

PAGE Celebrates 30 Years

# PAGE ONE

Professional Association of Georgia Educators

March/April 2005

## Special Education

It's Not A "Place"  
Anymore

PAGE Summer Conference

PAGE Academic Bowl for  
Middle Grades Winners

Reforming Today's Schools

PAGE Day on Capitol Hill



# Adult students deserve *adult friendly education*

*“I went back to school to further my education and improve my chances of advancing my career.”*

Katrina Thompson  
MA in Education 2004 graduate  
Atlanta, GA

## **Master of Arts degree in Education**

It’s hard to earn a degree with your busy schedule – but it’s worth it. CMU’s Master of Arts degree in Education was created specifically to meet the needs of today’s teachers. With a Master of Arts degree in Education you can:

- Develop new skills
- Advance your career
- Increase your salary

## **You can get convenience and quality**

- Evening and weekend classes
- Degree completion in two years or less
- No GMAT or GRE required
- Classes held locally

## **Call today! (877) 268-4636**



IN ATLANTA

*Real People. Real degrees. Real success.*

### **CMU in Atlanta**

[cmuoffcampus.com](http://cmuoffcampus.com) • [cmuoffcampus@cmich.edu](mailto:cmuoffcampus@cmich.edu)

*Classes held in Cobb, DeKalb, Fulton, Gwinnett, and Henry/Fayetteville County locations.*

#### OFFICERS

President  
Dr. Diane Ray  
President-Elect  
Ken Russell  
Secretary  
Vickie Hammond  
Treasurer  
Hosie Waters  
Past President  
Deena Hoch

#### DIRECTORS

District 1 Tronya Fulcher	District 8 Kathy Corwin
District 2 Vickie Joiner	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 Mike Smith	District 13 Luann Avery
District 7 David Brown	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-in-Chief  
Riley McDermid  
Graphic Designer  
Jack Simonetta  
Production Coordinator  
Mike Johnson  
Account Executive  
Treachy Gledhill  
Advertising/Sales  
(770) 650-1102, ext.128  
Consultant  
Susan Thompson Lewis

*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 ©2005

## FEATURES

- 4** Special Education - It's Not a "Place" Anymore  
by Lee Raudonis

## DEPARTMENTS

- 2** **From the President:** Continuous Improvement to the Very Last Day
- 3** **From the Executive Director:** Master Teacher Legislation Brings Unwelcome Changes in National Board Program
- 10** **Foundation News**  
Muscogee County's Brookstone Middle School Wins 2005 PAGE Academic Bowl for Middle Grades State Finals  
PAGE Academic Bowl for Middle Grades Semi-finals Teams and Coaches 2005  
Ever Considered Running for SPAGE Office?  
Honor Your Favorite Teacher  
Georgia Business Leaders Join PAGE Foundation Board of Trustees  
NBPTS News
- 16** **Professional Insights:** Restructuring and Reforming Today's Schools
- 19** **Legal:** Disruptive Students and Parents
- 30** **Members In The News**
- 30** **PAGE Planner**
- 31** **PAGE Letters**

## NEWS & INFORMATION

- 21** Call for Nomination of PAGE Officers
- 22** Career Opportunities with PAGE
- 23** PAGE Commends the 2005 Georgia Schools of Excellence
- 24** PAGE Members Come to Atlanta for Active Day on Capitol Hill
- 26** Making Mentoring Work—PAGE's Pre-Conference
- 27** PAGE Summer Conference—Nurturing Learning and Involvement
- 28** Educational Field Trips

On the cover: Liberty Elementary School's collaborative teacher Kristi Boles and her fifth-grade class. Photo by Rod Reilly

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

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 2004-2005 dues allocated to lobbying is .07 percent. Please call the PAGE office at 1-800-334-6861 if you have questions.

## CONTENTS



Rod Reilly



Rod Reilly



# Continuous Improvement to the Very Last Day

**How do educators plan for continuous improvement to the very last day of school?**

As we approach the end of the school year, April and May are exciting months for educators. Whether you are in an elementary, middle or high school, this is a time that you want to make sure all course content has been mastered by the students, grades are precisely recorded, and you have collaborated with your grade level, teaching team or department regarding your needs and resources for the following year. It is also a time for celebration, as both you and your students have worked hard to increase achievement. However, April and May are also months that are filled with stress and anxiety. Many times our stress increases as we contemplate the AYP, CRCT, EOCT and GHSGT. As professionals we strive to ensure that our students are well prepared and we also want to make sure that learning does not stop when end of course testing or state standardized testing is over. Which brings me to one very important question: How do educators plan for continuous improvement to the very last day of school?

The question by itself could add stress when we think about the numerous accountabilities we have when closing out the school year. However, we also know that following a firm blueprint, which charts our direction for student growth each day, cultivates continuous improvement. Have you looked at your blueprint lately? With six weeks remaining, it is vital for us to review our goals and strategies. We must know where our students are to date, what content has been successfully mastered, and what content must be mastered or previewed prior to the last day of school.

One way to impact continuous improvement and help to motivate students during this time of year is to continue to implement high impact instructional strategies. Robert Marzano in his book, "Classroom Instruction that Works," outlines nine instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. Think about the impact of these instructional strategies if we use them daily and in combination with one another for 180 school days! Another way to focus on improvement is through collaboration. Mike Schmoker in his book, "The Results Fieldbook," pinpoints con-

tinuous improvement when "teachers regularly and collaboratively review assessment data for the purpose of improving practices to reach measurable achievement goals."

These experts in education have a wealth of knowledge and highlight proven, researched strategies that are best implemented if we are able to communicate and collaborate with one another. We motivate one another through collaborating on the successes of our students. Students motivate one another when we as teachers implement strategies that bring about student success. Superintendent Kathy Cox and Governor Sonny Perdue have stressed Educational Excellence in Georgia. I know as professionals we strive to achieve excellence each day. However, if we want to put into practice these improvement efforts for excellence, planning on our part must be our foundation, and our plans must be repeatedly examined for their effectiveness.

An increase in learning and achievement takes involvement from everyone. Dr. Max Thompson states, "To raise the standards for students, you have to raise the standards for teachers. To raise the standards for teachers, you have to raise the standards for principals. And to accomplish either of these, schools must focus on learning and have one goal: continuous improvement." Attending to our plan and reviewing our progress will not make the process less challenging, especially at this time of year. It will, however, ensure that our efforts remain focused on the issues most critical to student improvement and drive our instruction.

I am confident that if we follow our plan and continue to analyze our progress we can meet our goals this year and continuous improvement will be a reality. Plans, and the consistent review of these plans, are the foundation of the curriculum, instruction, assessment and organization of our classrooms, schools and districts. Thus, as you reflect upon your plan for these last two months, implement the proven practices that will help to propel the curriculum, instruction, assessment and organization of your classroom toward increased student achievement to the very last day of school. ♦



DR. DIANE RAY

# Master Teacher Legislation Brings Unwelcome Changes in National Board Program

This legislative session, Governor Perdue has promoted three main educational bills: SB 33, A Virtual Georgia School; SB 35, providing additional flexibility to local systems; and SB 34, which would create a Master Teacher program. An individual teacher drawn from the Master Teacher ranks could qualify to serve as an “Academic Coach” receiving additional salary for mentoring/coaching type duties.

We have commented publicly on all three bills, and if you haven't already seen them, you can read our remarks on the PAGE legislative website. With regard to the Master Teacher legislation, there will be plenty of time to discuss the two components of the program. The legislation put several developmental actions into motion, but neither aspect of the program will become a reality for at least two years.

But an amendment tacked on late in the committee discussion process for SB 34 is more troubling. The amendment would, we believe, have the effect of gradually reducing the National Board Certification program, most likely bringing it to virtual extinction over the next few years. The amendment sets the date of July 1, 2006, as the point after which any Nationally Board Certified teacher must teach in a “high-needs school” in order to earn the 10 percent salary supplement that has been in law for the past several years. A “high needs school” is defined as one that has received an unacceptable rating for a period of two or more consecutive years. The phrase “unacceptable rating” is not clearly defined.

In opposing this amendment, we made the following points:

We agree that struggling schools and struggling students need the best teachers—and those teachers need the support and leadership of the best principals. Providing good teachers with an additional stipend to take on the additional challenges at such schools is an appropriate way to use financial resources. It should be a separate program from the National Board incentive. If the state is interested in improving the quality of instruction at struggling schools, a financial incentive program would be the answer, not the diminution of an already successful program.

The National Board Certification program and the additional salary stipend it brings with it, is beginning to make a significant impact on

Georgia's teachers and on the enhanced academic achievement of its students. While it is still relatively early in the program in this state and nationwide for a large body of research to have been done, no other program engages teachers in such an intense reflection on their methodology and how it impacts student achievement.

Achieving National Board Certification is a rigorous intellectual, pedagogical and classroom related exercise. It is attained by the best and most dedicated teachers. The state is right in providing the salary incentive that currently exists. We think it is wrong to link the National Board program with teaching in struggling schools. To do so may well have the unintended consequence of diminishing the pool of teachers willing to take on the challenge of attaining this certification. As such, it would save the state money, but at the expense of the quality of instruction taking place in classrooms.

The current cost of the program is estimated at approximately \$11 million annually. In relation to a \$16 billion state budget, most financial analysts would call that a relatively small investment on a program that lies at the heart of the teaching and learning process. There are few better investments that a state could make in its economic future. The investment would be returned many times over in the economic productivity made by the students whose educational lives were touched by the state's National Board Certified teachers, who now number over 1,600 and who may impact as many as 200,000 to 300,000 students during the course of their careers. PAGE does not believe there is a better “leveraged investment” to be had than this program.

A final and larger point: educators, with good reason, are suspicious of new programs which call upon them to make sacrifices and accept challenges in return for various incentives, such as the Master Teacher and Academic Coach programs. The reason they are skeptical is demonstrated by this amendment and by this legislation. Unfortunately, educators across the state have learned that a change in political winds or the whim of policymakers with short attention spans can mean the abrupt end of a particular program. Can we blame them? Should policy makers be surprised when they do not greet the next new program with enthusiasm? ♦

**Educators, with good reason, are suspicious of new programs which call upon them to make sacrifices and accept challenges in return for various incentives. The reason they are skeptical is demonstrated by this amendment and by this legislation.**



DR. ALLENE MAGILL

# Special Education

Short school buses; the room at the end of the hall; the kids in the trailer out back—these some of the images that come to mind when you hear the words “special education”? If so, it is probably time to replace these outmoded images with ones more suited to the realities of 21st century schools.

“Perhaps the single biggest change in ‘special education’ is that we no longer think of it as a place; we now think of it as a service,” explains John O’Connor, who specializes in low incidence disabilities in the Division for Exceptional Students in the Georgia Department of Education (DOE). “The mindset of most people—including educators—used to be that there were ‘special ed’ kids in a room down the hall and ‘regular’ kids in the rest of the school. That is no longer the case. Today we just have

## It’s Not a “Place” Anymore

By Lee Raudonis  
Photos by Rod Reilly

kids throughout the entire school and teachers whose mindset is, ‘How can we serve the needs of all kids?’”

Many of the changes in attitudes and practices regarding special education grew out of the Individuals with Disabilities

Education Act—better known as IDEA—of 1997, says Marlene Bryar, interim director of the state DOE’s Division for Exceptional Students. Prior to 1997, federal law did not specifically address general curriculum involvement of disabled students. “Now,” explains Bryar, “students with special needs are more and more served in regular classrooms.”

In an explanation provided by the United States Department of Education (USDOE), the momentous 1997 law is described in this manner: “The 1997 Amendments shifted the focus of the IDEA to one of improving teaching and learning, with a specific focus on the Individualized Education Program (IEP) as the primary tool for enhancing the child’s involvement and progress in the general curriculum.”

Specifically, the law requires special education students to participate as much as possible in the regular education environment (to be educated in the least restrictive environment possible) and to participate in general state and district-wide assessments—with appropriate accommodations and modifications in administration, if necessary. It is clearly a colossal understatement to say that the IDEA ‘97, the No Child Left Behind Act of 2002 and the IDEA 2004 amendments have significantly changed the way that schools in Georgia approach the education of students with disabilities.

To encourage schools to embrace inclusion and other provisions of state and federal law, the Georgia Department of Education’s Division for Exceptional Students has established key performance goals (see chart on page 9). The DOE also provides recognition and awards for school systems that show the greatest improvement in meeting the performance goals.



Marla Wise (left), fifth-grade teacher at Liberty Elementary School, Cherokee County, with collaborative teachers Kristi Boles (center) and Joni Smith (right)



Kim McCurry's inclusion class at Liberty Elementary School

For two years in a row, the Buford City School System has received the Pacesetter Award which is given to one school district within each of five population categories, based on progress made in meeting the performance goals.

