develop healthy teaching relationships with experienced teachers and mentors. After careful review of the success rate of the programs, the PSC should then create a statewide program to help combat the attrition rate of new and experienced teachers.

Kudos to the Georgia Legislature for passing bills that allow experienced, retired teachers to return to the classroom and for giving experienced teachers who are still in the system a much-needed step increase. One thing we can all do today is to become a mentor and help keep the best and brightest in Georgia's classrooms. But in order to keep highly qualified teachers in teaching, we must raise not only the bar, but the pay! ♦

Education Leadership is a Participatory Sport

As this issue of *PAGE ONE* goes into production, education is very much in the news and is being hotly discussed in many venues—from the state capitol, to the schools, around kitchen tables and on talk radio.

The revamping of the Quality Core Curriculum has been launched and has brought forth bold headlines and numerous editorials about the social studies and science portions of the newly named Georgia



Performance Standards. The Professional Standards Commission has made substantial and controversial changes in the way some teachers will be coming to our classrooms in the coming years; the HOPE scholarship program will be undergoing some types of changes; and the Georgia General Assembly is struggling mightily with a budget plan for the 2004-2005 school year.

All this activity, while challenging in many ways, is a good thing. It is obvious that the vast majority of us feel so passionately about the importance of education that we have developed strong opinions on virtually every aspect

of what goes on each day in the more than 2,000 schools across the state. While it can often be extremely frustrating, the truth is that we argue most about what we care about the most, so I am not discouraged by the clamor.

PAGE, as your representative organization, has been fully engaged in what has been going on and will continue to play an active role while encouraging all of our members to let us know their views on the issues. It is also essential that our members actively share their views with the members of the state board of education, the PSC or the legislature in whatever venue the educational decisions are being made.

Our views were presented to the PSC, for example, and we believe we had a very definite impact on the final decisions made. The feature story in this issue of the magazine depicts the day to day activities of the PAGE lobbying team during the legislative session. I hope you get a sense of just how well our lobbying team represents you under the Gold Dome.


But as the title of this column indicates, education is too important a topic for policy-makers to hear about from just lobbyists. They need to hear—regularly—from you as well. Our legislative website is designed to make it easy for you to let us know your thoughts and to connect, as well, with your state leaders. I cannot urge you strongly enough to become involved in some substantive way in shaping education leadership. No one in the state capital is an absolute expert on all topics. Each of our leaders has the same human frailties and capacity for making mistakes as every educator in the state.

Your active participation is not only sought and welcomed, it is essential! ♦

I cannot urge you strongly enough to become involved in some substantive way in shaping education leadership.



DR. ALLENE MAGILL



PAGE Legislative Director Tom Wommack and PAGE lobbyist Margaret Price spend a lot of time planning strategies to help keep Georgia's educational issues at the forefront.

Your PAGE Lobbyists at Work

“The PAGE lobbyists are the finest you can work with. I cannot imagine any group being better represented in the General Assembly than the members of PAGE,” says former chair of the House Education Committee Jeannette Jamieson.

By Lee Raudonis
Photos by Rod Reilly

It is the third day of the 2004 session of the Georgia General Assembly, the day of Governor Sonny Perdue's State of the State Address. The session is still young, and legislators are anxiously awaiting specifics of the governor's budget recommendations before they jump headlong into the many complex and controversial issues they will soon have to face. Although there are no education bills under consideration on this day, PAGE Legislative Director Tom Wommack is taking full advantage of the quiet before the storm.

Wommack and Margaret Price, a recent law school graduate and the newest member of the PAGE lobbying team, have left their "office"—a bench near the speaker's office on the capitol's third floor—to seek out legislators who will play key roles in education and retirement legislation. Along the way, Wommack, who seems to know virtually everyone he encounters, introduces Price to other lobbyists, security guards, legislative staff and members of the House and Senate.

"I believe it is important to have a presence at the capitol everyday," says Wommack, a former math teacher, principal and school superintendent, and veteran of 13 legislative sessions with PAGE. "The members of the General Assembly need to know that we are available to answer any questions about education policy when they need the information, not just at the last minute when a particular bill is being discussed. Legislators from both political parties—as well as the one Independent—know that we are available to them every day, before, during and after the session."

In fact, it is providing timely, factual information that Wommack says he believes is the most important part of a lobbyist's job.

"I think a lot of people have a distorted view of what lobbyists do," he explains. "Most lobbyists don't wine and dine legislators or try to gain influence through political donations. They just provide accurate, factual information about the issues they consider important. The PAGE approach has always been to be professional, low-key and straightforward."

Apparently this approach works, because the PAGE legislative team receives high marks from members of the General Assembly on both sides of the political aisle—and in the middle.

"The PAGE lobbyists are the finest you can work with," says former chair of the House Education Committee Jeannette Jamieson, a Democrat from Toccoa, Ga. "I cannot imagine any group being better represented in the General Assembly than the members of PAGE."

Democratic Representative Carolyn Hugley is also a member of the House Education Committee and a PAGE fan.

"This is my 12th session serving on the Education Committee," Hugley says, "and I look to the PAGE lobbyists, because they are knowledgeable and provide invaluable research, and also, because I value what their members think about education issues. In many ways, I could not do without them."

Earl Ehrhart, a Republican member of the powerful House Rules Committee, also likes the PAGE approach.

"The PAGE lobbyists are among the most substantive working in the capitol," explains the Cobb legislative veteran. "PAGE is the group I go to first for education information, and I can always trust what they tell me to be accurate."

Like Ehrhart, Jack Hill, chairman of the Senate Appropriations Committee, makes PAGE his first source of information on education.

"The PAGE leadership is always a source of sound, thoughtful input on education issues, and their approach is always to put the interest of children first," the southwest Georgia senator explains.

Even the House Speaker and the General Assembly's sole independent member are PAGE boosters.

"My wife has been a member of PAGE for 20 years, and I have always been close to the PAGE lobbyists," says Speaker Terry Coleman.

"They (the PAGE lobbyists) are always here, and when there are issues affecting teachers and children, I know I am going to hear from them," says Rep. Buddy DeLoach of Liberty County. "I also know that I can depend on them giving me accurate information. That is important, because lobbyists who don't provide truthful, accurate information soon lose all credibility."

Wommack says he believes that PAGE's credibility is also boosted by being selective in choosing its issues and battles.

"Legislators tell me that they appreciate the fact that PAGE sticks to education issues and doesn't take positions on social issues and others not directly related to improving teaching and learning in the classroom," Wommack observes. "This helps our credibility, because we don't pretend to be experts on every subject or to speak for our members on every issue under the sun. Instead, we encourage individual PAGE members to voice their own opinions on all issues to their elected officials."

Atlanta Representative Kathy Ashe, a member of the House Education Committee, tells why she appreciates the PAGE approach.

"PAGE does two things that make it stand out," she explains.

"First, they send to the capitol people who know education issues and law. And second, they build relationships with legislators and empower PAGE mem-

Rep. Carolyn Hugley (D-Columbus), a member of the House Education Committee, works closely with PAGE Executive Director Dr. Allene Magill, to help fine tune the state's educational policies.



bers to work with their own legislators. I keep the names of PAGE members in my Rolodex so that I can contact them for their input on important education issues.”

But how does the PAGE lobbying team pick and choose the issues on which they take positions and provide information?

“The highest-priority issues are those that PAGE members themselves select each year for the PAGE Legislative Agenda,” says Jill Hay, PAGE’s chief attorney and a PAGE lobbyist since 1994. “These issues are developed from the ground up, with members having input via an annual legislative poll in *PAGE ONE* magazine and on the PAGE website. We also hold legislative meetings in locations throughout the state and finalize the PAGE Legislative Agenda at the PAGE annual meeting in November.

“The other issues we follow are those initiated by the governor or members of the General Assembly that we believe will have a significant impact on teachers and students. This year, for example, we are obviously paying extremely close attention to the governor’s budget— especially the additional step in the salary ladder, which has been on PAGE’s legislative agenda for many years. And we will follow closely his proposals regard-

Wommack and Price discuss upcoming legislation with Chair of the House Retirement Committee Bill Cummings (D-Rockmart).



ing spending flexibility and school discipline, as well as a proposal from some legislators to replace school property tax with a statewide sales tax.”

Although the PAGE legislative team carefully tracks all education issues throughout the 40-day legislative session, the organization does not take a formal position on every single education issue that arises. For example, PAGE took no formal position in the debate over saving the HOPE Scholarship. The leadership felt that this debate, while certainly important, would have a greater impact on students after graduation than when they are in the classes of PAGE members. If, however, any proposals to “save” HOPE actually begin to threaten the key elements of the program or impose unreasonable conditions on classroom teachers (e.g., rigid grading guidelines), PAGE will be ready to weigh-in on the issue.

Sometimes issues that are not on any lobbyist’s radar screen when a legislative session begins just pop up out of nowhere, such as State School Superintendent Kathy Cox’s decision to drop the word “evolution” from the state’s science curriculum. Until the superintendent reversed her position, this issue overshadowed all other education news for more than a week. It is during times like this that the experience of the savvy PAGE lobbyists proves invaluable.

“We didn’t feel the need to jump into the middle of that controversy,” says Wommack. “Instead, we maintained our focus on the issues that our members have told us are most important to them and let others spend time and resources chasing headlines and television exposure.”

“This does not mean that PAGE shrinks from controversy,” says Tim Callahan, PAGE’s director of media relations and membership. “Our approach is to gather information first, before we speak out. While other education groups often seem to follow the adage of ‘Ready, Fire, Aim,’ we prefer to take a deep breath and study all of the facts.

“For example,” Callahan explains, “as soon as the story broke about the evolution issue, we contacted some of our most experienced and knowledgeable teachers in each subject area, including science, and asked them to examine the state’s new curriculum proposals thoroughly and give us their opinions. We also put a statement on our website suggesting that every PAGE member look carefully at the proposed curriculum in his or her subject area and let the DOE know his or her views. Only after a careful evaluation of the curriculum will PAGE make any comments about it. And when we do, our comments will be made in the proper forum and they will be constructive, pointing out both positive and negative aspects of the proposed changes. Our goal is always to do what we can to improve what takes place in the classroom, not to throw gasoline on fires of controversy.”

While the media swirl around the “e” word may have distracted some education lobbyists, Wommack, Hay and Price maintained a laser-like focus on the budget,

Continued on page 18



Our Guarantee

The Professional Education Faculty at Georgia State University will guarantee the quality of any educator that it recommends for initial certification in Georgia.

Georgia State University guarantees educators during the first two years immediately following graduation or recommendation for an initial certificate. If any Georgia State University educator in a Georgia school fails to demonstrate the essential skills, he or she will be provided additional training by Georgia State University's Professional Education Faculty at no expense to the educator or the employer.

*Scholarship and leadership
focused on learning and development.*



Northside Middle School's (left to right) Tyler Sprouse, RaJeanna Albert, Dallas Michelbacher and Jake Maples rejoice as the final score establishes their team as the 2004 PAGE Academic Bowl for Middle Grades State Champion.

It Takes Teamwork

Houston County's Northside Middle School Captures State Championship at 2004 PAGE Academic Bowl for Middle Grades Finals

It was an exciting, close final round at this year's PAGE Academic Bowl for Middle Grades State Finals, with Houston County's Northside Middle School emerging as the State Champion in a come-from-behind 10-point victory over first runner-up Stratford Academy of Bibb County. The Northside Middle School academic bowl team is coached by Dianne Blair and Peggy McCall, and Stratford Academy's team is coached by Kathleen Peterson and Susan Hanberry. Fulton County's Haynes Bridge Middle School, coached by Lissa Blankinship, was named second runner-up and Cobb County's Simpson Middle School, coached by Debbie Shields, was named third runner-up.

This year marks the 20th anniversary of the competition, which culminated

with the state finals held on Feb. 9, at the 755 Club at Turner Field. PAGE Foundation Public Relations Manager Lynn Varner interviewed the winning team's captain to find out exactly what goes into creating a State Championship team. Northside Middle School's Team Captain Dallas Michelbacher shared his insights on the subject.

Varner: *Tell me, in your experience, what makes an academic bowl team successful?*

Michelbacher: The right balance of people with knowledge in subject areas and friendship among teammates. Otherwise when you get in a slump you'll crash and burn.

Varner: *When does your team practice?*



PAGE Foundation President Tom Wommack (far right) presents Academic Bowl Coach Dianne Blair (accepting award) and the Northside Middle School's Academic Bowl team with a silver bowl commemorating their first place win at the 2004 PAGE Academic Bowl for Middle Grades State Finals. Joining in the presentation are (front row, left to right, holding sign) Team Captain Dallas Michelbacher, Tyler Sprouse and Colton Dale and (back row, left to right) Northside Middle School Assistant Principal of Instruction Carol Beatty, Houston County Board of

Education Member and Director of Gifted Program Barbara Finley, Allen Williams, PAGE Executive Director Dr. Allene Magill, Rajeanna Albert, Chris Platt, Jake Maples, Northside Middle School Assistant Principal Ed Mashburn, Northside Middle School Principal Andrea Jordan, Senator Joey Brush, chair of the Senate Education Committee, and Shawn Carpenter, 1998-1999 PAGE President and assistant principal of instruction, Feagin Mill Middle School. (Not pictured, Academic Bowl Coach Peggy McCall).

Michelbacher: Normally on Wednesday afternoons, but before a competition we'll squeeze in other practices when we can.

Varner: Do different members of the team take on different areas of study?

Michelbacher: Yes, I'll take on geography and sports; Rajeanna, math and English; Allen is good at science questions and Jake, Tyler and Chris are good at general knowledge questions.

Varner: What's the most unusual thing about your team?

Michelbacher: The fact that less than half the team is made up of 8th graders. We have a young team.

Varner: How do you think your experience on the Academic Bowl team will benefit you in the future?

Michelbacher: Well, it's a good thing to have on a college resumé, and it's a good life experience. The teamwork and the things you learn; you carry the experience with you for the rest of your life.



Northside teammates Rajeanna Albert (left) and Dallas Michelbacher (right) work toward a solution in Round I of the State Finals.

PAGE Foundation President Tom Wommack lauded each team's performance at the competition. "It is always inspiring to witness young students as they display their academic talents," said Wommack. "The teams, their coaches and the adults who support and encourage them in their pursuit of high academic achievement should feel proud of their performance at the state finals. The



PAGE Foundation President Tom Wommack (far right) presents Stratford Academy Academic Bowl member Will McDavid with their team's first runner-up award. Joining in the recognition are (front row, left to right) Academic Bowl Coach Kathleen Peterson, Tarun Ramayya, Amy Schwartz, Catherine Rizzoni and Logan Butler and (back row, left to right) Sean Cirillo, Balint Kacsoh, Brown Dennis, Aliy Ahmed, Sai Im, Coach Susan Hanberry and PAGE Executive Director Dr. Allene Magill.

PAGE Foundation is honored to host this competition and the amazing young students it attracts each year."

The PAGE Academic Bowl for Middle Grades is sponsored by the PAGE Foundation, the Frances Wood Wilson Foundation, Georgia Power Company, Georgia Power Foundation, Georgia-Pacific Foundation and AIG-VALIC. 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. Through high achievement, the program inspires students to excel academically, boosts student self-confidence and self-esteem and stimulates both team and competitive spirits. Statewide, more than 2,000 students compete at the local, regional and state levels of the PAGE Academic Bowl for Middle Grades. ◆



Stratford Academy team members (left to right) Brown Dennis, Sai Im, Will McDavid, Logan Butler and Amy Schwartz ponder a bonus question.



Members of Fulton County's Haynes Bridge Middle School's Academic Bowl team are all smiles as they are presented with their second runner-up award. PAGE Foundation President Tom Wommack (right) presents the silver bowl to Emilio Salazar (left), joining them are (front row, left to right) are Julia Shavzin, Chris VerSteege, Harrison Brown, Bradley Silverman, Matt VerSteege, and (far right) Senator Tom Price of Roswell and (back row, left to right) Senator Dan Moody of Alpharetta, PAGE Executive Director Dr. Allene Magill, Haynes Bridge Middle School Principal Deborah Reeves, Academic Bowl Coach Lissa Blankinship, Emma Bennett, Jeff Morell, John Fetherston, Claire Shavzin and Joe Winograd.

PAGE Foundation President Tom Wommack (far right) presents the third runner-up award to Cobb County's Simpson Middle School Academic Bowl team member Joey Hnath and Coach Debbie Shields. Joining in the celebration are (front row, left to right) Senator Tom Price of Roswell, Simpson Middle School Principal Sharon Jordan, Devon Long, Barrett Ahlers and (back row, left to right) Director of Middle School Curriculum for Cobb County Terry Poor, PAGE Executive Director Dr. Allene Magill, Fred Dulson, Nishant Prasad, Stephen Kehner and Rohan Mukhopadhyay.





BellSouth-Georgia President Phil Jacobs

PAGE Foundation Receives \$10,000 BellSouth Grant

support for FEA will help the PAGE Foundation work to build a new generation of qualified teachers for Georgia classrooms in the face of growing teacher shortages. Its \$5,000 State PAGE STAR scholarship sends a very strong signal to young people that hard work and high academic achievement are valued by our state's leading corporate citizens."

The donation was announced by BellSouth-Georgia President Phil Jacobs. "When you consider the looming teacher shortage in our state, it becomes imperative to act now to ensure that classrooms of the future are staffed with sufficient numbers of well-prepared professional educators," says Jacobs. "BellSouth believes an investment in FEA is one way we can attract today's capable students to the teaching profession and provide for the needs of future students. We are also delighted to perpetuate our scholarship support for Georgia's State PAGE STAR Student because we believe in recognizing individuals for hard work and a commitment to personal excellence."

Carolyn Lovett, who is a senior director for BellSouth and a member of Jacobs' staff, is the vice chair of the PAGE Foundation Board of Trustees. ♦

The BellSouth Corporation has awarded \$10,000 to the PAGE Foundation to sponsor the first annual Future Educators of America in Georgia (FEA) Summer Institute and provide the annual State PAGE STAR (Student Teacher Achievement Recognition) Scholarship, according to Foundation President Tom Wommack.

"BellSouth, which has a rich history of leadership in and support for public education, has demonstrated its commitment to excellence in teaching and learning once again through this donation," Wommack said. "The company's

NBPTS News

Former Georgia Governor **Roy E. Barnes** has been named the board chair of the National Board for Professional Teaching Standards. Commenting in an NBPTS news release on the success of nearly 8,300 newly credentialed National Board Certified Teachers (NBCT), Board Chair Barnes said, "NBPTS celebrates and congratulates all teachers who went through the rigorous NBC process. This impressive achievement is widely recognized at the national, state and local levels as a benchmark for teacher quality."

NBCT **Adrienne Mack-Kirschner** (Early Adolescence/English Language Arts) has written a book titled, "Powerful Classroom Stories from Accomplished Teachers."

The book is a collection of stories from NBCT teachers who share their art,



craft and the joys and challenges of teaching in today's classrooms. For additional information about Powerful Classroom Stories, visit accomplishedteaching.com.

Georgia gained 513 NBCTs in 2003. Georgia ranks fifth in the nation in the number of teachers receiving their

national board certification in 2003. Georgia is also a national leader in the total number of teachers having received their national board certification. It is seventh in the nation in the total number of NBCTs. ♦

TOP TEN STATES BY TOTAL NBCTS

December 2, 2003

STATE	TOTAL NBCTS
NC	6641
FL	4940
SC	3225
CA	2644
OH	2172
MS	1761
GA	1323
Ok	858
IL	824
AL	632

Source: www.nbpts.org

Honor Your Favorite Teacher

Dr. Allene Magill, PAGE Executive Director

“You Cannot Lead if You Do Not Read”: Dr. Alton Crews

The first time I saw Dr. Alton Crews was about 26 years ago when I was a curriculum director and reading specialist for Paulding County Schools. He was part of a panel making comments during a “Bootstrap” roundtable discussion dealing with proposed legislation. I was very impressed with his answers, his knowledge and how he could take a piece of legislation and explain what it would mean to students and teachers in

the classroom. I had heard of Dr. Crews, but as far as actually seeing him in action, that was my first time.

In the years that ensued after our first meeting, I grew to respect Dr. Crews even more. He had a profound impact on what I believe about teachers and students and how we improve our ability to provide a quality education for all students. He influenced my thoughts on what I ought to do as a professional educator to improve my skills and knowledge. “You cannot lead if you do not read” was a favorite expression of his, and I think this is especially true today for those who are leading school districts and individual schools. In my opinion, if we look at teachers as leaders, as Dr. Crews did, then we must provide opportunities for them to learn and share.