Fran Bay, director of special education and student services for Buford City Schools, credits the Buford school board and school superintendent for providing the funding and the philosophical inspiration to make the necessary improvements. "Our superintendent, Sue Morris, has stated on more than one occasion, 'We do not have special education students and general education students; we have students.'"

Morris' message is one that Buford's educators have taken to heart.

"All educators know about IDEA and the least restrictive environment requirement (LRE), but at Buford Middle School, LRE is not just a law, it is part of our creed," says Allison Miller, principal. "All of our teachers are concerned about special needs students and their academic progress. Every teacher here considers himself or herself both a special ed and a regular ed teacher."

What this philosophy means in practice is that most Buford Middle School students with special needs spend a majority of their school day in classrooms with friends and schoolmates who are in the general school

program. In fact, it would be difficult for a visitor to a typical classroom at Buford M.S. to identify which students have special needs and which teachers are "special education" teachers.

"Our philosophy is to mainstream all special education students as much as possible," says Shery Hendricks, special education department chair. "For example, all students are first mainstreamed in science, so Max [Duncan] and I have a collaborative

class in which we teach science and social studies together. The kids think of him as the science teacher and me as the social science teacher. And in my collaborative class with Stephanie Gailey, the kids see both of us as reading and language arts teachers. The kids do not think of one teacher as the 'regular' teacher and the other as the 'special ed' teacher. Kids don't distinguish us that way."

Nor do teachers in Buford Middle School distinguish kids that way, which means that all students are held to high academic expectations.

"Shery [Hendricks] is adamant that special needs students should be taught on grade level and learn on grade level," says Miller. "This requires innovative strategies, especially when a child has serious learning problems, but our teachers believe strongly that children will rise to the challenge if we set the bar high for them."

"At the beginning of the school year when Shery and I looked at the previous year's CRCT reading scores of some of our students, I didn't believe there was any way that they would make the required 300 when the test was administered again, but they did," says Gailey, "They constantly rise to the challenges we present them."

Duncan has also become a fan of collaboration.



Karen Hawley, principal, Liberty Elementary School

## Overview: The New IDEA

The reauthorization of the Individuals with Disabilities Education Act makes changes in several areas of special education:

### 1. Highly qualified teachers:

Under the bill, special education teachers must be "highly qualified" by the end of the 2005-06 school year, even if they are teaching multiple subjects to students. New special education teachers would have extra time to become certified in different subjects, as long as they were highly qualified in at least one.

**2. Student discipline:** Schools would have more freedom to remove disruptive students from the classroom if their behavior wasn't related to their disabilities. Under current law, the school has to make the case that a disruptive student needs to be moved to another educational setting. Under the reauthorization, a child could be moved, and it would be up to the parents to appeal the decision.

**3. Funding:** The measure commits the federal government in principle to paying 40 percent of the average per-pupil cost of educating a special education student by 2011. The federal government now pays about 19 percent of such costs.

**4. Paperwork reduction:** Minor changes to a student's individualized education plan could be made in a conference call or by letter. Fifteen states would be chosen to try out a paperwork-reduction plan that would free up more time for teachers.

**5. Complaints:** A two-year statute of limitations would be placed on a parent's ability to file a special education complaint, with a 90-day limit for appeals. Hearing officers would focus on whether a child was denied an appropriate education, not procedural mistakes. Lawyers could be held liable for filing complaints deemed frivolous.



The Georgia Dept. of Education Special Ed Team  
(left to right) Nancy O'Hara, Lynn Holland,  
Marlene Bryar and John O'Connor

"Once a decision has been made to move a child into a collaborative classroom, I can't recall any situation when we have had to move the student out of that environment," he says. "Students aspire to do the same kind of work that their friends are doing."

Hendricks credits a great team of teachers for making inclusion work as well as it has.

"They didn't give me a magic wand to wave when they gave me my special education degree," she says. "For collaboration to work, everybody has to want to educate every child. It would not have worked for us if Max [Duncan], Stephanie [Gailey] and other teachers didn't believe that all students need help and special needs students just require different kinds of help."

Were there any difficulties in the transition from self-contained special ed to collaboration?

"Like any change, there were periods of

discomfort," admits Miller. "Some teachers felt disenfranchised under inclusion."

"Sometimes it just takes time," Duncan explains. "It is innate in teachers to want to be in control, and it takes time to learn to work collaboratively with another teacher."

And what about parents, particularly those of "regular education" students? Are they as accepting of inclusion and collaboration as Buford's educators?

"Occasionally I will get a question from a general ed parent regarding why his or her child is in a collaborative class," says Miller. "When I tell the parent that the class is conducted using grade-level content and that there is no watering down of the curriculum, he or she is fine with it."

In fact, as far as academic performance is concerned, Buford Middle School's staff is convinced that inclusion actually results in higher academic performance for the entire school.

"One of the results of IDEA and NCLB is



Buford Middle School's  
Special Education Dept.  
Chair Shery Hendricks with  
teacher Max Duncan





## Graduate Programs • Bagwell College of Education

Kennesaw State University • 1000 Chastain Road Box #0120 • Kennesaw, Georgia 30144-5591

### About KSU

Kennesaw State University is a dynamic, rapidly growing institution that is committed to excellence in teaching research and service. KSU currently has an enrollment of over 17,000 students. With a long-standing tradition of outstanding education. KSU is an institution committed to serving the continuing academic, professional, cultural and social needs of local, state, national and international communities. The Bagwell College of Education at Kennesaw State University is the second largest teacher preparation of teachers and has one of the largest number of Educational Leaders graduates in the state of Georgia.

Education is a rapidly changing profession – and the graduate programs in education in the Bagwell College of Education and the Professional Teacher Education Unit at Kennesaw State University offer you the opportunity to learn the latest strategies to be an effective expert in learning to bring students to high levels of learning through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning.

### The Collaborative Development of Expertise in Teaching and Learning

The Master of Education degree program at the Bagwell College of Education is delivered through a conceptual framework known as the Collaborative Development of Expertise in Teaching and Learning. This model is designed to enhance the professional knowledge, skills and dispositions of graduate students in education. To that end, the Bagwell College of Education and the



Professional Teacher Unit, is committed to developing expertise among all candidates in initial and advanced programs as teachers and leaders who possess the capability, intent, and expertise to facilitate high levels of learning in all of their students.

Finally, the Bagwell College of Education and the Professional Teacher Education Unit recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community at large. Through this collaboration with professionals in the university, the public and private schools, parents and other partners, the

ultimate goal is to assist Georgia Schools in bringing all students to high levels of learning.

### The Bagwell College of Education offers the following Programs in Graduate Education:

- M.Ed. Adolescent Education (4-12)
- M.Ed. Educational Leadership
- M.Ed. Elementary and Early Childhood Education (P-5)
- M.Ed. Special Education

### Non-Degree Programs

- Certified teachers may apply for admission to pursue non-degree course work leading to endorsements or add-ons in the following course work:
- Educational Leadership
- English to Speakers of other Languages (ESOL)
- Interrelated Special Education (IRR)

- Learning Disabilities (LD)
- Behavior Disorders (BD)
- Mental Retardation (MR)
- Preschool Special Education
- Reading

### Benefits of the M.Ed. Program

- Classes scheduled to accommodate working and non-traditional age students.
- Many classes scheduled for one night a week.
- Expert Advisement.
- Timely completion of your degree—usually within two years.

### Praise for M.Ed. Programs at the Bagwell College of Education

- The high quality of relationships at the Bagwell College of Education.

- The availability of faculty to work with students in need of assistance.
- The highest degree of competency demonstrated by the Bagwell
- College of Education faculty in students after graduation.
- The diversity of practical training available at the Bagwell College of Education.

Graduate programs in education at Kennesaw State University are fully accredited by the National Council for the Accreditation of Teacher Education and meet the Georgia Professional Standards Commission Program Standards (PSC). Source: *Kennesaw State University 2004-2005 Graduate Catalog*. [www.kennesaw.edu](http://www.kennesaw.edu)

**For further information contact: Graduate Studies in Education, (770) 423-6122 or [www.kennesaw.edu/education](http://www.kennesaw.edu/education)**



Jodie Mercer fourth-grade teacher and Anne Elshazly, collaborative teacher, Liberty Elementary

“When we went to school, there were ‘those kids’ and all other kids. Schools are so much more flexible today,” she says. “Students go in and out of programs all the time. In many ways, we make special accommodations for all students, not just those classified as ‘special needs.’”

that teachers must see themselves as part of a team,” says Miller. “When our special education student group didn’t make AYP in math in 2002-2003, none of our teachers played the blame game. Instead, everyone took responsibility for improving the scores of the special ed students, and it worked. We made AYP the next year.”

Nancy O’Hara, director of monitoring and complaints in the state Department of Education’s Division for Exceptional Students, credits NCLB with making everybody—not just special education teachers—sit up and pay attention to students with special needs. “With NCLB, schools recognize the academic value in keeping children with special needs in regular classrooms more,” she explains. “Kids can’t be taught content if they are constantly pulled out of general classes.”

Another Pacesetter Award winner is the Cherokee County School System.

“We have had an initiative for several years to meet the state DOE’s goals for getting a higher percentage of students with disabilities into the general academic program,” says Sarah Hoskins, director of special education for Cherokee. “Throughout the district, everyone takes ownership of special education students.”

This has not always been the case, admits Doe Kirkland, assistant superintendent for educational programs, student support and professional development.

“The truth is that we use to put special ed students in rooms in the back of the school. They were too often treated as if they were square pegs that didn’t fit into round holes,” says Kirkland. “Fortunately, teachers are much more savvy about modifying instruc-

tion and using different strategies today.”

Karen Hawley, principal of Cherokee’s Liberty Elementary School, agrees.

“When we went to school, there were ‘those kids’ and all other kids. Schools are so much more flexible today,” she says. “Students go in and out of programs all the time. In many ways, we make special accommodations for all students, not just those classified as ‘special needs.’”

Hawley knows the benefits of identifying learning disabilities, not just as an educator, but also as a parent. Her son, Adam, is currently looking forward to attending college, although he was identified at an early age with a learning disability.

“Adam had a normal early learning experience and showed signs of a vast vocabulary for a young child entering kindergarten,” Hawley explains. “He would mem-

orize books and read them back to my husband and me. In first grade, however, his teacher started noticing some discrepancies in his work. During second grade he was getting frustrated, and it was decided to test him for a learning disability. Although he had a high IQ, he showed a drop in his achievement in two areas—reading and written expression. In third grade he stayed in the regular classroom with the teacher working with him at the level he needed to make him successful.

“In grades four thru six he was in a regular classroom setting with two periods a day in the special education resource room to help him with reading and written expression. It was during this time period that Adam blossomed and gained confidence that he could be successful in reading. During the fifth grade he won second



Liberty Elementary School’s Nurse Susan Dyer

## Goals of the IDEA-2004

The latest amendments to the Individuals with Disabilities Education Act—in 2004—are an attempt to bring additional focus to the academic success of students with disabilities as required under the No Child left Behind Act. Here are the goals of the act.

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living;
- To ensure the rights of children with disabilities and parents of such children are protected;
- To assist states, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- To assist states in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support and technology development and media services;
- To assess and ensure the effectiveness of efforts to educate children with disabilities.

place in the county social science fair and had several other successes. He also continued to improve in grades six and seven, and he did exceptionally well with the eighth grade writing because of the strategies he was taught,” says Hawley.

“Adam has since gone on to high school and is now planning to attend college or technical college. There is no doubt that his special education teachers helped him to build on his gifted areas and learn to cope with his weaknesses. I thank those teachers for giving him what he needed to be successful. If not for the program and teachers, Adam may have been a high school drop out even though he is very talented and gifted in many areas.”

Tracie Jordan has a similar story. Her son, who now attends Richards Elementary, was diagnosed in second grade at Sixes Elementary School (also in Cherokee County) as having a learning problem involving perceptual, sequencing and spatial relationships, although he had an above-average I.Q.

“He probably would have failed third-grade math without the extra assistance he received at school and at home,” she explains. “We just kept working with him and raising the bar for acceptable performance. Last year he met expectations in math on the CRCT, and this year he made an ‘A’ in the first semester. If it had not been for the teacher who pushed for him to be tested and the extra help he received, I don’t know what might have happened.”

Jordan stresses that parents can play a major role in the education of children with learning disabilities.

“Parents definitely need to do their part,”

she explains. “The reason my son has succeeded is because he had great classroom teachers, tremendous support from his inclusion teacher and constant support and assistance at home.”