Dr. Alton Crews



Dr. Allene Magill

Dr. Crews was constantly talking about student achievement and instruction and what needs to be done to make things better for students and teachers. He had a passion for developing leadership abilities across the board. You could ask questions, and if he thought your questions were outrageous or useless you never knew it. He always had time for those who were trying to make a difference, and he didn't care whether you came from a large or small school system. Dr. Crews was truly a visionary, but one of his most lasting gifts to the state was his ability to pass on some of that vision and leadership ability to other superintendents who were willing to learn.

I think Dr. Crews tried to help everyone without regard for gender, but I appreciated the fact that he told female educators they had an important role in the improvement of public education whether it was

as a teacher or in a principal's position or as superintendent. I think he truly believed that your gender did not matter. Having the ability to bring together focus and direction for continuous improvement in school districts or at the local school level was most important.

Dr. Crews was one of the first people I ever heard talk about the need and urgency to change what we were doing in public education, and he took this message to those who could effect change. One of the things I came to appreciate was how active he was in lobbying for education and change in Georgia. Many General Assembly members knew him well because his face was frequently before them or they would receive his letters written on behalf of education funding, policy issues or other matters. He was very influential in the formation of the Quality Basic Education Act (QBE), but was also among the first school superintendents who stepped up and said QBE funding was inappropriate and pushed funding down to the local level. He had an impact on certification issues, on teaching and learning issues, on how funding is generated and the whole development process. I think he is one of my all-time favorite educators because of his tenacity in the struggle to make sure things were right for students and teachers.

When I reflect on his career, I recall his ability to bring focus and direction to whatever event he attended whether he was the facilitator, a participant in the audience or the speaker. He was a task master who kept people on task, and in doing so kept everyone focused and heading in the right direction.

Dr. Crews' legacy is one many of us could only hope we might leave. He led a very large and expanding school district that grew rapidly not only in student population but also in diversity. The wonderful school system that exists in Gwinnett County today is a significant part of his legacy. Had Dr. Crews not been in Gwinnett County through some of those growth times, I think the county and its school system would not be where they are today. Another part of his legacy is obviously found in the existence and success of PAGE today; he was an early champion of our organization and one reason why we are respected in so many circles. I will always remember Dr. Crews as my favorite teacher, the consummate professional whose leadership example guides so many of us in our work to improve public education. ♦

Ever considered running for office?



2003-04 SPAGE officers (left to right) Sharon Horn, Ellen Maret, Mandy Gunter, Mindy Swain, SPAGE Director Mary Ruth Ray and Rebecca Chapman.

“Every man owes some of his time to the upbuilding of the profession to which he belongs.”

—THEODORE ROOSEVELT

SPAGE office, that is! Student PAGE (SPAGE) will be electing officers at our Annual Meeting, held in conjunction with the PAGE Annual Conference June 25-26. As a SPAGE State Officer, you:

- Serve on an advisory board that helps determine direction for SPAGE state level activities and programs.
- Are invited to statewide PAGE events and are reimbursed for expenses at approved functions.

In order to be eligible for office you must be an active SPAGE member in good standing, and you must attend the Annual Meeting on Friday, June 25. For more information about running for a SPAGE State Office, please contact Mary Ruth Ray, director of student groups, at (888) 413-1078 or maryruth@pagefoundation.org. ♦

SLEEP LIKE A BABY



Up to 15% Premium Savings
Provided to educators and their family members if purchased from an authorized agent.

Up to 50% Premium Savings
For second insured living in same household and covered under same policy.

with
Long Term Care Insurance
from Lincoln Benefit Life Company
Endorsed by PAGE and Administered by
COPELAND INSURANCE SERVICES
www.ltcgeorgia.com

In North Georgia:
Marsha Whelpley (toll free) 1-866-680-2749

In Central or South Georgia:
Arthur Loewen (toll free) 1-800-964-4305

LTC-287-B

Coverage provided by Policy Forms LA 4201-P-04 (LA), LA 4202-P-04 (LA & AL), and LA 4203-P-04 (AL & MS), underwritten by Lincoln Benefit Life Company, Lincoln, Nebraska. For complete details of coverage, including exclusions, limitations, conditions and terms, refer to actual policy wording to be provided in force. Please contact Lincoln Benefit Life Company or your agent. A licensed insurance agent will contact you.



Requesting Accommodations Under The Americans with Disabilities Act: What Employees Need to Know

The Americans with Disabilities Act (ADA), which passed in 1990, prohibits discrimination against a “qualified individual with a disability” solely because of his or her disability. A “qualified individual with a disability” is defined as a person with a disability who satisfies the requisite skill, experience, education and other job related requirements of the employment position such an individual



“Disability” is defined as a physical or mental impairment that substantially limits one or more of that individual’s major life activities, has a record of such impairment, or is regarded as having such an impairment.

holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position. “Disability” is defined as a physical or mental impairment that substantially limits one or more of that individual’s major life activities, has a record of such impairment, or is regarded as having such an impairment.

According to the ADA regulations, examples of major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Within the meaning of disabled, the ADA does not include homosexuality or bisexuality or other sexual orientations or disorders, compulsive gambling, kleptomania, pyromania or the current use of illegal drugs. It does, however, include alcoholism. In

most cases, determining whether or not someone is disabled within the meaning of the ADA will depend on the specific facts in each situation.

Upon request, employers are required under the ADA to make reasonable accommodations in order to allow a qualified disabled individual to perform the essential functions of his or her job. A reasonable accommodation includes modifications or adjustments to the work environment or the manner or circumstances under which the position is customarily performed as long as the modification or adjustment does not impose an undue hardship on the employer’s business. Also, the accommodation provided must be reasonable. It does not have to be the best possible accommodation. An undue hardship would be an action requiring significant difficulty or expense.

Some suggested reasonable accommodations under the ADA include, but are not limited to, (1) making existing facilities readily accessible, (2) job restructuring, (3) development of part-time or modified work schedules, (4) reassignment to a different, available position, (5) modification of equipment or devices and (6) the provision of qualified readers or interpreters for blind or deaf employees.

Employees who need accommodation must make the request for such accommodation in writing and provide medical documentation supporting their claim that they are “disabled” and that it is necessary for them to receive an accommodation. The employer then has a duty to investigate, identify and evaluate the employee’s disability. The employee should also specify the accommodation they want, keeping in mind that the employer does not have to agree to the requested accommodation, just a reasonable one which allows the employee to perform the essential functions of the job. PAGE members can seek advice and assistance from our legal department when writing their request for accommodation. ♦



Homeless Children in Georgia's Public Schools

Families with children are the fastest growing segment of the homeless population. Pre-school and elementary age students comprise the largest segment of homeless children. These and other statistics are at best rough estimates because of the instability and mobility of homeless families. Numerous publications estimate that there are between 900,000 and 1.2 million homeless children in the United States. This is a significant increase from the most commonly quoted number, 450,000, during the early 1990s.

The only major federal law directly concerned with homelessness is the McKinney-Vento Homeless Assistance Act (Subtitle B-Education for Homeless Children and Youth) reauthorized January 2002. The McKinney-Vento Homeless Assistance Act has direct implications for school districts, schools and classrooms. Section 725 defines the term "homeless children." The term "homeless" is more inclusive than many educators are aware. See inset. This federal law has not received the same attention as No Child Left Behind, but it is significant because it affects a rapidly growing segment of the school population and it is a companion piece of legislation that makes use of Title I funds.

CAUSES OF HOMELESSNESS

Homelessness is lack of permanent housing. Today it is striking more working and middle class families. A recent news article, Homelessness in the U.S. Grows Rapidly, cited Department of House and Urban Development (HUD) report, "The Forgotten Americans-Homelessness: Programs and the People They Serve," that found 11 million Americans are at high risk for homelessness because they are spending over half of their paycheck on housing or are living with relatives or friends (doubling up); or live in houses that need substantial repair. Researchers point to a significant rise in poverty and a growing shortage of available affordable housing as reasons for the



Effects of Homelessness on Pre-School and School Age Children

The National Center for Homeless Education at SERVE (Southeastern Region Vision for Education) has identified the effects of homelessness on children by age group.

Early Childhood:

Preschoolers are at greatest risk because homelessness increases the likelihood of chronic health problems, developmental delays, lower academic achievement and emotional disorders. Age-appropriate social interaction and reading materials necessary for brain stimulation are missing in shelters and temporary housing.

Elementary:

Elementary age children need personal space and predictable structures (family unit, school, and teacher). They need a sense of belonging. They need a desk or consistent place to put their belongings; they need to have the same supplies as other children. It is important that they have a daily routine and are included in all the class's activities. As these children move into the middle school years, these needs become more powerful. When needs are not met, disruptive classroom behavior is common. Teachers should watch for a blasé or apathetic attitude to develop as a defense mechanism.

Secondary:

Most students in this age group who have been homeless or who have experienced a great deal of uncertainty in their lives will have developmental delays and academic deficiencies. Teachers may be unaware that the student is homeless because he/she will not disclose the situation due to lack of trust, embarrassment or fear of being sent to another school. These students must have tutoring and mentoring to graduate from high school. It is also important to set short term, achievable goals. Students may also need assistance with childcare and transportation.

J. Smith Lanier partners with PAGE to bring the membership discounted HOME and AUTO insurance.

A competitive and convenient insurance program for all PAGE members is now available through J. Smith Lanier & Co.



Insurance companies are currently increasing homeowners rates by as much as 25%. Why not take advantage of your PAGE membership and see how much you can save? You have access to a comprehensive menu of products including homeowners, auto, boat, jewelry, personal umbrella, renters, and recreational vehicles.

Call J. Smith Lanier & Co.
at 1-800-226-4518
Fax - 1-706-576-5607
www.jsmithlanier.com
bsturkie@jsmithlanier.com
Or you can visit the PAGE website
at www.pageinc.org and click
on the insurance option.

With a wide variety of markets, J. Smith Lanier & Co. will tailor a program to fit your specific needs. No cookie cutters here! Prior to your next renewal, contact J. Smith Lanier and mention you're a PAGE member. So call today and start saving!



J. Smith Lanier & Co.

200 Brookstone Centre Parkway, Suite 118
PO. Box 1997
Columbus, GA 31904
706-324-6671 • 1-800-226-4518

surge in homelessness. Job insecurity, the decline of manufacturing jobs, and the decline of public assistance have significantly increased the number of persons living below the poverty line.