The importance of parents being involved in the education of children with special needs should be obvious, says Patti

Solomon, parent liaison for the Division for Exceptional Students in the Georgia DOE.

“The results of special education parents participating in their children’s education are no different than for other parents: the more parents are involved, the better their children do.”

Solomon works with school districts and  
*Continued on page 32*

## Renew Your Passion Advance Your Career

Find out what so many Georgia teachers have already discovered.

- You can earn your M.Ed. in just one weekend a month for 22 months near your home or school!
- Share ideas, address real-life issues, and learn with the same group of dedicated educators in Lesley’s unique, supportive format.

Our Master of Education programs in **Georgia** include:

**Integrated Teaching through the Arts**  
**Technology in Education**  
**Curriculum and Instruction: Literacy**

We also offer Education Specialist programs.

Classes are now forming in **Albany, Atlanta, Augusta, Calhoun, Columbus, Kingsland, Macon, Savannah, and Temple.**

Founded in 1909 in Cambridge, Massachusetts, Lesley University is accredited by the New England Association of Schools and Colleges, one of the six regional accrediting associations.

Explore Lesley today!



Learn about our accelerated weekend study format!  
(888) LESLEY-U  
learn@lesley.edu

[www.lesley.edu/georgia](http://www.lesley.edu/georgia)



## Muscogee County's Brookstone Middle School Wins 2005 PAGE Academic Bowl for Middle Grades State Finals

Brookstone Middle School, coached by Linda Wallman, captured top honors at the PAGE Academic Bowl for Middle Grades State Finals, held on Feb. 7, 2005, at the 755 Club at Turner Field in Atlanta, Ga. The team emerged victorious from the final of four single-elimination rounds. Richmond County's St. Mary on the Hill School, coached by Christine Wetzels, Sylvia Mozgowiec, Barbara Mysona and Beth Rindt, was named First Runner-up; with Cobb County's Hightower Trail Middle School, coached by Lisa Crockett, as Second Runner-up and Gwinnett County's Duluth Middle School, coached by Linda Koch and Sylvia Barteaux, as Third Runner-up.

Brookstone Coach Linda Wallman credited their state championship to a phenomenal team, insatiable in their interest in learning. "I believe these boys represent the culmination of what Brookstone Middle School is all about, the culmination of caring and supportive teachers and administration. The entire school will celebrate this," Wallman said.

When asked what he felt made the team so successful, Team



Brookstone Middle School's Academic Bowl team accepts its award as State Champions following its victory at the PAGE Academic Bowl for Middle Grades State Finals. Pictured are (back row, left to right) Brookstone School Headmaster Scott Wilson, Coach Linda Wallman, Freeman McCluskey, Team Captain Samuel Coffin, Blake Hudson, Praveen Nandamuru, Slayton Gilmore and Brookstone Middle School Principal Bill Arrington, and (front row, left to right) McKay Sheftall, Kevin Jacobson and Sagar Patel.

"Yes!" Brookstone Middle School Team Captain Samuel Coffin correctly answers the question with the help of teammates Kevin Jacobson (left) and Praveen Nandamuru (right).

Captain Samuel Coffin said, "Different people (on the team) know different things. We have a math person, a geography person, a literature person and a computer person; we're diverse."

Brookstone Middle School Principal Bill Arrington is an avid supporter of the competition, "I'd like to thank PAGE and the PAGE Foundation for

all of their academic events, such as the Academic Bowl for Middle Grades and STAR (Student Teacher Achievement Recognition), which recognize students for their academic achievement. It is satisfying to see students become excited about academics, and I applaud PAGE for giving them that arena."

The PAGE Academic Bowl for Middle Grades is sponsored by PAGE and the PAGE Foundation. The Academic Bowl features teams of middle school students fielding questions on subjects ranging from Georgia history to mathematics, science, literature and the performing arts. The questions are developed using the Georgia Middle School Curriculum. Cheered on by coaches, parents and fellow students, team members answer toss-up and bonus questions to score points. The program inspires students to excel academically, boosts student self-confidence and self-esteem through high achievement and stimulates both a team and competitive spirit.

"I am always impressed with the intellectual agility, poise and determi-



With the Atlanta skyline as a backdrop, the final round begins with St. Mary on the Hill (left) and Brookstone Middle School (right) vying for the state championship. Georgia Southwestern State University Professor of Mathematics Jay Cliett (middle) serves as moderator.

nation shown by these Academic Bowl participants. Each member of each team and coaches should be justifiably proud to have competed in the state championship, and I'm sure that I'm joined by parents, school administrators and peers in offering congratulations for a job well done," said Tom Wommack, president of the PAGE Foundation.

Statewide, more than 2,000 students compete at the local,



First runner-up St. Mary on the Hill poses following their award presentation; pictured (back row, left to right) are PAGE Foundation President Tom Wommack, Coach Christine Wetzel, Coach Sylvia Mozgowiec, David Mysona, Joshua Mysona, Maggie Grady, Coach Barbara Mysona, Mary Prestifilippo and PAGE President Dr. Diane Ray, and (front row, left to right) Maggie Hennessy, Heather Ziemba and Team Captain Emily Bragg.

regional and state levels of the PAGE Academic Bowl for Middle Grades. It is one of several programs of academic excellence sponsored by the PAGE Foundation. This year 233 teams competed representing 82 public school systems and 24 independent schools statewide. ◆



For St. Mary on the Hill teammates (left to right) Joshua Mysona, Team Captain Emily Bragg and Heather Ziemba, concentration pays off with a correct answer.



"I've got it!" Duluth Middle School teammates (left to right) Scott Cummins, Mary Thumaty, Team Captain Roger Ou and Sean Valentine work together to solve a problem.



Gwinnett County's Duluth Middle School was named third runner-up in the competition. Shown here following award presentation are (back row, left to right) PAGE Foundation President Tom Wommack, Coach Sylvia Barteaux, Michelle Wang, Archit Bhise, Abhishek Thumaty, Team Captain Roger Ou, Sean Valentine, Scott Cummins, Brian Hysell, Coach Linda Koch and PAGE President Dr. Diane Ray, and (front row, left to right) Mary Thumaty, Jessica Efirid and Allison Burrell.



Cobb County's Hightower Trail Middle School was second runner-up. PAGE President Dr. Diane Ray (back row, far left) and PAGE Foundation President Tom Wommack (back row, far right) pose with (back row, left to right) Coach Lisa Crockett, Charles Lu, Ryan Waye, Team Captain Abraham Chang, Anastasia Marchenkova and Nicole Burdakin, and (front row, left to right) Matthew Callicott and Santhosh Karnik following awards presentation.



Brookstone Middle School Principal and veteran Academic Bowl Coach Bill Arrington joins family and friends in congratulating their victorious Academic Bowl team.

# PAGE Academic Bowl for Middle Grades Semi-finals Teams and Coaches 2005

**REGION 01**

Gladden Middle School  
Murray County  
**Jenny Swafford**

Ringgold Middle School  
Catoosa County  
**Pam O'Keefe, Billie Carlock, Sandy Roebuck**

**REGION 02**

Dodgen Middle School  
Cobb County  
**Virginia Stevens, Dora Barzegar, Tracy Sturtevant**

Hightower Trail Middle School  
Cobb County  
**Lisa Crockett**

**REGION 03**

Duluth Middle School  
Gwinnett County  
**Linda Koch, Sylvia Barteaux**

Trickum Middle School  
Gwinnett County  
**Linda LaPerre, Cary Sell**

**REGION 04**

Crabapple Middle School  
Fulton County  
**Polly Love, Sherrie Moss**

Webb Bridge Middle School  
Fulton County  
**Betty Cropper, Jody Watts**

**REGION 05**

Chamblee Middle School  
DeKalb County  
**John Donegan**

Shamrock Middle School  
DeKalb County  
**Jim Kern**

**REGION 06**

Fayette County Middle School  
Fayette County  
**Lori Tallman, Carol Saboda**

Taylor Street Middle School  
Spalding County  
**Dee Joiner**

**REGION 07**

Hilsman Middle School  
Clarke County  
**Lucille Srivastava, Joyce Moseley**

Oconee County Middle School  
Oconee County  
**Melanie Bradberry, Judy Murrow, John Gauld**

**REGION 08**

Perry Middle School  
Houston County  
**Charlene Kipe, LeSan Kimbrough**

Stratford Academy  
Bibb Independent  
**Kathleen Peterson, Susan Martin**

**REGION 09**

Brookstone Middle School  
Muscogee Independent  
**Linda Wallman**

Midland Middle School  
Muscogee County  
**Sue Funk**

**REGION 10**

Central Middle School  
Thomas County  
**Rita Jones, Gwen Pittman**

Robert Cross Middle School  
Dougherty County  
**Sue Gerst, Janice Hensley, Angie Gibson**

**REGION 11**

DeRenne Middle School  
Chatham County  
**Laura Herrin, Alexander Roth**

Mercer Middle School  
Chatham County  
**Wendy Weimer, Karen J. Collins**

**REGION 12**

Riverside Middle School  
Columbia County  
**Teresa Barnes**

St. Mary on the Hill School  
Richmond Independent  
**Christine Wetzel, Sylvia Mozgowiec**

## PAGE Foundation Receives AIG-VALIC Donation



AIG-VALIC Regional Vice President Ernest Jordan presents \$15,000 contribution to PAGE Executive Director Dr. Allene Magill in support of the PAGE Foundation and new professional learning opportunities available through PAGE. (Pictured left to right: AIG-VALIC Regional Director Jon Reilly, Regional Vice President Ernest Jordan, Dr. Allene Magill and PAGE Foundation Director John Varner).

## Ever considered running for SPAGE office?

SPAGE office, that is! Student PAGE (SPAGE) will be electing officers at its Annual Meeting, held in conjunction with the PAGE Annual Conference June 24-25. 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 24. 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@page-foundation.org. ♦

# Honor Your Favorite Teacher

By Dr. Diane Ray

PAGE President and Principal of Cooper Middle School, Austell

When asked to write this article I contemplated the many teachers I have had as a student and how so many of these teachers were instrumental in helping me learn and grow as a professional. However, when I thoroughly analyze the teaching skills and practices that make successful teaching, learning and excellence in a teacher, one teacher always comes to the forefront: my favorite teacher of all time, Dr. Jack Barnette.

I met Dr. Barnette in 1993 as I was completing my doctoral coursework at the University of Alabama. I was enrolled in a dreaded statistics class, and I knew this class scared me more than all of the rest, mainly because I would describe myself as “challenged” when it comes to the area of mathematics. My feelings at that point in time were that I could learn the information, mainly by memorizing, but I wondered if anyone could ever make me feel comfortable in a statistics class, and would I ever be able to apply and transfer the needed information and knowledge to complete my dissertation? Somehow I felt that I would complete the course, but feared I would never complete the dissertation.

“Anxiety ridden” would be the words to describe my drive to Alabama for my statistics class in the rainy and dreary winter of 1993. Textbook, cassette recorder, paper and pencil in hand, I could feel my chest pound as I walked into the basement level of the education center. I sat at the front and center desk, as always, and focused to make sure I memorized each and every word.

To my surprise, our professor, Dr. Jack Barnette, started our first class by reading a classic novel. Imagine my thoughts as an educator of 20 years. I was in a doctoral level statistics class, and I had never had a professor read a novel to the class, much less the novel that was being read—“Huckleberry Finn” and his journey down the Mississippi River! My thoughts were, “Where did it connect? Was this man nuts? And how in the world was I ever going to be able to make it through this class and a dissertation if he did not teach me statistics?” After all, I had driven over two hours to get to class. The class was three hours long, and I would have to drive home that evening and go to my middle school the next day. I was a good student, and I had paid good money to take this class. Of course I wanted an “A” and, above all else, focused instruction so that I could learn.

I listened to the five minutes of reading and then paid attention as Dr. Barnette explained how he would conduct class each evening. His expectations were high. He wanted us in attendance for every class. He committed to ensuring that we would master the course. And most importantly, he promised that we would be able to take the information he read from Mark Twain and apply this knowledge to statistics.

As each of the 12 class sessions ticked away, I realized the



Dr. Diane Ray



Dr. Jack Barnette

excellence in the teaching and learning practices of Dr. Barnette and how he was successful in accomplishing his commitments to his students. First and foremost, Dr. Barnette had positive expectations for each of us. He made us believe we would be successful, and we celebrated our success as a group each time we met for class. By helping us to see that the class as a whole was successful on daily assessments, we became believers in ourselves. Dr. Barnette also had the unique ability to make each of us feel valued. We as individual students were important to him. His attitude and approach to us made us feel like he cared. As we came into class each night, he wanted to make sure the weather did not hinder our drive. Before leaving class each evening, he made sure he stated to the three of us from out of state, “drive slowly and safely.” He was interested in our professional

and personal lives, and we all believed that he wanted to help us learn, but he also expected to learn with us. It didn’t take long for me to realize that the anxiety I felt when I started the class was becoming less apparent, and he was helping me master concepts that I thought I could only memorize. To my surprise, I looked forward to the five minutes of Dr. Barnette’s reading of Huckleberry Finn’s journey, and I truly understood how he connected this journey to statistics!

Dr. Barnette knew how to use effective instructional strategies, and he used the multiplier effect with the strategies in every class session. We were able to compare and contrast, build on our prior knowledge, summarize, work in groups and generate and test hypotheses. We received immediate feedback to our questions and answers in an environment that truly fostered learning. No wonder we were so successful; he taught using every strategy possible to meet the needs of his learners.

As the 12 sessions came to an end, our success was celebrated, and we believed that we were successful because we could apply our knowledge. I entered my last statistics course with an increased confidence that I never would have believed was possible. Furthermore, I did not have to study for the assessments given in the next class. This was a remarkable feat for me, but more importantly a tribute to the excellence in Jack Barnette’s teaching.

Dr. Barnette continued to influence me while playing a vital role during the writing of my dissertation. He was always accessible even though the University of Alabama was many miles from Atlanta, and above all else, he was dedicated to helping his students be successful. My highlight at graduation was having Dr. Barnette place my hood upon my shoulders. His excellence in teaching is a model for me and other educators, and I am fortunate today to be able to highlight him as my favorite teacher and my dear friend. ◆

# Georgia Business Leaders Join PAGE Foundation Board of Trustees

AGL Resources Director of Corporate Relations Rene Pennington and Fidelity Bank President H. Palmer Proctor have been elected to the PAGE Foundation Board of Trustees, adding to an impressive array of outstanding business leaders engaged in the Foundation's leadership, according to PAGE Foundation President Tom Wommack. Pennington is an attorney who joined AGL Resources in 2002 after a number of years practicing law in New Orleans prosecuting criminal

cases as an assistant United States attorney in New Orleans and Washington, D.C. Her areas of responsibilities at energy supplier AGL Resources include community and government affairs and overseeing the company's volunteer efforts. Pennington lives in Atlanta with her husband, Atlanta Police Chief Richard Pennington, and their son.

Palmer Proctor is a Tallahassee, Fla., native and veteran banker who also serves as an executive officer and direc-




Rene Pennington, AG Resources, director of corporate relations



H. Palmer Proctor, executive officer and director, Fidelity Southern Corporation

tor of Fidelity Bank's holding company, Fidelity Southern Corporation. Fidelity Bank is a community bank with more than \$1 billion in total assets. Actively involved in civic affairs, Proctor has served in leadership positions for the Callanwolde Fine Arts Center, the Frazier Center (Rehabilitation and Education for Disabled Adults and Children), the Decatur/DeKalb YMCA and the Fernbank Museum of Natural History. He resides in Atlanta with his wife, Holly, and their daughter. ♦


**F. E. A. S. T.**  
**Future Educators of America**  
**Summer Training**



**FEED YOUR MIND!**

**"Teachers as Leaders"**  
**A 3-Day Conference for Teens**  
**Featuring Nationally Renowned Speakers,**  
**Interactive Sessions & Loads of Fun!**  
**June 6-8, 2005**  
**Georgia College & State University**  
**Milledgeville, GA**

**Cost: \$100 for FEA chapter members or \$125 for non-members (includes food, lodging & all activities). For more information log onto [www.pagefoundation.org](http://www.pagefoundation.org) and click on FEA in GA.**



**A special thanks to BellSouth for sponsoring this event.**



## NBPTS News

### 2004 GEORGIA NATIONAL BOARD CERTIFIED TEACHERS CONFERENCE

"Bridging the Gap to Teacher Leadership: Realities, Roadblocks and Resolutions" was the theme of the 2004 Georgia National Board Certified Teachers Conference held Nov. 12-14 at Jekyll Island. The first day of the conference focused on the needs of National Board Certified teacher candidates and included the lecture topics: How Do I Learn More About My Students?; Learning a Theoretical Approach; Differentiating Instruction and Integrating Technology; and Understanding and Working with Children of Poverty. Time was also provided for candidates to receive mentoring from certified facilitators.

The remainder of the conference centered on the realities and roadblocks facing nationally board certified teachers. Focus groups discussed the topics of leadership roles, teaching in high-risk, high diversity schools, authenticating improvement NBCTs make in student achievement, and continued support for teachers achieving this distinction. NBCTs and candidates are invited to continue the collaboration and discussion on these issues by going to [www.college.livetext.com](http://www.college.livetext.com). Enter the Visitor's password 6F2F2309 and click on the title. As you view the menu on the left, and after opening the title, click on the menu tabs to view candidate resources and candidate discussion boards. Also click on the bottom menu item, NBCT Challenge to read the proceedings from the NBCT conference sessions.

Treopia Washington, senior advisor to the president of the National Board for Professional Teaching Standards, addressed the conference attendees and emphasized the important role of NBCTs in school reform.

PAGE presented professional books to the lucky winners at the book drawings held throughout the meeting.

### PAGE NBPTS SCHOLARSHIP INFORMATION

PAGE NBPTS scholarship informa-

tion for candidates is currently on the webpage, [www.pagefoundation.org](http://www.pagefoundation.org). The scholarship amount for a candidate is \$1,000. A person must be a PAGE member to receive a scholarship. It is recommended that scholarship materials be sent to the PAGE Office, P.O. 942270, Atlanta, GA, 31141-2270 by FedEx or UPS guaranteed delivery. Materials received after the close of business on the deadline date, April 30, 2005, will not be processed.

### 2005 NBPTS NATIONAL CONFERENCE

The theme for the conference is "Better Teaching, Better Learning, Better Schools."

Six strands will give the theme focus and substance. The strands are: (1) influencing education policy and reform, (2) making data driven deci-

sions, (3) expanding classroom practices and instruction, (4) improving student achievement, and (5) engaging critical partners.

It will be held July 21-23, 2005 at the Washington Hilton, Washington, D. C. Call (800) 445-8667 for reservations. Register for the conference on the national board webpage, [www.nbpts.org](http://www.nbpts.org).

### PRICE INCREASES ANNOUNCED BY NBPTS

NBPTS has announced that the cost for obtaining the initial national board certification will be \$2,500 beginning Jan. 1, 2006. The cost for renewing national board certification is \$ 1,150 and the cost for retaking a section is \$350. ♦

# PAGE FOUNDATION SCHOLARSHIPS DEADLINE FAST APPROACHING

The PAGE Foundation Offers \$1,000 Scholarships to Qualified PAGE/SPAGE Members Who Are:

- Teachers Pursuing Advanced Degrees or Initial Certification
- Support Personnel Pursuing Teacher Certification
- College Students Pursuing Certification and/or Advanced Degrees



For more information or to download an application visit

[www.pagefoundation.org](http://www.pagefoundation.org).

Postmark deadline—April 30, 2005

# Restructuring and Reforming Today's Schools



DR. EDIE BELDEN

**The last decade of the 20th century produced some interesting and compelling shifts in thinking about education. These new ways of thinking about education provide the context in which schools must exist while restructuring and reform are underway.**

It has been over two decades since the report, "A Nation At Risk: The Imperative for Education Reform," was published, proclaiming that American schools, particularly high schools, needed to require students to have more content with academic rigor. Dozens of reports have been published since that time calling for reform, restructuring and accountable results. While the drum beat to improve continuously goes on, there has been much learned about the very complex, complicated and multifaceted processes of reform and restructuring.

The last decade of the 20th century produced some interesting and compelling shifts in thinking about education. These new ways of thinking about education provide the context in which schools must exist while restructuring and reform are underway.

A major impetus for restructuring and reform has been the National Assessment of Education Progress (NAEP) and the Trends in International Mathematics and Science Study (TIMSS) results. The data from these two reports pinpoint over the last decade that American students are not achieving as well as their fellow students in other industrialized nations. While this was a concern, it was the rapid availability and usability of the Internet and cell phones that made the world a global village reality to parents, citizens, policy makers and educators. Technology connected test results and the value of educational achievement to communities' well-being and to national and world economics. Not since the launching of Sputnik in 1957 have Americans been so concerned about what students are learning and how they rank in achievement with other nations.

Another shift in thinking about education occurred because of the influx of a large number of immigrants in a relatively short period of time. The mass immigration of students from other countries and the rising dropout rate of black and Hispanic students accentuated the need to place emphasis on the individual student and his/her progress through school. The diverse needs of students call for a more personalized instructional program.

Teacher effectiveness in teaching students has been examined in new ways. New research methods enable researchers to identify the

achievement growth of each student during the school year. For the first time, student achievement can be statistically linked to teacher effectiveness. Because teachers can be held more accountable, it became evident that they must have some leadership in the instructional and operational aspects of the school. The concept of teachers as leaders emerged.

A final shift in education that is an outgrowth of all the above is that for education to change in the post industrial global world, it must have partnerships with parents, businesses, organizations, government and colleges and universities. Schools cannot be restructured and reformed without input from its customers and supporters.

## CHARACTERISTICS OF RESTRUCTURED AND REFORMED SCHOOLS

### • The Learning Process, Learning Environment and Curriculum

In a restructured and reformed school, the curriculum has been radically changed. The work that students are required to do has value and relevance beyond school. The problems and projects are found in the real world. The content is taught by students learning to organize, interpret and analyze information instead of recalling information from a textbook. Students express their understanding of a topic or concept through writing, video documentaries, or some type of disciplined inquiry that requires more than the selection of an A, B, C or D answer. Instruction is project-centered, hands-on and motivating to students.

The learner's role has changed too. The learner is at the center of the learning process and is viewed as a worker, client, customer and participant. Emphasis is on success and helping the student derive meaning from the learning. The learning is personalized to the student's needs, abilities and motivation. The personalized learning environment provides students with individualized support in the academic, career and personal/social/civic areas. The personalized learning environment also means that each student has an adult (counselor, teacher, mentor) who is responsible for knowing him/her on a level other than classroom interaction. These persons may be employed by the school system or be volunteers.

An important change in a restructured and

reformed school is that all students are held to high standards. Each student is expected to learn and achieve. Research shows that students from low-income and minority backgrounds are most likely to take less challenging classes, but when the courses have a strong academic component and student expectations are high for all students, there is less variation in achievement among all students (V.E. Lee, J. B. Smith & R. G. Croninger, *Another Look at High School Restructuring*, Issue Report 9, Center on Organization and Restructuring of Schools, Fall, 1995).

Learning environments are reconfigured to best meet the instructional need. Some students are staying with the same teacher or group of teachers for extended periods of time, extended days, extended year and for more than one year. Instructional groups within a class are fluid and students interact with many students rather than engage in learning through independent study, ability groups, or tracked courses. Some students may mentor other students.

Schools are developing schools-within-a-school to make the school a friendlier place to its students. Academies are established at crucial transition points—primary grade to upper elementary grades, elementary to middle school and middle school to high school—to help students cope with the increased academic expectations, personal responsibility and the social/physical changes at each school level. Restructured and reformed schools place value on the student as a person and on his/her attendance and achievement at the school.

• **New Roles of Teachers and Administrators**

Reformed and restructured schools require a different governance structure. The governance of the school is decentralized. The principal has the responsibility of working with teachers, parents and interested community leaders in creating a vision for the school and allocating resources to carry out the vision. The principal does not own the vision, but facilitates, orchestrates, guides and supports the implementation of the vision. Principals who perceive their role as facilitators employ new skills such as directing data to teachers to enable them to develop a vision and make decisions.

The teachers work together to define the problems or challenges they face and decide on the course(s) of action. The objective is for teachers to assume the responsibility and authority for solving the issues that directly affect them. In reformed and restructured schools, teacher leaders are given the responsibility for developing class rolls, ordering materials, scheduling classes and parental conferences and resolving curricular and instructional issues. Teacher leaders also sit on parent advisory councils as participatory and voting members and lead other team members in selecting new personnel additions to the grade level, team or department to which they belong. The goals of this approach are to use best practices to resolve situation(s) and to create a



more professional attitude and performance toward teaching. In the role of teacher leader, the teacher feels supported and empowered.

The teaching role of teachers changes too. The teacher no longer defines and controls learning, but serves as resource, guide and facilitator in students' learning. The teacher determines if the student meets the standard rather than calculating numeric grades to determine the letter grade of A, B, C, D or F.