REQUIREMENTS OF MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The law requires that school districts and schools:

- Keep homeless students in their schools of origin, to the extent it is feasible, unless it is against their parents' wishes. Students are also permitted to remain in their schools of origin for the duration of their homelessness or until the end of any academic year in which they move into permanent housing. The purpose of this requirement is to provide stability and continuity in the child's educational experience which hopefully translates into achievement gains for the student.
- Provide transportation to the school of origin at the request of the parent/guardian or in the absence of a parent/guardian at the district's homeless liaison's request.



- Review policies and revise those that impose barriers to enrollment. Homeless families often do not have the proper documentation (school records, immunization records, proof of residency) to enroll students. The law allows students to be enrolled without these documents and to remain in school until records are sent from the previous school or obtained from the health agency. Enrolled means attending classes and participating fully in school activities.
- Appoint a staff person as a local agency liaison. The liaison, usually the federal programs coordinator, has the responsibility to see that homeless children and youth are identified, and that the children and their families are informed about and receive the educational and health services (Head Start, Even Start, pre-school programs, health, mental health, dental and other assistance) to

which they are entitled.

- To set aside Title I, Part A funds to provide services comparable to those being provided in Title I, Part A funded schools even though the homeless child attends a school that is not a Title I school. Homeless students attending any school in a district are automatically eligible for Title I services.

The federal fiscal cycle is Oct. 1-Sept. 30. The \$50 million in McKinney-Vento aid began Oct. 1, 2003.

SUCCESSFUL PROGRAMS

SERVE has identified several successful curricula and programs for students who are homeless. The Cognitive Academic Language Learning Approach (CALLA), www.gwu.edu/~calla/, and the Brownstone School, homesforthehomeless.com, click on Programs, have developed tutoring and theme-based activities. Additional information on programs, including the Atlanta Children's Shelter Curriculum, can be accessed at www.serve.org/nche/Bib-AcSu.htm.

ADDITIONAL ASSISTANCE

Georgia, like all states, has its share of homeless students and these students are in the public schools. These students will need academic, emotional, psychological, and in some cases, medical attention and services as defined by No Child Left Behind and the McKinney-Vento Homeless Assistance Act. The following websites are very helpful in providing information on teaching and addressing the needs of homeless students:

National Association for the Education of Homeless Children and Youth, naechy.org; National Center for Homeless Education, serve.org/nche; National Coalition for the Homeless, nationalhomeless.org; and National Network for Youth, NN4Youth.org; and National Law Center on Homelessness and Poverty, nlchp.org.

WHO IS HOMELESS? (SEC. 725)

The term "Homeless children and youth":

- (A) Means children who lack fixed, regular and adequate nighttime residences; and

Continued on page 31

Report to Congress Fiscal Year 2000, United States Department of Education, Office of Elementary and Secondary Education

	Georgia	United States
Pre-K Estimated	4,710	257,076
Pre-K Enrolled	4,004	40,264
Elementary Estimated	7,158	343,340
Elementary Enrolled	6,800	305,920
Elementary Attend Reg.	6,461	271,906
Middle/Jr High Estimated	4,772	155,964
Middle/Jr High Enrolled	4,533	135,785
Middle/Jr High Attend Reg.	4,306	119,596
High School Estimated	2,983	163,862
High School Enrolled	2,834	138,794
High School Attend Reg.	2,962	128,340
Total P-12 Estimated	19,623	930,232
Total P-12 Enrolled	18,171	620,764
Total P-12 Attend Reg.	13,729	519,842

YOUR PAGE LOBBYISTS AT WORK

Continued from page 6

the governor's accountability and flexibility package (HB 1190) and the governor's discipline legislation (HB 1193). At least one member of the PAGE team attends every Senate and House education committee and subcommittee meeting during the session. It is during these meetings—as well as during floor debates—that the lobbyists determine how much support a particular bill may have and whether it has become intensely partisan.

“With the large gains made by the Republican Party in the 2002 elections, the state has a divided government for the first time at least since Reconstruction,” points out Wommack, “which means that the debate over education legislation has become more partisan than in the past. Fortunately, because PAGE is completely nonpartisan and independent, and the information we provide is based on facts and not a particular political philosophy, we have been able to maintain excellent relations with members of both political parties.

“Being nonpartisan and independent

Wommack and Price with (left to right) House staffer Martha Greer, Rep. Jeanette Jamieson (D-Toccoa), Rep. Charles Jenkins (D-Hiawassee), and Rep. Darryl Jordan (D-Riverdale).



means that our concerns about education legislation receive the same serious consideration in the governor's office as in the lieutenant governor's office or in the Republican-controlled Senate Education Committee as in the Democratic-controlled House Education Committee,” Wommack says. “Members of both parties know that our positions are based on

what our members tell us and not on partisan leanings.”

And speaking of committee meetings, if anyone is under the illusion that a lobbyist's job is primarily handshaking, backslapping, cigar smoking and attending buffet receptions, think again.

“The two parts of my body that hurt the most after a day at the capitol are my feet



The Best Educators Never Stop Learning.

Graduate Degree Programs in Education

Why not expand your horizons in education at Argosy University/Atlanta? We offer master's, specialist, and doctoral degree programs in curriculum & instruction and educational leadership that can help you raise your level of professional education to the highest degree. Small class sizes, taught by leading professionals, ensure a quality education with personalized attention. Day, evening, weekend, and online classes are available for your convenience. Contact us today and see how we can help you continue learning.

1.888.671.4777
argosyu.edu



ARGOSY UNIVERSITY/ATLANTA
990 Hammond Drive
Building 1, 11th Floor
Atlanta, GA 30328

Argosy University is accredited by the Higher Learning Commission and a member of the North Central Association (NCA) (20 North La Salle Street, Suite 2400, Chicago, IL 60602 www.ncahlc.org 1.312.263.0456). Authorized by the Nonpublic Postsecondary Education Commission of the State of Georgia (NPEC), 2189 Northlake Parkway, Building 10, Suite 100, Tucker, GA 30084, 770.414.4300, www.npec.org.

© 2003 by Argosy University

830-08/03

(From left to right) Sen. Ross Tolleson (R-Perry), Sen. Mike Crotts (R-Atlanta), Margaret Price, Sen. Steve Thompson (D-Powder Springs), Tom Wommack and Sen. Jack Hill (R-Reidsville).



Price, Wommack and Rep. Buddy DeLoach (I-Hinesville) review new legislation.

and my posterior side,” says Wommack. “When we aren’t walking on the capitol’s hard, marble floors, we are most likely sitting on hard wood benches in committee rooms either listening to the proceedings or waiting to testify. As much as I love what I do, it isn’t nearly as glamorous or exciting as some might think.”

What is exciting to the PAGE lobbying staff are the opportunities they have to make a difference in what happens in Georgia’s classrooms. Take one day, Feb. 12, for example.

On that day, Tom Wommack testified before a subcommittee of the House Education Committee in support of a bill to delay by one year the implementation of the requirement that third graders who can’t pass the state reading test must remain in the third grade. Meanwhile, a few blocks away at the downtown office building where the board of the Georgia Professional Standards Commission (GAPSC) was meeting, PAGE attorney Margaret Elliot voiced PAGE’s concerns about proposed changes in the state’s teacher and administrator certification requirements.

“When we testify, we always attempt to do more than just say we are philosophically for or against something,” explains Callahan. “For example, in our testimony in support of legislation to delay implementation of the state’s plan to end social promotion, we pointed out that we are not opposed to the idea of holding third graders back until they pass a reading test. What we do oppose is holding this year’s third-graders back, because they never had the opportunity—as the social promotion law provided—to take the reading

test in the second grade and then receive remedial help. Being philosophically for or against social promotion is one thing, but we chose to focus our testimony on the reality of thousands of children being held back without ever having an opportunity to receive help.”

The same approach was used in Elliot’s GAPSC testimony.

“While many opponents of the new certification requirements simply opposed the changes outright, PAGE took the position that some of the proposals were good, and others could be made acceptable with modifications,” Elliot explains. “Rather than being viewed as a negative force by the staff and GAPSC Board, PAGE was viewed as a constructive partner in the decision-making process. The result was that every proposal PAGE made was accepted by the Board.”

F. D. Toth, the GAPSC’s executive secretary, explains why PAGE often has success when presenting its viewpoints on issues before the commission.

“When PAGE’s staff/lobbyists speak, people listen,” explains Toth, the former dean of Valdosta State University’s College of Education. “They present their viewpoints, pro or con, on proposals clearly, honestly, and succinctly. They offer constructive guidance with alternative positions to consider. This is why PSC listens to them.”

In addition to being positive and effective, members of the PAGE lobbying team are seemingly everywhere.

“It is not at all unusual that we will have representatives at three or four meetings at once,” says Callahan. “In addition to the legislature and the GAPSC, we also cover all

meetings of the state Board of Education, the Teachers Retirement System and the State Merit Health System. And we maintain close contacts with representatives of the Georgia Partnership for Excellence in Education, the Georgia School Boards Association, the School Superintendent’s Association and other education advocacy groups. We make sure that our members are at the table whenever and wherever education issues are being discussed.”

Meanwhile, back at the capitol, it looks as if the 40-day legislative session may last well into March or even later, as the highly charged partisan issue of reapportionment is dropped unexpectedly in the laps of the members of the General Assembly.

“Well, it looks as if I may have to get a new pair of shoes before this session ends,” quips Wommack, “but we’ll be here everyday until sine die, even if it is late April again like it was last year.”

And when it finally does come time to close PAGE’s third floor capitol “office,” the legislative team will begin almost immediately developing next year’s legislative agenda—an agenda that will once again come from the PAGE membership.

“I know of no other education organization that relies as much on its membership to help develop a legislative agenda,” says PAGE Executive Director Allene Magill, “but those of us who are privileged to work at PAGE never lose sight of the fact that this organization was formed to give an independent voice to Georgia’s educators, and that is what we do.”

So, give those feet a short rest, Mr. Wommack and team—and then get back to work. ♦

2004 PAGE Day on Capitol Hill



Chairman of the Education Committee, Senator Joey Brush (R-Martinez).



PAGE Legislative Services Manager and Staff Attorney Margaret Price.



Asst. Doorkeepers of the Georgia House of Representatives Irving Harris and Chuck Ware.