• **Equity**

In reformed and restructured schools, administrators and teachers are concerned about how to address constructively the needs of a diverse student body. When equity is implemented in schools,

there is the expectation that all children will grow up to be knowledgeable, productive adults. There is also the conviction that all children must learn and be held to high standards.

To accomplish this, gateway classes, e.g. algebra, are no longer in place. Reading groups are fluid and based on continuous achievement. Appropriate support is given to students by way of timely and early interventions, counseling, mentoring and tutoring. The school year is organized to have intersessions, extended year, after school programs and Saturday schools. Computer labs and media centers are staffed and open at night so that every student has the opportunity to learn the necessary technology skills.

Another characteristic of reformed and restructured schools is that the teachers have been trained in skills and techniques that are appropriate and found to be effective in teaching students attending the school. School populations are different and professional learning is tailored to help teachers with instruction appropriate to their students.

Equity also means that a reformed and restructured school will have a significant cadre of highly trained and experienced teachers. This cadre will have the responsibility for mentoring and coaching less experienced faculty and providing insight into the community and student population.

• **Involvement of the Parent and Business Community**

Restructured and reformed schools recognize that parental and community involvement is good for the school, good for the family and good for the economic well-being of the community.

Parents are true partners working in concert with teachers to create better learning situations for students at home and at school. Parents are partners with the teacher in establishing and enhancing the home environment that supports learning, e.g., getting their child(ren) to complete homework at night, reading with their child(ren) for a specific amount of time during the school week or enforcing an agreed upon bedtime. Parents are welcome in the school as partners and not as visitors.

Parents are involved in the continuing achievement of their

## RESOURCES

Conley, D., Five Key Issues in Restructuring, ERIC Clearinghouse on Educational Management, ED344329, May 1992. [www.ericdigests.org/1992-4/five.htm](http://www.ericdigests.org/1992-4/five.htm)

Lee, V. E., Smith, J. B. and Croninger, R.B., Another Look at High School Restructuring in Issues in Restructuring Schools, Center on Organization and Restructuring of Schools, No. 9, Fall, 1995. [www.wcer.wisc.edu/archives/completed/cors/Issues\\_in\\_Restructuring\\_Schools](http://www.wcer.wisc.edu/archives/completed/cors/Issues_in_Restructuring_Schools)

Modern Red Schoolhouse (K-12), The Catalog of School Reform Models, Northwest Regional Educational Laboratory, January 2004. [www.nwrel.org/scpd/catlog/ModelDetails.asp?Modelid=22](http://www.nwrel.org/scpd/catlog/ModelDetails.asp?Modelid=22)

Newman, F. M. and Wehlange, G. G., Successful School Restructuring. A Report to the Public and Educators. Executive Summary. Center on Organization and Restructuring of Schools, Wisconsin Center for Education Research. October, 1995. [www.wcer.wisc.edu/archives/completed/cors/Successful\\_School\\_Restruct.html](http://www.wcer.wisc.edu/archives/completed/cors/Successful_School_Restruct.html)

Pierce, D., Student Pathways through High School to College, Education Commission of the States, June 2001. [www.eplc.org/clearinghouse\\_p16.html](http://www.eplc.org/clearinghouse_p16.html). Scroll down to Research and Reports; scroll down to report, Student Pathways through High School to College.

Plucker, J. A., Zapf, J. S. and Spradlin, T. E., Redesigning Schools to Prepare Students for the Future. Education Policy Briefs, Center for Evaluation and Education Policy. Vol. 2 No. 6, Winter 2004. [ceep.indiana.edu/new/](http://ceep.indiana.edu/new/), scroll down to December 22, 2004 and click on "here."

Restructuring Schools. A Policy Statement of the Council of Chief State School Officers, November, 1989. [www.ccsso.org/about\\_the\\_council/policy\\_statements/1692.cfm](http://www.ccsso.org/about_the_council/policy_statements/1692.cfm).

Restructuring Schools to Support Family Involvement, Family Involvement in Children's Education, October 1997. [www.ed.gov/pubs/FamInvolve/local4.html](http://www.ed.gov/pubs/FamInvolve/local4.html)

Rhim, L. M., Restructuring Schools in Chester Upland, Pennsylvania: An Analysis of State and District Efforts, ECS Policy Brief. January 2005. [www.ecs.org/html/educationIssues/ECS\\_New.asp](http://www.ecs.org/html/educationIssues/ECS_New.asp), click on policy brief.

School Communities that Work for Results and Equity, A National Task Force on the Future of Urban Districts. An Initiative of the Annenberg Institute for School Reform at Brown University, June 2002. [schoolcommunities.org/portfolio/](http://schoolcommunities.org/portfolio/)

**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](http://www.brenau.edu)



child(ren) through conferences, school activities and teacher-parent discussions. Teachers are receptive to ideas and suggestions made by parents to modify instruction. Efforts are made by the school to strengthen the relationship by being sensitive to the culture, aspirations and needs of the parents. Restructured and reformed schools actualize the research that links school achievement with family support and involvement.

Both the business community and school realize they have a common goal—to educate a child to his fullest potential so that he/she can participate in society as a consumer and producer, engage in civic responsibilities and contribute to the overall good of the community and nation. The business community is involved not only in providing resources to schools, but also in an advisory capacity. A strong liaison with the Chamber of Commerce and community business leaders provides opportunities to discuss educational needs, strengths, successes and failures.

### ACCOUNTABILITY

The final characteristic of a restructured reformed school is accountability. No

*Continued on page 32*



MARGARET ELLIOTT

# Disruptive Students and Parents

Every child deserves a safe place to learn and grow. Unfortunately, disruptive students or parents can be a big concern and distraction for many teachers. Additionally, violent students can be very frightening in the classroom. This article is intended to inform teachers of their rights in these situations. What can be done about these problems once the normal remedies have been exhausted without success?

These are several very helpful Georgia laws written to aid educators with disruptive and violent individuals at school.

OCGA 20-2-1181 is a law addressing disruption in public schools. This law states that it is unlawful for any person to disrupt or interfere with the operation of any public school, public school bus or public school bus stop and any person violating this code section shall be guilty of a misdemeanor of a high and aggravated nature. Students and parents can potentially be charged with violating this code section if they are disruptive. I would suggest that it be a significant incident in order for the police or School Resource Officer (SRO) to decide to charge the student or parent with violation of this law. You can see how this could apply to all parents who come to your classroom without permission and disrupt your class while you are teaching. You would probably want to give them a warning first, then call for the principal and/or law enforcement. But this particular charge could fit many situations that you may encounter at school. An example of a case where there was a conviction for disruption in a public school involved two students fighting outside the front entrance of the school and the fight drew a crowd of students.

The next law is OCGA 20-2-1182 which addresses persons other than students who insult or abuse teachers, administrators or bus drivers in the presence of pupils. If an individual comes to school and verbally abuses or upbraids the educator in front of students, the school employee can ask the individual to leave, and if they fail to leave they can then be charged with violation of this code section and be found guilty of a misdemeanor. These kinds of incidents may occur after school when only a few students are left and there may be no administrator on-site to help the teacher—for example, at an after school practice or rehearsal. The police can be called,

and charges can be brought if the person failed to leave after being asked to leave. Many times officers do not seem to know about these laws that protect educators—as they are not used often. So, find a copy of the law and be prepared to share it with your principal and the police officer. Should charges be filed, be sure to find out the court date so that you can go and testify. This law includes bus drivers and situations where parents come onto the bus to give the bus driver a difficult time.

Another law written to assist and protect educators and students is OCGA 20-2-1180 which addresses loitering upon school premises and required check in of visitors. Under this code section, it is unlawful for any person to remain upon the premises or within the school safety zone when that person does not have a legitimate cause or needs to be present. Any person who shall not have legitimate cause or need to be present upon the premises or within the school safety zone, who shall willfully fail to remove himself or herself from such premises after the principal or designee request him or her to leave, shall be guilty of a misdemeanor of a high and aggravated nature.

Failure to check in at the front office is prima facie evidence that this law has been violated. It does not matter if the person is a parent or a guardian, and it does not matter that his/her child is at that school, nor does it matter that the school is public property. Parents often times think they can do whatever they want and say what ever they want because a school is a public place, and that is incorrect. These people may be arrested or issued a copy of charges for violating Georgia law if they don't sign in and don't schedule an appointment to meet with teachers. Parents cannot come to your room and disrupt class, ask you questions and/or berate you. It violates Georgia law.

Additionally, another law addressing disruptive students is OCGA 20-2-738—originally known as the Improved Student Learning & Environment Act but now called Authority of Teachers over the Classroom. This law states that a teacher shall have the authority, consistent with local board policy, to manage his or her classroom, discipline students and refer a student to the principal or principal's designee to maintain discipline in the classroom. A teacher

**Disruptive students or parents can be a big concern and distraction for many teachers. Additionally, violent students can be very frightening in the classroom. This article is intended to inform teachers of their rights in these situations.**

shall further have the authority to remove from his or her class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct; provided, the teacher has previously filed a report or determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher. Every school system shall have a local policy addressing the specifics of this law and each school principal shall fully support the authority of every teacher to remove a student under this Code section. Local board policies shall provide for the establishment at each school of one or more placement review committees to determine placement when a teacher requests removal of a student. This law was designed to deal with continually disruptive students who make it impossible for the teacher to teach. There are a number of things that the teachers must do before they can remove the student from the classroom, and so it is important to read the local policy carefully and make a list of the things teachers must do first. For help on implementing this law you can call the PAGE legal department.

Disruptive students might also be charged with the criminal code section for Disorderly Conduct under OCGA 16-11-39 which states that a person commits the act of disorderly conduct if he acts in a violent manner towards another whereby placing this person in reasonable fear of his safety; or acts in a violent manner towards another to place that person in fear that property may be in danger of damage; or uses abusive words towards another, that are commonly known as fighting words that tend to incite a breach of the peace. This law should be discussed with your principal and SRO.

The next level of problems comes from students who are more than just disruptive, but also commit acts of physical violence against students and school employees. Georgia law requires that all school systems have a Code of Conduct for Students which identifies the possible violations of conduct. Students must abide by that Code of Conduct or suffer the consequences. If teachers, school bus drivers or other school officials or employees are physically assaulted by a student then Georgia law OCGA 20-2-753 (a) and OCGA 20-2-751.6



will come into play.

OCGA 20-2-753 (a) states that a disciplinary hearing or tribunal shall result from acts of physical violence committed by students towards teachers or school employees, if the school teacher or official or administrator requests a hearing. (The teacher must make this request in writing to the principal, in order to be assured of a hearing. You should cite this law in your written request.) This law may not apply to special education students because of a federal law known as IDEA, but you should know that if a special education student commits an act of physical violence, a "Manifestation Determination" meeting should be held as quickly as possible to determine whether the act of violence was a result of the student's disability. If not, the normal disciplinary hearing or tribunal under OCGA 20-2-751.6 may proceed. IDEA has a set of rules that must be followed regarding conduct violations by special education students. For more information on this issue call the PAGE office.

OCGA 20-2-751.6 states that if a school employee is physically assaulted by a student then a hearing officer or panel or tribunal shall hold any disciplinary hearing and it describes the consequences. There are two kinds of physical violent/contact: subsection (a)(1) intentionally making physical contact of an insulting or provoking nature and (a)(2) intentionally making

physical contact which causes physical harm to another. If in the disciplinary hearing it is found that a student committed an act of physical violence that caused physical harm to another, then the law states the student shall be expelled from the public schools system; however, the local school board, at its discretion, may permit the student to attend alternative school. If a student is found guilty of physical violence that did not cause physical harm, the student may be disciplined by expulsion, long-term suspension or short-term suspension. This subsection is meant to address subsection (a)(1) where no physical harm has occurred, but intentional physical contact of an insulting or provoking nature has occurred. This particular subsection gives the school systems some flexibility where no physical harm has occurred but the student may still be expelled or sent to the alternative school depending on the seriousness of the facts involved. The law goes on to say that if a school system does not have an alternative school for students in K-6 grade then the school system may permit the student to re-enroll in the public schools. This code section also states under subsection (c)(2) that any student who is found guilty of committing intentional physical violence that results in harm SHALL be referred to a juvenile court with a petition alleging delinquent behavior. Also note that this law cannot interfere with IDEA (see discussion of special education students above). Finally, the law states that a local school board would have the right to impose penalties not recommended by the discipline hearing officer or tribunal. So, cases may be appealed to the local school board after a disciplinary hearing issues its findings.

If you would like to see these laws and print them out for your own files, you can go to the internet, type in [www.legis.state.ga.us](http://www.legis.state.ga.us) and then click on "Georgia Code." For most of these laws click on Title 20 and then the specific sections you are looking for. For the criminal laws like Disorderly Conduct go to Title 16. You can also find Simple Battery under "16-5-23" and Assault under "16-5-20" and Terroristic Threats under "16-11-37." You may also wish to review these laws as well to see if they apply to any personal situation. If you have questions or problems finding these laws, call the PAGE legal department, and we will be glad to assist you. ♦

# Call for **Nomination of PAGE Officers**

**P**AGE 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). Nominees are sought for the following positions (the incumbent secretary, treasurer and director are eligible for re-election):

**President-Elect**

Ken Russell  
Dalton City

**Secretary**

Vickie Hammond  
Oconee County

**Treasurer**

Hosie Waters  
Macon County

**Director, District 11**

Richard Thomas  
Jones County

The PAGE Nominating Committee requests that nominations for 2005-06 officers be submitted no later than April 8, 2005. 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 in April. Serving on the committee with PAGE President Dr. Diane Ray are: Kenneth Russell, Catherine Strickland, Judy Teasley, Lamar Scott, Richard Thomas, David Brown and Mike Smith.

**PROPOSED PAGE CONSTITUTION AND BYLAWS CHANGES**

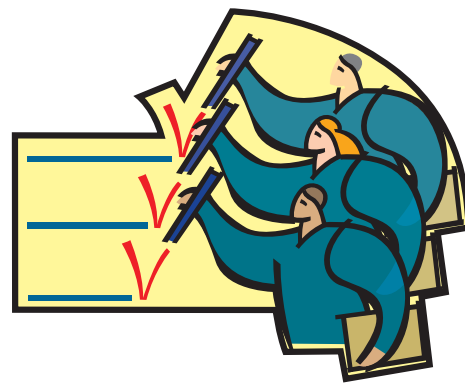
In order to recruit, retain and better serve the growing PAGE membership, two new Membership Service Representatives (MSR) will join the staff July 1, 2005, bringing the number of MSR's to 12 statewide. So that each MSR district would match with board member districts, the PAGE Board of Directors, after discussion and review at its

November and February meetings, voted on February 7, 2005 to change the number of board members from 14 to 12 to reflect the number of MSR districts. (Prior to the MSR service model, 14 PAGE field representatives were teamed with 14 District Directors.) The proposed changes to the PAGE constitution will recapture that teaming, and its beneficial effect on board and membership service to the districts.

Items one and two below reflect constitutional changes needed to effect this new Director/MSR arrangement. They will come before the membership at the annual delegate assembly held during the summer conference June 25 and 26 at the Gwinnett Place Marriott.

**Item One:**

Shall the PAGE Board of Directors be redistricted to twelve seats, matching the districts served by the 12 Membership Service Directors?



**Item Two:**

To provide for the election and terms of office for the 12 members of the Board of Directors, the following language would need to replace the current constitutional language in Article III, Section (6) (b)

(b) Members of the Board of Directors shall be elected by the Delegate Assembly during the annual meeting for a three-year term of office. Effective July 1, 2005, and subsequently thereafter. Directors shall serve staggered three-year terms according to the following schedule:

- (1) Districts 1, 2, 3, 4—Term expires 6/30/2007
- (2) Districts 5, 6, 7, 8—Term expires 6/30/2006
- (3) Districts 9, 10, 11, 12—Term expires 6/30/2008

## Earn PLUs in the comfort of your own home!



No traffic, no schedules, no babysitters. Why not take online classes through Continuing Education at Kennesaw State University, recognized for excellence in education and training? A wide variety of accredited courses awarding PLUs are available for you, 24/7. Advance your career, update your current skills, or learn new ones. All at your convenience, in the comfort of your own living room!

Log on to <http://coned.kennesaw.edu/plu>  
or call us at 770-499-3355



**Continuing Education**

RECEIVE  
PROFESSIONAL  
LEARNING UNITS  
*and have fun!*

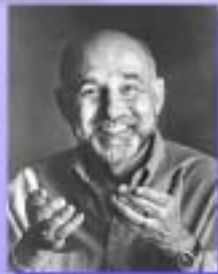
# The Roswell Magnolia Storytelling Festival

June 24 & 25, 2005

featuring...



**Donald  
Davis**



**and  
Syd  
Lieberman**

with

Akbar Imhotep  
Grace Hawthorne  
Joanna Maddox  
Ron Kemp  
Barry Eris  
John Gentle  
Gail McConaghy  
David Sullivan  
Maurice Hilliard  
Mary Williams  
Sally White  
and  
The Magnolia Tellers

- *Storytelling Performances*
- *Workshop Series*
- *PLU*



**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



GEORGIA ON MY MIND.ORG  
1-800-VISIT-GA



Roswell  
Rotary



## Career Opportunities with PAGE

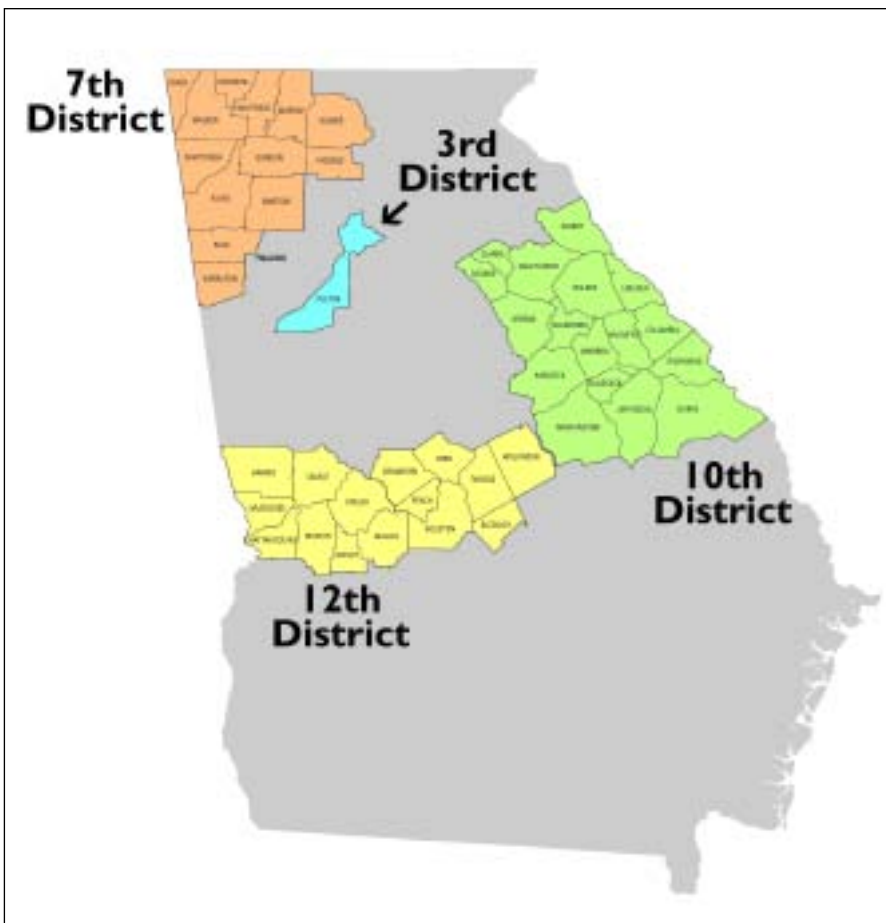
the area for which they are applying. Teaching experience is preferred and sales/marketing experience is a plus.

In the performance of their duties, MSRs are expected to develop and foster professional relationships with school system superintendents, central office personnel, administrators and teachers; maintain effective and consistent communications with building contacts keeping them informed of PAGE initiatives and legislative issues; and respond to and/or refer phone calls and emails from PAGE members with questions and concerns.

The Professional Association of Georgia Educators (PAGE), the state's largest organization for educators, is seeking candidates for the position of Membership Services Representative (MSR). These are full-time positions for self-starting, positive and confident individuals with excellent communications skills who will be responsible for recruiting and retaining PAGE members in each of the regions illustrated. Candidates need to reside in

The beginning salary is competitive with an attractive health and retirement benefits package, a monthly mileage reimbursement and an automobile allowance. MSRs work from their homes.

Interested individuals may apply by sending a letter of interest and a résumé to Gayle Wooten, Director of Human Resources, by April 15, PAGE, P.O. Box 942270, Atlanta, GA 31141-2270. No calls, please. ♦





# PAGE Commends **the 2005 Georgia Schools of Excellence**

The Georgia Schools of Excellence program recognizes schools that have shown significant improvement as well as those that are consistent top performers. This program has evolved from a subjective application process to a more objective data-driven model that uses test scores as its foundation.

The 20 schools represent 18 different school systems. In each Congressional district that had qualifying schools, one winner was selected from each of the following categories:

1. The top 10 percent in student achievement in reading/language arts and math, or
2. The greatest continuous gains in student achievement in reading/language arts and math over the previous three-year period.

Other standards used to select the Schools of Excellence in Student Achievement were:

- Schools have been in existence a minimum of five full years.
- Non-Title I schools met Adequate Yearly Progress (AYP) in 2003 and 2004.

- Title I schools met Adequate Yearly Progress for the past three years.
- A minimum of 90 percent of the staff is designated as highly qualified.
- Each high school met or exceeded the 2004 Georgia High School Graduation Test mean scaled score in both science and social studies.
- Each high school offers at least 2 Advanced Placement courses.
- No school is designated as persistently dangerous under the Unsafe School Choice Option.
- Each school can only be named a School of Excellence once every five years.

All winners will be honored at a banquet to take place in Atlanta on April 29.

2005 Georgia Schools of Excellence in Student Achievement in the top 10 percent in reading/language arts and math:

DISTRICT	SYSTEM	SCHOOL	PRINCIPAL
1	Ware	Ware Magnet	Darlene Tanner
2	Dougherty	Lincoln Elementary (Magnet)	Sheryl Holmes
4	DeKalb	Browns Mill Elementary	Dr. Yvonne Sanders-Butler
5	Atlanta City	Morningside Elementary	Catalina B. Pescatore
6	Cobb	Walton High	Dr. Thomas S. Higgins
7	Gwinnett	Riverside Elementary	Craig Barlow
8	Fayette	Starrs Mill High	Sam Sweat
9	Columbia	Lakeside High	Jeff Carney
10	Forsyth	Mashburn Elementary	Joseph M. Pirkle
12	Richmond	Davidson Fine Arts School	Vicky Addison

Note: Congressional districts 3, 11 and 13 had no schools that met all criteria for 2005.

2005 Georgia Schools of Excellence in Student Achievement demonstrating the greatest gains in reading/language arts and math over the previous three-year period.

DISTRICT	SYSTEM	SCHOOL	PRINCIPAL
1	Pierce	Patterson Elementary	Stephany Smith
2	Colquitt	Hamilton Elementary	Brenda K. DeMott
3	Houston	Kings Chapel Elementary	Paulette Tompkins
4	DeKalb	Peachtree Middle	Steve Donahue
6	Cherokee	Arnold Mill Elementary	Ann Sawicki
7	Cherokee	Sequoyah High	Elliott Berman
8	Coweta	Jefferson Parkway Elementary	Bill Sanborn
9	Rabun	Rabun County Middle	Jan Pearce
10	Catoosa	Graysville Elementary	Denia Reese
11	Polk	Westside Elementary	Marshelle Thaxton

Note: Congressional Districts 5, 12 and 13 had no schools that met all criteria for 2005.



# PAGE Members Come to Atlanta for Active Day on Capitol Hill

## Legislative Briefings, Senate and House Resolutions, Education Committee Meetings Highlight Busy Day

**P**AGE Day on Capitol Hill 2005 brought PAGE members and leaders from across the state to meet with legislators to discuss education issues and the need for enhancing education funding. Members began the day in the Capitol with a briefing on education legislation from Sen. Dan Moody (R-56), chairman of the Senate Education Committee, and Rep. Brooks Coleman (R-97), chair of the House Education Committee.

After the legislative briefing, PAGE members went to the Senate gallery to watch as a resolution was passed honoring PAGE as the state's largest organization for professional educators and for the organization's emphasis on children. A similar resolution was offered and passed in the House of Representatives. PAGE leaders were praised, and were called to the podium on the floor of both chambers, for their vision and commitment to quality education.

Following the morning activities, many PAGE members took



(Left to right) Legislative Aide Whitfield, Rep. Stacey Reece, Georgia Commissioner of Agriculture Tommy Irvin and PAGE Director Catherine Strickland.

their local legislators to lunch and met throughout the day with individual members of their local delegations, sharing with them the local educator's perspective on issues including (but certainly not limited to) teacher salaries, the need for paraprofessionals, the middle school curriculum and 25-year retirement without financial penalty.