PAGE Day on the Hill 2004 got off to an informative start as PAGE members from across the state convened at the Capitol to hear speakers including Pat Biggerstaff, a member of the State Board of Education, Senator Joey Brush, chairman of the Senate Education Committee, and Margaret Price, PAGE legislative services manager.

After a continental breakfast and a legislative update from the speakers, Day on the Hill attendees moved to the Senate gallery where they observed Albany Senator Michael Meyer von Bremen and PAGE President Deena Hoch declare PAGE Day on the Hill 2004. Hoch thanked the Senate for the resolution and noted the importance of educators across the state, pointing out that each of these educators is expecting the legislature to support their efforts in every way possible.

Following that presentation, PAGE members moved to the House Gallery, where they witnessed Cobb County Representative Roger Hines introduce a PAGE Day on the Hill Resolution before that chamber. Again, Deena Hoch made some brief comments and invited everyone to the PAGE Day on the Hill evening reception. After the resolutions were introduced, the House did not take up any education legislation, but the Senate passed SB 456, the Governor's "Bright from the Start" bill pertaining to reorganization of Georgia's early childhood programs. This bill will now move to the House for consideration.

Many attendees then took the opportunity to make contact with their local representatives before lunching with their Membership Services Representatives and attending a listening session facilitated by Rep. Hines. Several legislators attended and listened to comments by PAGE members.

The conversation centered around HB 1310 which seeks to delay 3rd grade retention based on the end-of-year test until next year. Many PAGE members and one superintendent voiced support for this bill. They felt that the test should be given and the results of the test studied in order to ready Georgia's schools for the end of social promotion in 2005.

Later in the afternoon, many PAGE members participated in a meeting held in the boardroom of the Department of Education. At the same time, PAGE lobbyists Tom Wommack and Margaret Price were called to attend a brief House Education Committee meeting at which Committee Chairman Bob Holmes (D-Atlanta) announced that he would hold a listening session on Thursday after-

noon to take comments about HB 1310 from PAGE and other groups. The committee also assigned HB 1388 to the House Education Policy and Procedure subcommittee. HB 1388 changes the policy for students who possess weapons in Georgia's schools.

Legislators, Day on the Hill attendees and representatives of other education organizations convened at the Depot at 5 p.m. for the Day on the Hill reception. Members enjoyed the refreshments available and talked once again with legislators and lobbyists before Governor Perdue arrived and made brief comments in support of PAGE, thanking educators for their hard work. Shortly thereafter, DOE Superintendent Kathy Cox made similar comments before State Board member Wanda Barrs arrived to greet PAGE members. After a full and eventful day, PAGE Day on the Hill 2004 concluded.

PAGE Day on Capitol Hill is an annual event providing numerous learning opportunities for members as well as the chance to meet and speak with state leaders, sharing with them face to face the realities of classrooms across the state. Start planning now on joining us next February! ♦

Continued on page 22



(Left to right) Georgia Commissioner of Agriculture Tommy Irvin, Rep. Carl Rogers (D-Gainesville) and Rep. Bert Oliver (D-Glenville).



(Left to right) Rep. Vance Smith (R-Pine Mountain), Dr. John Phillips, Superintendent, Muscogee County, Charlie Roberts, PAGE past president and lobbyist, Muscogee County Schools and Lorri Valentini, asst. principal, Eastway Elementary School.

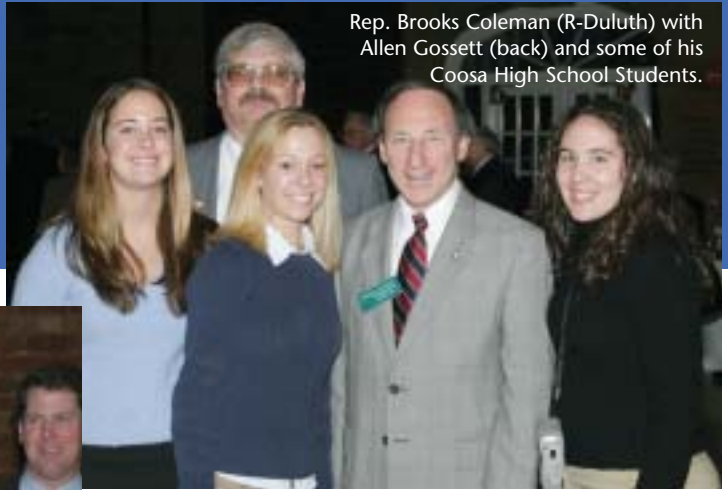


(Left to right) PAGE District 7 Director Ken Russell, Rep. Carl Rogers (D-Gainesville), Rep. Chip Rogers (R-Woodstock) and Rep. Tom Graves (R-Fairmont).



(Left to right) Rockdale County PAGE members Vickie Morrison and Addison Cook.

2004 PAGE DAY ON CAPITOL HILL continued



Rep. Brooks Coleman (R-Duluth) with Allen Gossett (back) and some of his Coosa High School Students.



(Left to right) Wanda Barrs, chair of the Georgia State Board of Education, Governor Sonny Perdue and Mary Sue Murray, member of the Georgia State Board of Education.



State Superintendent of Schools Kathy Cox (left), Jill Stuckey, Georgia Environmental Facilities Authority (center) and State Senator George Hooks (D-Americus) (right).



Members of the Muscogee County PAGE chapter were the largest group of participants at Day on the Hill. Pictured from left to right (back row) are: Alonzo James, coach, Spencer High; B. J. Jenkins, PAGE MSR; Cheryl Swanier, teacher, Spencer High; Rep. Debbie Buckner (D-Junction City); Robert Scruggs; Lori Valentini, chapter president; Jim Hayes, PAGE Consultant; Rochelle Jones, principal, Blanchard Elem.; April Norris, teacher, Eastway Elem.; Bill Montgomery, retired PAGE member and Brenda Byrd, principal, St. Mary's magnet Elem.. Pictured left to right (front row) are: Sherry Jessee, legislative liaison; Rep. Vance Smith (R-Pine Mountain); Sen. Seth Harp (R-Midland); Mary McFarland, Teacher/PAGE building contact, Cusseta Rd. Elem.; Millie Scruggs, chapter treasurer; Dr. John Phillips, superintendent, MCSD; Charlie Roberts, PAGE past president/lobbyist; Pam McKwen, chapter secretary; Susan Williams, teacher, Allen Elem.; Barbara Motos, principal, Allen Elem. And Sheila Brock, chapter vice-president.

Changes Are on the Way for Middle School Preparation and Certification

Input by: Dr. Angelia Davis and Dr. Leslie Morrison
Title II, Part A Consultants
Georgia Professional Standards Commission

PAGE has asked the PSC to provide this series of articles as a way to provide our members with comprehensive, accurate and timely information. No organizational endorsement on the part of PAGE should be inferred.

This is the second in a series of articles prepared by the Georgia Professional Standards Commission (PSC) for *PAGE ONE* readers. The focus of this article is on middle grades certification and the No Child Left Behind provision for determining “Highly Qualified” status of veteran teachers known as the HOUSSE (Highly Objective Uniform State Standard of Evaluation).

BACKGROUND

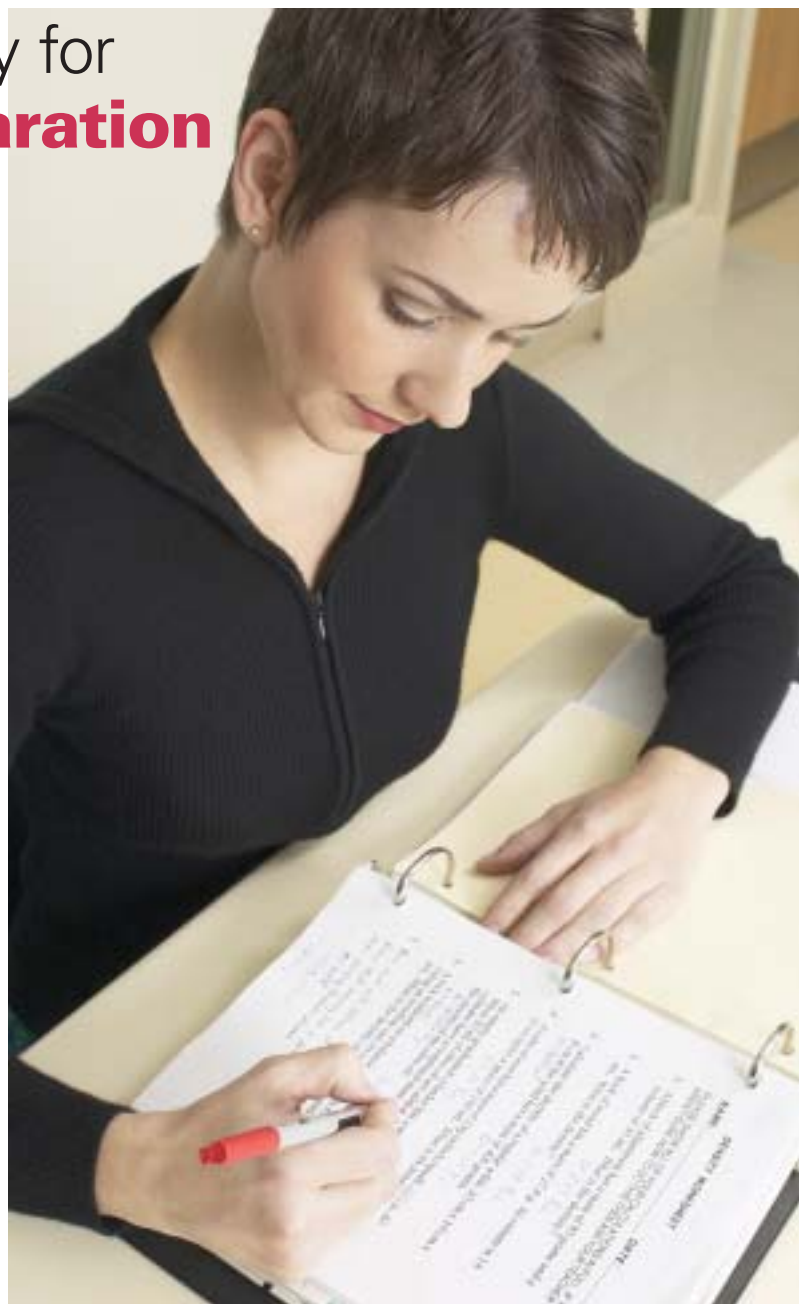
In 1999 the PSC began discussing several initiatives to reshape certification, preparation and in-field assignments for middle grades teachers. These initiatives were developed in response to concerns expressed by a Georgia blue-ribbon education panel about a general decline in student academic test scores between the third grade and entry into high school. A review of PSC policies revealed that, as part of our educator preparation programs, future middle grades teachers selected two content Areas of Concentration from math, science, language arts, social studies and reading (added in 2002) and received general content background in the other areas. However, the in-field staffing and employment policies allowed a middle grades certificate holder to be assigned to teach all subjects in grades 4-8.

Further analysis of our middle grades teachers showed that a much greater number of teachers had concentrated in language arts and social studies than had focused on math and science. As a result, many Georgia children in grades 4-8 were being taught math and science by teachers who had taken only one or two content courses in those subjects. In spite of the sincere efforts of teachers to prepare and deliver quality content instruction, student academic test scores consistently fell well below national averages. The commission decided to address these issues head-on rather than implement policies of grandfathering and continuing the status quo.

POLICY CHANGES

To better align the preparation and in-field staffing policies, and to enhance the overall content depth of middle grades teachers, the following policy changes will be implemented on a phased-in schedule:

- The PSC will print the actual Areas of Concentration earned by the educator on each middle grades certificate. This decision,



in effect, changes the middle grades certificate from one generalist field to five separate content certificates for grades 4-8;

- New PRAXIS II content assessments will be selected and validated to replace the “generalist” tests with specific tests aligned with each Area of Concentration;
- An additional content course will be added in education programs to each Area of Concentration to further enhance content knowledge; and
- A new in-field policy requiring middle grades teachers to be assigned only within their specific Areas of Concentration will be phased-in beginning with school year 2004-05 (50 percent assigned only within concentrations), to full compliance by the beginning of school year 2006-07. During the 2006/07 school year, middle grades certificate holders may not be assigned to 4th or 5th grade self-contained classes unless they hold all five concentrations or add the field of Early Childhood.

Elementary (P-8) certificates will, over a 5-year cycle of renewals, be converted to Early Childhood (P-5) and middle grades if specific areas of concentration can be established.

The PSC will deliver informational presentations to RESAs, school systems, colleges and professional organizations addressing the status of the upcoming changes.

WHERE ARE WE NOW?

The PSC has completed examination of transcripts and college recommendations for more than 15,000 middle grades certificate holders and re-issued those certificates with areas of concentrations. The two criteria for adding areas to the certificate are (1) having four content courses within the area of concentration or (2) passing the content test for that specific concentration. At a future point in time, the course requirement will increase to five that must be aligned with the approved program standards. While most certificates have been completed, middle grades teachers who do not yet have their areas on the certificate should send an e-mail to mgappeal@gapsc.com providing

their name, social security number and transcript references to four content course numbers/titles that they believe will meet the requirements.

The new PRAXIS II tests for each area of concentration are in place, and a number of the approved preparation programs have added the additional content course to their curriculum. Two renewal cycles remain before all P-8 certificates will be converted. Over the last three years, numerous presentations have been delivered at RESAs, school systems, professional association conferences (GAEL, PAGE, GACIS, GASPA, GAE, GASBO, etc.) and colleges. Several versions of power point presentations on the certification changes have been posted on the PSC website www.gapsc.com for general information.

Local school systems continue to work on the requirement for 50 percent of their middle grades teachers to be assigned only in their areas of concentration at the beginning of the 2004/05 school year. With the recent adoption of new rules, the ability to add the field of Early Childhood by passing the PRAXIS II assessment should ease the transition for those mid-

dle grades certificate holders who wish to teach self-contained grades four or five.

HOUSSE FOR VETERAN TEACHERS

Holding the middle grades areas of concentration, combined with the phased-in classroom assignment based on the concentration, establishes the teacher as being in-field. However, No Child Left Behind (NCLB) has established a new term of "highly qualified," which is certainly connected to certification but is not automatic for all certificate holders. One of the important provisions for determining highly qualified status for veteran teachers is known as the Highly Objective Uniform State Standard of Evaluation (HOUSSE).

The Professional Standards Commission has constructed a HOUSSE for Georgia's veteran teachers. HOUSSE is the assessment tool used to document and verify a veteran teacher's competency in core academic subjects that she may be teaching but in which she is not necessarily certified. The HOUSSE can be used to help veteran teachers meet the requirements of "highly qualified" as established by the federal government.

Georgia's HOUSSE has six areas that document a veteran teacher's competency in the academic subjects that he or she teaches. These areas include experience in teaching the subject or content area, college courses taken in the subject or content area, school and system level participation specific to the subject or content area, state, regional or national activities and/or service related to the content area/s and scholarship. A point system has been established as part of the assessment.

The years of experience used by veteran teachers must be content specific to the area and/or subject and must be in a P-12 public or private school or at the college level. If the experience is at the appropriate level of certification, then the teacher is awarded 10 points for each year of experience. If the experience is outside of the certification area, only five points for each year are awarded. For example, if Jane Smith is a middle grades science teacher, but wants to be considered competent to teach reading, and has been teaching reading at the middle grade level for the past five years, Jane would receive 50 points on the rubric. A maximum of 50 points is allowed in Area I.

In Area II, teachers should refer to their college transcripts, count the number of

Troy State University Phenix City Campus

**Degree Programs by:
Tape ~ Weekends ~ Evenings**

**M.S. Elementary Education
Ed.S. Elementary Education
Ed.S Educational Leadership
(Qualifies for certification in Georgia & Alabama)**

**For information contact:
Jack Miller, Dir. of Distance Learning
Toll-free (866) 876-9787 ext 129
Email jmiller@trojan.troyst.edu
www.tsupc.edu**

CERTIFICATION RULE CHANGES APPROVED

On Feb.12 the PSC voted to adopt a series of new certification rules. Among the more discussed issues, a new test-out route to initial certification will now require a degree or closely related degree in the field (closely related degrees to be determined by PSC) and the one-year supervised practicum must be initiated within the first year of certification. The commission voted to keep the 2.5 GPA for all certificate applicants except those whose highest degree is a bachelor's degree that is more than 10-years-old at the time of application for certification. In addition, the requirement for three years of teaching experience to be eligible to become a building principal will be continued.

The final version of rules will be posted on the PSC website at gapsc.com following completion of the State of Georgia Administrative Procedures Act requirements. The effective date of the rules is March 15, with the in-field portion (Certification/Curriculum Assignment Policies-CAPs) to be effective July 1.

semester hour courses acquired in the specific content area and/or subject and multiply by five. Course work may be at either the undergraduate or graduate level. The courses should be predominantly content specific and not methods and materials courses. Thus, if Jane Smith has taken three semester hour courses such as Reading in the Content Area, Problems In Reading and The Teaching of Reading, she would receive 15 points in this area of the rubric. She may receive 50 points for an academic major or degree in the specific subject/content area and up to 10 points for a graduate, specialist or doctoral degree in the specific subject/content area.

Veteran teachers may also receive up to 30 points for activities involving committee work at the school and system level that were performed during the past seven years. Each activity can earn them five points for each year that they performed them. Thus if Jane Smith was on the Reading Articulation Committee for the past three years, she would earn 15

points for her work. Other activities may include curriculum committee work, evaluating standards, developing, validating or evaluating assessments, presenting and/or training other system personnel, mentoring, serving as department chair or team leader and serving as a cooperating teacher for a student teacher or intern.

The fourth area includes state, regional, or national activities or service related to the content area. Again as in the last area, these activities must have been performed within the past seven years. Each activity can earn the veteran teacher five points and multiple years may be counted. Professional Learning Units may also earn one point for each PLU credit. Thus, if our Jane Smith participated in the National Reading Association Conference for the past three years and received five PLUs for a course in Reading and Writing she would total 20 points in this area.

Scholarship in the Content area is the fifth area of the rubric. Five points are awarded for most scholarly accomplishments but some accomplishments may earn the maximum of 30 points. Being district or State Teacher of the Year, recipient of a state or national teaching award, authoring a published textbook, or acquisition of National Board Certification all earn teachers a total of 30 points. Jane received National Board Certification last year thus giving her a total of 30 points in this area.

The sixth area of teacher effectiveness allows a maximum of 50 points for accomplishments in impacting student achievement.

If you have been totaling points for Jane Smith, you will know that she has a total of 130 points. This is more than enough points to document her competency in reading. A veteran teacher needs 100 total points on the rubric in a minimum of three areas in order for him/her to be able to use the rubric to document that he or she is "highly qualified." All points received must have documentation to adequately support and verify participation and/or course work for federal review if requested.

It is also important that teachers and administrators remember that the HOUSSE is only used to document "highly qualified" and not certified. In order for a teacher to become certified in content/subject fields, they must meet the requirements established for certification by the PSC. ♦

RECEIVE STAFF
DEVELOPMENT UNITS
and have fun!

The Roswell Magnolia Storytelling Festival

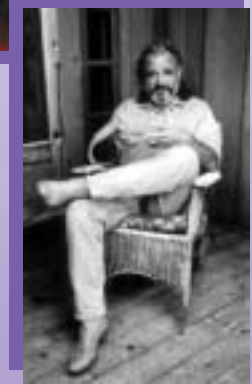
June 11 & 12, 2004

featuring...

**Sheila
Kay
Adams**



and
**Jim
May**



with

Josie Bailey
Martha Tate
Caroline Figiel
Ann Whitelock
Paul Boehlert
Cathy Kaemmerlen
Grace Hawthorne
Connie Dodge
Betsy Doty
Ron Kemp
Barry Etris
Mark Warren
David Sullivan
The Magnolia
Tellers

• *Storytelling
Performances*

• *Workshop
Series*

• *SDU's
administered
by the State
University of
West Georgia
Department of
Continuing
Education*

**FOR COMPLETE DETAILS
AND REGISTRATION:**

Historic Roswell Visitors Bureau
& Roswell Folk & Heritage Bureau

617 Atlanta Street • Roswell, GA 30075

770/640-3253 • 1-800-776-7935

www.cvb.roswell.ga.us

Email: info@cvb.roswell.ga.us



Call for **Nomination of PAGE Officers and Directors**



PAGE is a democratically run association and members are urged to participate in the election process. Officers and directors are elected by majority vote at the annual delegate assembly in June.

The offices of the president-elect, secretary and treasurer are elected for one-year terms. Directors serve for a three-year term (on a staggered basis). The current secretary, treasurer and directors from districts 1, 2, 3, 4 and 5 are eligible for reelection.