Highlights of the afternoon included meetings of the House Education Committee, and the Senate Education Committee. PAGE members filled both sessions and were introduced by the respective chairs. Legislative Director

Tom Wommack spoke at the Senate hearing on SB 35, Governor Perdue's "flexibility" legislation, providing additional time for class size reductions and spending controls.

The final event of the day was held at The Depot, where the PAGE reception featured appearances and brief comments by Lt. Governor Mark Taylor, State School Superintendent Kathy Cox, and Ben Scafidi, Governor Perdue's education policy advisor. ♦



▲ (Left to right) PAGE Membership Services Rep. Larry Rawlins catches up with Rep. Gene Maddox.



▲ State Superintendent of Schools Kathy Cox takes questions from a group of PAGE members from Muscogee County.



▲ PAGE Membership Services Rep. Linda Woods (left) with Senator Regina Thomas (center) and Rep. Pat Garcher (right).



▲ Jan Whitaker, PAGE Member and Sam Tillman, assistant to Sen. Emanuel Jones.



▲ Lieutenant Governor Mark Taylor addresses the crowd.

# Mentoring Matters

## PAGE's Pre-Conference

June 21- 23, 2005—Atlanta Marriott-Gwinnett Place

### First Time Ever

PAGE is offering for the first time a Pre-Conference immediately preceding the Summer Conference.

Professional Learning Units are approved by the Georgia Department of Education.

Participants will receive two **Professional Learning Units** at the completion of the Pre-Conference.

The workshop will be conducted by Dr. Laura Lipton, a nationally and internationally known author and presenter on mentoring.

The pre-conference is designed for all educators K-12; for individuals and school teams.

### Program Information

Program is scheduled from 9 a.m. to 4 p.m. on Tuesday, Wednesday and Thursday, June 21, 22 and 23.

Attendance is required for all three days for Professional Learning Unit credit.

- Registration is online.
- Limited seating
- Last date for registration is June 13, 2005; earlier if capacity is reached before deadline.
- No on-site registration
- Personal credit card or school system purchase order number needed at time of registration.
- All materials and lunch are included in the Pre-Conference fee; hotel is not included.

### Registration for "Mentoring Matters" Pre-Conference\*

- \$125 for one person
- \$200 for two people
- \$300 for three people
- \$400 for a team of four people
- \$450 for a team of five or more people

\*Special registration for Pre-Conference and Summer Conference: See Summer Conference registration.

### Hotel Registration

Call Atlanta Marriott-Gwinnett Place at (770) 923-1775 for reservations. The room rate is \$89, plus taxes. To receive this room rate, state you are with PAGE. When you call, you will need to secure your room reservation with a personal credit card no later than May 31, 2005.

### Dr. Laura Lipton

**Dr. Laura Lipton** returns to Georgia for the second time in the 2004-2005 school year to present in-depth training on mentoring. She believes that mentors must be learning focused and are both guides and agents for professional growth. This fast paced, interactive workshop involves participants in learning about the mentoring model and provides ample practice in using techniques and skills used by successful mentors. The major competencies are to:



- Learn the role and responsibilities of mentors as growth agents.
- Develop the learning-focused skills of consulting, collaborating and coaching.
- Demonstrate linguistic tools for enhancing learning in one-to-one and small group situations.
- Skillfully use non-verbal and verbal skills to support relationships and learning with colleagues.
- Apply a rubric for assessing the effectiveness and quality of learning-focused relationships.

Lipton's extensive teaching background includes K-12 general and special education courses and teacher preparation courses. She has gained vast experience with adult learners in workshops that have been held world-wide on such topics as learning focused-mentoring, data-driven dialogue, teacher leadership and action research. Her research, writing and seminars focus on building professional and organizational capacities for enhanced learning.

Dr. Lipton is a published author in organization and professional development, learning focused schools, and literacy development. Her recent publications in collaboration with Bruce Wellman include: *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* 2004; *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*, 2nd Ed. 2003; *Pathways to Understanding: Patterns & Practices in the Learning-Focused Classroom*, 3rd Ed. 2001.

### Reasons to Attend "Mentoring Matters"

- National presenter and author on mentoring, Dr. Laura Lipton
- Opportunity to learn skills and techniques to become a mentor
- Earn two Professional Learning Units
- Great price
- Ideal location for driving to workshop or staying overnight in hotel
- Located near quality restaurants and Gwinnett Place Mall and Mall of Georgia

# PAGE Summer Conference

# Nurturing Learning and Involvement

Friday and Saturday, June 24-25

## National Guest Speakers Reception Honoring PAGE's 30th Year 2005 National Teacher of the Year Annual Awards Luncheon

### This Year's Highlights

★ **Dr. Shelley H. Billig** - vice president of RMC Research Corporation in Denver, Colo., and is an active researcher in the field of educational reform, school engagement and service-learning.

★ **Dr. Peter Levine** - Deputy Director of CIRCLE, The Center for Information and Research on Civic Learning and Engagement. CIRCLE conducts and funds research on young people's civic education and participation.

★ **2004-2005 Teacher Academy Members** - Highlight their first year in the Academy.

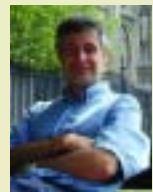
★ **Tricia Hamilton, Linda Byrd and Michelle Gunnin** - teachers at White County Intermediate School, and they will share their successful implementation of service learning.

★ **30th Year Celebration Reception** on Friday Night

### Guest Speakers

Dr. Shelley Billig is an enthusiastic, passionate speaker and researcher on service learning. She says, "The difference between service learning and community service is that it is tied to the curriculum." Billig has authored or co-edited nine books and dozens of articles on service-learning and its connection to academic achievement, civic engagement, and social/personal development. She is currently conducting a national study on re-engaging disaffected youth and another study on the impact of participation in service-learning on high school students' civic engagement.

Dr. Peter Levine is deputy director of CIRCLE (The Center for Information and Research on Civic Learning and Engagement), an organization at the University of Maryland that studies young people's development as citizens. He is also chair of the Steering Committee of the Campaign for the Civic Mission of Schools, a national effort to advocate better civic education. In the late 1990's, he was deputy director of the National Commission on Civic Renewal, chaired by Senator Sam Nunn and William Bennett. He is the author of numerous academic publications and a political novel.



### PAGE SUMMER CONFERENCE REGISTRATION ONLY

Comprehensive Registration—\$50 each

Guest Registration is \$25

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: \_\_\_\_\_

Guest: \_\_\_\_\_

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

Registration includes all activities, materials and meals on Friday & Saturday—Conference Registration Deadline: June 17, 2005.

Registration is payable by credit card, system purchase order or check.

### PAGE PRE-CONFERENCE AND SUMMER CONFERENCE REGISTRATION

\$175 for one person  \$250 for two people  \$350 for three people  \$450 for four people  \$500 for five people

Registration includes all materials and lunch each day for Pre-conference; registration for Summer Conference includes all meals and materials.

Total Amount of Check Enclosed: \$ \_\_\_\_\_

### HOTEL REGISTRATION

Call Atlanta Marriott-Gwinnett Place at (770) 923-1775 for reservations. The room rate is \$79, plus taxes. To receive this special weekend room rate, state you are with PAGE. When you call, you will need to secure your room reservation with a personal credit card no later than June 1, 2005.

Registration information also available on PAGE website, [www.pageinc.org](http://www.pageinc.org). Click on Summer Conference.

## Looking for some great places to take your students for fun and educational field trips this year?

Here's a list of exciting and interesting field trip destinations in the Georgia and Atlanta area:

### Atlanta Braves

Turner Field  
Atlanta, GA 30302  
(404) 614-2310  
atlantabraves.com

### Atlanta Symphony

1292 Peachtree Street  
Suite 300  
Atlanta, GA 30309  
(404) 733-4870  
atlantasymphony.org

### CNN Studio Tours

One CNN Center  
Atlanta, GA 30348  
(877) 4 CNN TOUR  
cnn.com/StudioTour/



### Elachee Nature Science Center

2125 Elachee Drive  
Gainesville, GA 30504  
(770) 535-1976  
elachee.org

### Georgia State Parks and Historical Sites

2 MLK Jr. Dr., Suite 1354  
Atlanta, GA 30334  
(404) 656-2770  
www.GeorgiaStateParks.org

### Imagine It!—

### Children's Museum of Atlanta

275 Centennial Olympic Drive  
Atlanta, GA 30313  
404-659-KIDS  
childrensmuseumatl.org

# TAKE A JOURNEY THROUGH THE HEART OF CNN

EXPERIENCE. EXPLORE. ENJOY.



## CNN Studio Tour

THE STORY BEHIND THE NEWS

A guided tour behind the scenes of the CNN studios in Atlanta

Daily from 9AM to 5PM / 45-minute guided tours embark every 10 minutes

Call 404.827.2300 or 1.877.4CNNTOUR (1.877.426.6868)

Online @ [cnn.com/studiotour](http://cnn.com/studiotour)

© and ©2005 Cable News Network. A Time Warner Company. All Rights Reserved.

**Jimmy Carter Presidential Library and Museum**

441 Freedom Parkways  
Atlanta, GA 30307  
(404) 865-7101  
jimmycarterlibrary.org

**Port Columbus**

Columbus, GA 30075  
(706) 327-9798  
portcolumbus.org

**Roswell Magnolia Storytelling Festival**

617 Atlanta Street  
Roswell, GA 30075  
(770) 640-3253

**Southeastern Railway Museum**

Duluth, GA 30096  
(770) 476-2013  
www.srmduluth.org

**Tennessee Aquarium**

One Broad Street  
Chattanooga, TN 37401  
(800) 262-0695  
tnaqua.org

**U.S. Space Camp**

One Tranquility Base  
Huntsville, AL 35805  
(800) 637-7223  
spacecamp.com

**World of Coca-Cola**

55 Martin Luther King Drive  
Atlanta, GA 30303  
(404) 676-6074  
woccatlanta.com

**Zoo Atlanta**

800 Cherokee Avenue  
Atlanta, GA 30315  
(404) 624-5822  
zooatlanta.org.



# TOUR Turner Field and the Braves Museum & Hall of Fame



**FREE GIFT**  
Present this ad to  
your tour guide and receive  
a free Braves gift.  
*(while supplies last)*



**(404)614-2311**



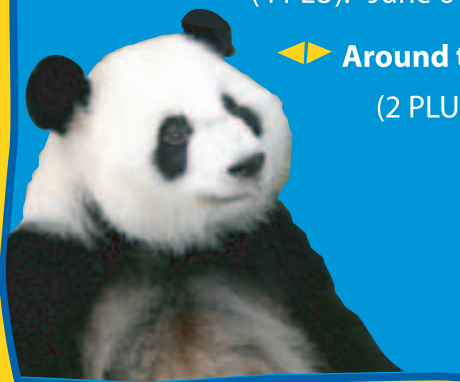
## TEACHER WORKSHOPS AT ZOO ATLANTA

Bring conservation education into your classroom with innovative curriculum and fun activities. Workshops include behind-the-scenes experiences and an animal encounter!

◀ **Biodiversity Basics** (1 PLU): April 7, 2005

◀ **Why They Do What They Do at the Zoo?**  
(4 PLU): June 6-10 2005

◀ **Around the World in 2 Days!**  
(2 PLU): June 16-17



**ZOO ATLANTA**

Register online at  
[www.zooatlanta.org](http://www.zooatlanta.org)

or call

404.624 WILD

for more information

# Members in the News

## LEVEL CREEK ELEMENTARY TEACHER VYING FOR STATE TITLE OF TEACHER OF THE YEAR

**Debi West**, Gwinnett County's Teacher of the Year, is one of 10 finalists vying for the Georgia Department of Education's, 2006 Georgia Teacher of the Year title.

Upon hearing the announcement, West, a visual arts teacher at Level Creek Elementary School in Suwanee, said, "I'm humbled and unbelievably honored."

West, who has taught for the past 11 years, has established her own creative style as an educator. It is not uncommon to see her in the halls dressed as a well-known artist. Last month West was also



Level Creek Elementary Visual Arts Teacher Debi West and students

named 2005 National Elementary Art Educator of the Year by the National Art Education Association.

## NOT QUITE RETIRED

At 73, **Charles Cooper** had been living the life of a retiree up in the north Georgia town of Demorest, when approached by Piedmont College to recommend someone to coach their women's basketball team.

Why not someone with a 124-game winning record and four consecutive state championships at Lowndes High, who also took Valdosta State to the NCAA Division II Final Four? Cooper was the perfect choice. "I missed coaching," Cooper said. "I enjoy being in the gym, working with the players. It keeps you young."