<p>President-Elect Dr. Diane Ray, Cobb County</p> <p>Secretary Vickie Hammond, Oconee County</p> <p>Treasurer Hosie Waters, Macon County</p>	<p><i>The following directors' terms will expire June 30:</i></p> <p>District 1 Renae McCullough, Chatham County</p> <p>District 2 Susan Lanier, Decatur County</p>	<p>District 3 Raymechia Smith, Muscogee County</p> <p>District 4 Tim Mullen, Gwinnett County</p> <p>District 5 Mary Carzoli, Fulton County</p>
---	---	---

The PAGE Nominating Committee requests that nominations for 2004-05 officers and directors for the above offices and districts be submitted no later than April 16. Nominations should be submitted in writing, signed by the PAGE member, with a brief outline of the nominee's qualifications, and sent to Dr. Allene Magill,

Executive Director, PAGE, P.O. Box 942270, Atlanta, GA 31141-2270. The Nominating Committee will meet in Macon on April 30. Serving on the committee are Deena Hoch, Dr. Diane Ray, Preston Howard, Joanna Wheelus, Kenneth Russell, Catherine Strickland, Judy Teasley, Lamar Scott and Richard Thomas. ♦

T

E

Teachers, take a step up in your career.


Earn an M. Ed. or Ed. S degree from Brenau University.

- * M.Ed. in Early Childhood, Middle Grades or Special Education (Learning Disabilities, Behavior Disorders or Interrelated)
- * Ed. S. in Early Childhood or Middle Grades Education

Classes offered one night a week or on alternating weekends.

Brenau University
Evening and Weekend College
(770) 538-4390 (800) 252-5119
Atlanta Gainesville Waleska

www.brenau.edu



Proposed PAGE Constitution and Bylaws Changes

1

Eliminate "graduate student" as a membership category. This was eliminated from all membership application materials some years ago because it was confusing both student and professional members who were attending graduate school. Making this change will make our constitutional language comport with our membership practices.

2

Under Article II, Section 2(k) of our Constitution, our insurance company has asked that we change the wording to "The following classes are eligible for coverage by PAGE's liability insurance: Professional, Support and Student." The change adds the word "eligible." ♦

PAGE Annual Conference

Relating Data to Student Achievement

Friday and Saturday, June 25-26

- Dynamic Keynote Speakers
- Utilizing Data
- Standards Based Instruction
- 2004 National Teacher of the Year
- Interpreting Disaggregated Data
- Annual Awards Luncheon

Atlanta Marriott Gwinnett Place

Deadline for room reservation is June 2, 2004 • Conference Rate is \$79 for single/double • Conference participants may reserve room for two days prior and two days subsequent for the same price. • For PAGE block of rooms call 1-800-246-0370

This Year's Highlights Are:

Kati Haycock, Director, The Education Trust
Improving Achievement and Closing the Gap Between Groups:
Strategies for Georgia

Dr. Michael White, Center for Performance Assessment
No Teacher Left Behind: A Practical/Effective Plan for Raising
Student Achievement

We Are Also Featuring the Following Interactive Breakout Sessions:

Brian Law 2003 Georgia Counselor of the Year
Dealing with Aggressive Behavior in the Classroom

Jeff Ezell, Executive Director, Teacher Retirement System
Teacher Retirement Update

Rick Eiserman, Director of Certification Policy
Georgia Professional Standards Commission
Changes in Certification

Guest Speakers:

Kati Haycock, director of The Education Trust, is one of the nation's leading child advocates. She speaks up for what's right for young people, especially those who are poor or members of minority groups. Hear her presentation on closing the achievement gap between groups that is especially tailored for Georgia teachers. Before coming to The Education Trust, Haycock served as executive vice president of the Children's Defense Fund, the nation's largest child advocacy organization.



Dr. Michael White consults with school systems, parents, and business leaders throughout the country on issues relating to effective instruction and leadership. Dr. White is a strong advocate for improving the effectiveness of schools by using assessment data. His fast-moving, content rich, practical presentation examines the implications of No Child Left Behind. Participants will analyze Georgia data and interpret its relationship and significance to improving classroom instruction and raising student achievement. Dr. White, testing and research director, Princeton City Schools, is the author of three books and numerous articles and is a licensed pediatric psychologist.



PAGE ANNUAL CONFERENCE REGISTRATION

Conference Registration Deadline: June 18

Please indicate the number of people (1 or 2) to be included in your meal requests:

1 or 2 Persons for **Comprehensive Registration—Best Price \$40.00 each**

Registration includes all activities and meals on Friday & Saturday

Or Individual Registrations Check Below:

Friday, June 27

- 1 or 2 Lunch only\$15.00 each
- 1 or 2 Banquet\$15.00 each
- 1 or 2 Lunch & Banquet\$25.00 each

Saturday, June 28

- 1 or 2 Breakfast Buffet & Morning Session\$15.00 each
- 1 or 2 Annual Awards Luncheon\$15.00 each
- 1 or 2 Breakfast Buffet & Awards Luncheon\$25.00 each



Total Amount of Check Enclosed _____

Guest: _____

Name for badge of spouse/guest attending meals as indicated above.

Please make **check** payable to PAGE and send to: Conference Registration, PAGE, P.O. Box 942270, Atlanta, GA 31141-2270

Name: _____ Daytime Phone Number: _____

Address: _____ City, State, Zip: _____

PAGE Position: _____ County/School System: _____

E-mail: _____

Registration information also available on PAGE website www.pageinc.org under Annual Conference



New Online Test Will Help Boost Student Achievement By Offering Teachers an Early Look at Student Strengths and Weaknesses

Once upon a time, Georgia teachers struggled to teach students what they needed to know to score well on high-stakes tests. Unfortunately, our educators had to wait until the results were in before they knew how successful their lessons had been. The days of guessing and hoping are now over, thanks to a new online tool that promises to help boost student achievement statewide.

The new Online Criterion Referenced Competency Test (CRCT) provides access to short tests containing questions similar to those found on the actual CRCT, which is given to all students in first

through eighth grades. The online practice site, which went live on Jan. 30, is much more sophisticated and user-friendly than what was available to our teachers in the past.

Students will be able to take two kinds of tests—those put together by the computer or those that are constructed by teachers. By designing new tests, teachers can select from more than 4,700 questions using an online “shopping cart” approach. They then assign the tests to students in their classes. Test results are available to the teachers as soon as the student is finished, and will immediately identify lessons that may need to be reinforced or students who may need extra help. The key is that this valuable information is available months before the student takes the actual test, giving teachers time to help those who may be falling behind in specific areas.

The practice site contains questions in the areas of English/language arts, math, science and social studies. Reading items, currently being fine-tuned, are expected to be added in the coming weeks.

The CRCT Online is a password protected tool for classroom teachers, and is not accessible by the general public. You can find out more about the CRCT online by visiting info.georgiacrct.org. ♦

In Memoriam

GAIL BANKSTON LEDDY

Our dear friend and colleague Gail Leddy passed away on Jan. 30. She joined the PAGE staff in 2001, serving as a membership services representative for DeKalb and Gwinnett counties. She will be remembered by those who knew her for her love of her family, her enthusiasm for life, her work and her colleagues—and a beautiful smile. Her upbeat, positive professionalism—a gift that made her very successful in her work—was coupled with a cheerful attitude that no amount of negativity could dim. Her persistence in recruiting and serving PAGE members was legendary. With boundless energy she would zoom through the PAGE office, checking on membership information, collecting materials and goodies for faculty presentations, taking time always to check in with her friends on the staff. She will be missed.



J.W. MCALLISTER

J. W. McAllister, 86, passed away Feb. 1. A well-known and highly respected educator in Georgia for over 43 years, he served as state PAGE president in 1986-87. He also served as state president of the Georgia Association of School Superintendents, and was a member of Phi Delta Kappa. PDK presented him with their distinguished service award in 1983. His education leadership included service as a district director of the Georgia Association of Educational Leaders. McAllister taught at Echols County High School, Pavo High School and the Laboratory High School at Georgia Southern University. He was the principal of Tifton High School where he also served as the girls' basketball coach, was supervising principal of the schools in Bainbridge, superintendent of the Troup County schools and retired as superintendent of the LaGrange City School System. ♦



Members in the News

GACTE TEACHER OF THE YEAR

Morgan County High School Teacher **Connie Zachary** has been selected as the Georgia Association of Career Technical Education (GACTE) Teacher of the Year for 2003/04.

To earn this prestigious recognition, Zachary was first named as the Georgia Business Education Association (GBEA) Teacher of the Year. This fall she will go on to represent Georgia as the Region II ACTE Teacher of the Year.

Zachary received her BBA from North Georgia College, a master's in education from the University of Georgia and in special education from Georgia College & State University. She has been a PAGE member since 1990 and a teacher in Georgia for the past 23 years.



Connie Zachary

HE'S NO ORDINARY JOE

By Scott Chancey, reprinted from *The Albany Herald*

As the years went by and the wins piled up, **Joe Williams** hardly noticed. From the 1960s to the '70s, from the '70s to the '80s, and even until now—41 years in all—his coaching record has been (in his mind) sort of secondary.

All that matters to Williams is the very next game his Randolph-Clay High School boys' basketball team is getting ready to play. That next game, however, can be the very next milestone he has reached in his long and legendary career that includes four state championships and the distinction of having coached a Naismith Awards National High School Player of the Year, Donnell Harvey.

With that win in the semifinals of the GHSA Region I-AA tournament, Williams earned a career victory No. 900. As for other coaches reaching milestones this year, Randolph-Clay girls coach James Bland surpassed 500 wins, and Deerfield-Windsor coach Gordy Gruhl now has more than 800 victories.

Imagine, if you will, Williams not being a basketball coach. As strange as that is to fathom now, it almost turned out that way. After Williams graduated from Albany State University in the early 1960s, coach-



Joe Williams

ing was the last thing on his mind. He just wanted to teach.

Funny how sometimes fate can intervene. Soon after Williams got his first teaching job at Local Grove Middle School in Henry County, the boys basketball team needed a coach.

"I was the only man at the school teaching P.E. who was not coaching a team yet," Williams recalled. "But I enjoyed it once I started doing it, and we went undefeated that year."

And if it wasn't for Williams' high school coach at Speight, the late T.I. Johnson, college might have not been in Williams' picture, either.