Last month the Piedmont Ponytails earned Coach Cooper his 1,000th career win. During the post-game ceremony, he was presented with the game ball along with a commemorative banner congratulating him on his milestone. Cooper commented, "I guess I don't know when to quit."

As a side note, Coach Cooper is not only a PAGE Retired-Life Member, but his wife Jean is a PAGE Membership Services Rep. We would like to congratulate him on his career accomplishment. ♦



Charles Cooper and the Piedmont College Ponytails

## PAGE Planner 2004-05

### March 2005

- 5** NBPTS Workshops, Turner Co. Spec. School, St. Marys Elem. School, Northside H.S., North Ga. RESA, and Columbia Co. Admin. Complex
- 12** NBPTS Workshop, Macon State College
- 15** FEA Day on Capitol Hill
- 15-17** Drive-In Conferences\*
- 19** NBPTS Workshop, Northside H.S.
- 26** NBPTS Workshop, Callanwolde Fine Arts Ctr., North Ga. RESA and Macon State College

### April 2005

- 2** NBPTS Workshop, St. Marys Elem. School
- 9** NBPTS Workshops, Turner Co. Spec. School and Macon State College
- 13-16** USAD National Competition, Chicago, IL
- 20** State PAGE STAR Banquet (Atlanta)
- 30** PAGE Scholarship Application Deadline

### May 2005

- 14** NBPTS Workshop, Turner Co. Spec. School

### June 2005

- 6-8** FEA in GA Summer Institute, GA College & State University, Milledgeville, GA
- 21-23** Pre-Conference (Mentoring)
- 24-25** Summer Conference

\* For a complete listing of topics, speakers and locations go to [www.pageinc.org](http://www.pageinc.org) and click on the heading Conferences.





# Oops!



In the Jan./Feb. issue of *PAGE ONE*, in the Foundation News section (page 14) we listed the PAGE members that received National Board Certification last year, and there were some names mistakenly omitted. Sometimes, an educator will begin his/her certification, and during the process have a change in marital status or use a name other than their birth name. Therefore, the name that is in our member database will not be an exact match with that of the National Board database. When we merge the two lists, if the names do not match exactly, that person will unfortunately be omitted from our list. We apologize for those who were omitted:

**Gail H. Clark**

Mathematics  
Adolescence and Young Adulthood  
Hall County

**Renaë B. Evans**

Social Studies/History  
Adolescence and Young Adulthood  
Wheeler County

**Cheryl Morgan**

Generalist  
Middle Childhood  
Ware County

Also in Foundation News under 2004 Foundation Donors, page 10, **Ruth Greenway** and **Larry Rawlins** were inadvertently omitted from the list of Individual Donors. ♦

## PAGE Letters

Dear PAGE Attorney,

Thank you for your prompt reply. PAGE always looks so good when a staff member asks me a question, and I can get such a quick response from someone at the PAGE office.

Carol Bradley  
Cobb County Schools

Dear Foundation President,

I enjoy reading each issue of PAGE ONE. Having spent 26 years in Georgia, I like to keep abreast of what



is taking place in the field of education, and I find the journal is one of the best sources of that information.

Dr. Edward T. Green  
Retired-Life PAGE Member  
Ithaca, NY

Dear PAGE Attorney,

Thank you so much for your guidance during my time of need. The meeting that transpired with my principal went smoothly, and I credit this to the response memo you helped me prepare. Again, thank you for your assistance.

Marcia Hopkins  
Camden County Schools

## Where are you going?



Explore the Troy Campus in Phenix City, AL that offers master's and specialist degrees in Elementary Education and Educational Leadership.

- Classes are offered by tape and on the weekends
- These degrees qualify you for certification in Georgia and Alabama

**TROY**  
UNIVERSITY

*A future of opportunities.*

Contact Jack Miller, Director of Distance Learning  
Toll Free 866-876-9787 EXT 5129/5106 or e-mail [jmiller@troy.edu](mailto:jmiller@troy.edu)

## SPECIAL EDUCATION

*Continued from page 9*

parent groups throughout the state to develop a better understanding of special needs students and to encourage parents of special needs children to be more involved in their schools.

"The more parents are included in the school, the more their children are included," Solomon says.

How is Georgia doing in implementing the IDEA?

"I believe there has been a real attitude change," Solomon says. "Most schools are including special needs children more."

"Still, there is a long way to go," she admits. "The 'trickle down' approach takes time. We still need to convince a lot of educators and parents that our kids are not dumbing down the curriculum."

Money is also an issue according to Solomon and others involved in providing services for students with special needs.

"We are very fortunate to have a superintendent and board that are so supportive of our program," says Buford Middle School's Allison Miller. "I don't know how schools could implement an inclusion program such as ours without extra local funding."

Although funding is clearly an issue for many local systems, the DOE's Division for Exceptional Students continues to encourage inclusion through a variety of strategies.

Among these strategies is an initiative called Student Achievement in the Least Restrictive Environment (SA/LRE). Rather than focusing solely on students with special needs; however, this program is designed as a whole-school reform model to increase academic achievement for all students in the school.

Denise Voyles, assistant principal at Martha Puckett Middle School in Wayne County, explains that the program grant was written for special education, but the strategies are applicable to all students.

"This initiative fits our school improvement model perfectly," she says. "Every 12 weeks, we focus on a new strategy, such as non-linguistic representation, note-taking and organization or collaboration. These are skills that benefit all students."

Another program of the Division for Exceptional Students is known as Effective Behavioral and Instructional Supports (EBIS). This is a school-wide initiative to increase the amount of time that all students are exhibiting responsible behavior, thereby reducing the removal of

students from class or school for negative behavior.

"We started our program at the beginning of the year," says Rosemary Jones, third-grade teacher. "By recognizing students for positive things they do, both large and small, we have greatly reduced the number of office referrals from last year. The program of giving 'gotchas' to students and faculty 'caught' doing the 'right things' has improved the behavior of all students, special education and general."

In spite of the IDEA and an intense effort to increase the inclusion of students with special needs in all aspects of a school environment, there are still some students for whom "least restrictive environment" means very limited contact with other students in the school. But even for these severely physically handicapped or emotionally disturbed children, educational opportunities far exceed anything that could have been imagined just a decade or two ago.

At Richards Elementary School, for example, there are four large classrooms, several resource rooms and a family living center with a full kitchen and laundry facilities so that children with severe disabilities can learn basic life skills. Additionally, these children have access to some of the most advanced (assistive) technology as well as speech and language therapy, adaptive physical education, music therapy and much more.

"As much as we want to include all students in the general school program, the fact is that some students still benefit most from being in a special environment," explains Beth Long, assistant principal. "We try to strike a balance between the needs spelled out in their IEPs and their socialization needs."

Obviously, some schools and school systems in Georgia have come a long way in implementing the IDEA and meeting the needs of all children. But has the state permanently left behind the images of short buses, the room at the end of the hall and the kids in the trailer out back?

"Georgia is a big state, and realistically, those images probably still exist in some places," says Solomon, who has an autistic daughter in public school. "But, the state has come a long way in the seven years that I have been here, and educators and child advocacy leaders are working very hard to make the old images just memories of the past." ♦

## PROFESSIONAL INSIGHTS

*Continued from page 18*

Child Left Behind (NCLB) requires schools to be more accountable. It requires the publication and posting of data on all schools. District websites must report schools' scores, a list of schools making Annual Yearly Progress (AYP) and those not making AYP. Letters must be sent home to parents whose children attend a school not making AYP outlining their options. Furthermore, the test data must be disaggregated to determine which students are not performing to capacity.

Even though NCLB has these federal requirements, restructured and reformed schools regularly evaluate data and share it with their partners—parents, community, businesses—for the purposes of educating them about the difficult and complex job of teaching students to learn and for engaging them in the continuing process of restructuring and reforming schools. Sharing data with school partners distributes the accountability burden because all become responsible for the well-being and continued development and progress of the school.

Accountability is more than the posting of test scores. It is also the improvement of instructional services to students, the planning and implementation of professional learning for faculty and staff, and the development and allocation of budget and resources. It is also the responsibility for results, both negative and positive, and the commitment to use the information to improve, restructure and reform what is not working.

In a restructured and reformed school, accountability is integral, utilitarian and transparent.

### CAN SCHOOLS BE RESTRUCTURED AND REFORMED TO BETTER EDUCATE STUDENTS?

There is mounting evidence that adoption, implementation and practice of these characteristics result in improvement in student achievement, teacher morale and professionalism and community and business support. However, there still remains the question, "Will enough schools restructure and reform to regain the confidence of businesses and parents?" Equally important is the question, "Will enough schools restructure and reform to show a measurable rise in student achievement on national tests?" The jury is still out on these questions. ♦



# The Best Educators Never Stop Learning.

*Nearly 400 of Georgia's finest educators have enrolled in our graduate programs in Education since May, 2003.*

We offer Master's, Specialist, and Doctoral degree programs in Curriculum & Instruction and Educational Leadership. These programs are designed to help you raise your level of professional education to the highest degree.

Leading practitioners teach small classes, with an emphasis on contemporary issues of critical importance to educators in Georgia.

Day, evening, weekend, and online classes are available year round at our Atlanta Campus.

New programs in all disciplines begin in MAY and JUNE. Call the Admissions Office for details.

**1-888-671-4777**  
**[www.argosyu.edu/atlanta](http://www.argosyu.edu/atlanta)**



ARGOSY UNIVERSITY/ATLANTA  
980 Hammond Drive  
Building Two, Suite 100  
Atlanta, GA 30328  
(Near Perimeter Mall and MARTA)

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](http://www.ncahlc.org) 1.312.263.0456).

Argosy University/Atlanta is authorized by the State of Georgia's Nonpublic Postsecondary Education Commission (2189 Northlake Parkway, Building 10, Suite 100, Tucker, GA 30064, 770.414.3300, [www.gnpec.org](http://www.gnpec.org))

The University of Georgia  
College of Education Faculty

# Serving Georgia Schools...



**JOHN HOGE**

Associate Professor  
Elementary and  
Social Studies Education

Hoge is the state coordinator for We the People: The Citizen and the Constitution, a nationally acclaimed program that promotes civic understanding among the nation's elementary, middle and high school students.



**BETSY RYMES**

Associate Professor  
Language and  
Literacy Education

Rymes developed and directs Teachers for English Language Learners (TELL), a program designed to recruit non-certified bilingual school personnel and bilingual community members into teacher education programs.



**BRYAN McCULLICK**

Associate Professor  
Kinesiology

In January 2004, McCullick began Project Responsibility at an Athens elementary school in which he uses a teaching approach called Teaching Personal and Social Responsibility (TPSR) Through Physical Activity.



**PAM PAISLEY**

Professor  
Counseling and Human  
Development

Paisley works with the Clarke County Counselors Collaborative, a partnership between program faculty and local school counselors who meet monthly on topics of mutual interest. This partnership is one of six nationally to receive planning and implementation grants from the DeWitt Wallace-Reader's Digest Fund to transform the preparation and practice of school counselors.



**MALCOLM BUTLER**

Assistant Professor  
Mathematics and  
Science Education

Butler directs the Rivers to Reef professional development program in which 20 middle and high school teachers work alongside research scientists over 15 days to identify quality water issues in several southeast Georgia rivers and conduct studies in their own schools and communities.



**KAREN JONES**

Professor  
Workforce Education,  
Leadership, and  
Social Foundations

Jones, recognized nationally by ACTE as the 2005 Outstanding Career and Technical Educator, has spent much of her 20-year career at UGA researching and teaching best methods of preparing vocational career and technical educators to work with Georgia students from special populations who are at-risk for failing or dropping out of school.



**CECIL FORE III**

Assistant Professor  
Communication Sciences  
and Special Education

Fore collaborates with his UGA colleagues on Project WINning Ways in establishing professional development and training for regular classroom teachers on inclusion issues.



**BERNADETTE MUsETTI**

Co-Director  
UGA Center for Latino  
Achievement and Success  
in Education (CLASE)

Musetti works with hundreds of teachers year-round, helping them to learn how to resolve locally identified barriers to Latino student achievement.



**JON CAMPBELL**

Assistant Professor  
Educational Psychology  
and Instructional  
Technology

Campbell is working with 800 middle school students in Oconee, Madison and Jackson counties in a study to determine the best way to introduce an autistic child into a middle school education setting.



## ...Since 1908

The University of Georgia College of Education is dedicated to providing service to the people and schools of Georgia.

[www.coe.uga.edu](http://www.coe.uga.edu)

706-542-6446