"He made quite an impact," said Williams, who was a three-year starter at guard under Johnson. "He talked to me about how important going to college was." Williams went into the Air Force for three years before going to college on the G.I. Bill. Before Williams graduated high school, he played on the 1954 state championship team. Players didn't get a ring. They got a jacket. (Which Williams admits he has now misplaced. But he said he has a picture of it).

After that one undefeated season at Local Grove, Williams came back home to coach at Clay County from 1962-79. He coached two state champions there—one in 1969, and an undefeated squad that went 30-0 in 1978. He coached at Randolph-Clay during the 1979-80 season and has been at Randolph-Clay ever since 1979. There, he won his other two state championships (1983, 1986).

According to the Atlanta Tipoff Club, Williams was only one of three high school boys basketball coaches with more than 800 career victories in the state of Georgia after the 2002-03 season (Newton's Ron Bradley and Perry's Eric Staples were the others).

This year's Randolph-Clay team is 25-0 and primed to return to the Final Four for the first time since 2002. Williams, however, probably is the least concerned about his team's undefeated record.

As in the past, all that will be on Williams' mind is that very next game.

Since this article was first published, Coach Williams has gone on to win the State AA Championship. His team defeated Carver Atlanta. And his season record was 32-0. ♦

PAGE Planner 2003-2004

April 2004

- 14-17 USAD Competition – (Boise, Idaho)
- 29 State PAGE STAR Banquet (Atlanta)
- 30 Deadline for PAGE/SPAGE Scholarship Applications

June 2004

- 7-9 FEA in GA Summer Institute (Milledgeville)
- 25-26 PAGE Annual Conference (Atlanta)

PAGE Letters

A PAGE MEMBER WHO HAD QUESTIONS ABOUT NEW PSC RULES

I must say, I have turned to PAGE several times to assist me when no one else would or could. You (especially the legal department) are wonderful. I feel like PAGE has helped me so much. I really do appreciate it.

Thank you,

Sandy NeSmith Chastain
Westside Elementary
Houston County

FAST RESPONSE BY MEMBER SERVICES REP.

Thank you for sending my confirmation so promptly.

Sincerely,
Michele A. Smith
SPAGE Member



Oops!

In the Jan./Feb. issue of *PAGE ONE*, on pages 18 and 19 of our Professional Insights column by Dr. Edie Belden, titled “The NCLB Requirement: Scientifically Based Research,” the following chart

should have appeared in its entirety under “Features of Four Common Research Designs in lieu of the categories that were listed. We apologize to our readers for the confusion.

Features of Four Common Research Designs

DESIGN	FEATURES	EXAMPLE
Experiment	Experimental studies seek to establish cause-and-effect relationships by examining whether changes in one variable systematically affect another variable. Random assignment is an important feature of experimental studies. Since students, classes, or schools are randomly assigned to be in one of several groups, researchers can calculate confidence measures indicating the likelihood that differences in outcomes are due to the intervention being studied.	A study examining the effects of a middle school mathematics intervention that randomly assigns classes of students to either participate in the intervention or not. Researchers attempt to keep constant all contributing factors other than the intervention.
Quasi-Experiment	Quasi-experimental studies do not use random assignment to groups, but instead make comparisons among groups before and after an intervention or between two groups that are matched (i.e., similar) on important characteristics assumed to influence the outcome of interest.	A study examining the effects of a middle school mathematics intervention by comparing classes of participating students to classes of nonparticipating students who are matched by contributing factors other than the intervention, such as the students socioeconomic background.
Correlational Study	Correlation studies are decisive studies that determine the strength of a relationship between variables. They do not allow researchers to determine cause/effect. They can be conducted with or without statistical controls. They can be used to determine if groups behave differently, but they do not give evidence as to what caused the difference. Results from correlational studies can be used to provide insights about which relationships should be further investigated to determine causality.	A study that examines the relationship between taking Algebra II in high school and higher earnings as an adult. The existence of this relationship does not imply that requiring all students to enroll in algebra will result in all students earning higher salaries as adults, since the relationship does not imply cause/effect.
Case Study	Case studies collect and present detailed information about a particular participant or small group. Case studies can be descriptive research studies of process and implementation issues to examine how, why, and under what conditions a program works. They give insights about which relationships should be further investigated to determine causality. They can be used to identify factors that contribute to improvements.	A study that examines and details common factors of a small group of schools that successfully serve students from economically disadvantaged backgrounds.

Source: “Making Sense of Research for Improving Education.” *The Charles A. Dana Center at the University of Texas at Austin*, April, 2003, utdanacenter.org.

Also in our last issue: on pages 24 and 25 we omitted the following names from our list of National Board Certification recipients:

Generalist

Early Childhood Generalist
Dawn Harman, Paulding

Library Media

Early Childhood through Young Adulthood Library Media
Melinda Deibert, Houston

Science

Early Adolescence/Science
Lynn Akin, Spalding

If the names in the NBCT directory are not an exact match with the ones listed in the PAGE membership database, they may be overlooked. We congratulate all recipients on their certification and apologize for the omissions. ♦

Eleven Rules You Didn't Learn in School

This is an excerpt from the book "Dumbing Down our Kids" by educator Charles Sykes. It is a list of eleven rules you did not learn in school. You may want to share them with your students.

Rule 1

Life is not fair—get used to it.

Rule 2

The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

Rule 3

You will NOT make 40 thousand dollars a year right out of high school. You won't be a vice president with car phone, until you earn both.

Rule 4

If you think your teacher is tough, wait till you get a boss. He doesn't have tenure.

Rule 5

Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping—they called it Opportunity.

Rule 6

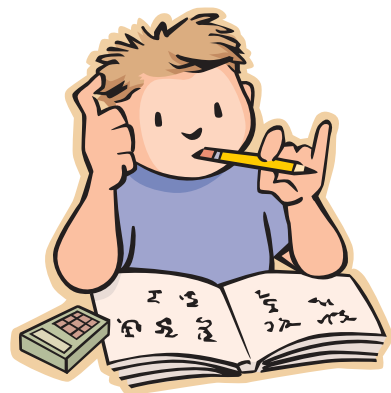
If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

Rule 7

Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you are. So before you save the rain forest from the parasites of your parent's generation, try delousing the closet in your own room.

Rule 8

Your school may have done away with winners and losers, but life has not. In some schools they have abolished failing grades



and they'll give you as many times as you want to get the right answer. This doesn't bear the slightest resemblance to *anything* in real life.

Rule 9

Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you find yourself. Do that on your own time.

Rule 10

Television is *not* real life. In real life people actually have to leave the coffee shop and go to jobs.

Rule 11

Be nice to nerds. Chances are you'll end up working for one. ♦

PROFESSIONAL INSIGHTS

Continued from page 17

(B) Includes:

(i) Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship. A similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and

(iv) Migratory children who qualify as homeless for the purpose of the subtitle because the children are living in circumstances described in clauses (i) through (iii). ♦

RESOURCES

The following sources provided information for this article.:

Academic Support Overview, National Center for Homeless Education, Southeastern Regional Vision for Education (SERVE), www.serve.org/nche/Over-AS.

Berliner, B. Helping Homeless Students Keep Up. *Education Digest*, September 2002, Vol. 68, 49-53.

Children's Living Arrangements and Characteristics: March 2002, Population. www.census.gov/pop

Education for Homeless Children and Youth Program: Learning to Succeed. Executive Summary. www.ed.gov/offices/OUS/PES/ese_d/learnsucceed/exec_sum.html

Education of Homeless Children and Youth, NCH Fact Sheet 10, Coalition for the Homeless, July 2001. www.nationalhomeless.org/edchild.html

Homeless Children: Meeting the Educational Challenges. Eric identifier ED356099 www.ericfacility.net/ericdigests/ed356009.html

Rafferty, Y. Meeting the Educational Needs of Homeless Children. *Educational Leadership*, December 1997/January 1998, Vol. 55 No. 4, 48-52.

What LEA Administrators Must Know, McKinney-Vento 2001-Law into Practice, National Law Center for Homelessness and Poverty, January, 2002. www.nlchp.org/FA_Education

Homeless Children and Youth by Grade Level-Estimated Totals, and Numbers Enrolled and Regularly Attending School in Georgia and the U. S.

We Don't Know Where You Are Unless You Tell Us!



- Are you in a new school this year?
- Have you recently been married?
- Has your job title changed?
- Have you moved?
- Has the phone company changed your area code?
- Has the post office changed your zip code or address for 911 purposes?

We won't be able to update your record unless you tell us. Someday it might be critically important for insurance purposes! Help us keep postage costs (and your dues) down.

Call toll-free **(800) 334-6861**

Or write: **PAGE**

P.O. Box 942270

Atlanta, GA 31141-2270



College of **EDUCATION**

DEGREE PROGRAMS AT



GWINNETT UNIVERSITY CENTER

UNDERGRADUATE DEGREES

B.S. Ed. Instructional Psychology, Training and Technology

Contact: Dr. Elinor Greene, egreene@coe.uga.edu, (678) 407-5203

B.S. Ed. Special Education

Contact: Mr. Kevin Ayres, kayres@uga.edu, (678) 407-5374

B.S. Ed. Science Education

Contact: Dr. Leslie Upson, lupson@coe.uga.edu, (678) 407-5132

GRADUATE DEGREES

M. Ed. Human Resources and Organizational Development

Contact: Dr. Laura Bierema, lbierema@coe.uga.edu, (706) 542-6174

M. Ed. Occupational Studies

Contact: Dr. Bob Wicklein, wickone@uga.edu, (706) 542-4503

M. Ed., Ed. S. Educational Administration and Policy

Contact: Dr. Sally Zepeda, szepeda@coe.uga.edu, (706) 542-0408

Ed. S. Counseling and Human Development Services

Contact: Dr. Richard L. Hayes, rlhayes@uga.edu, (706) 542-4118

M. Ed., Ed. S. in Instructional Technology for those interested in School Library Media

Contact: Dr. Mary Ann Fitzgerald, slm@coe.uga.edu, (706) 542-4030

M. Ed., Ed. S. in Instructional Technology for those interested in Technology Integration and Technology Coordination

Contact: Dr. Michael Orey, morey@coe.uga.edu, (706) 542-4028

For more information about courses offered at the Gwinnett University Center, please visit their website at www.uga.edu/gwinnett or call 678-407-5302.

For more information on the College of Education, visit our website at www.coe.uga.edu or call 706-542-6446.



