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May/June 2005

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On the cover: 2006 Georgia Teacher of the Year,  
Dr. Brenda Shuman-Riley. Photo by Rod Reilly

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# Reflection at This Time of Year is Imperative— How Will Next Year be Different?

**Have you evaluated the impact of your most effective instructional strategy? Have you seen improved test results, and more importantly, do you know the story behind the numbers?**



DR. DIANE RAY

School is out or almost out for educators throughout the state. High stakes test results are back, performance evaluations are completed, we have had training on the new Georgia Performance Standards, and we have learned new terminology as we unpack the standards. With all these demands, have you carved out the time needed to reflect on instruction, assessments, accountability and, most importantly, student learning? Have you evaluated the impact of your most effective instructional strategy? Or better yet, have you pinpointed the strategies implemented that have had minimal impact on student achievement? Have you seen improved test results, and more importantly, do you know the story behind the numbers? Yes, it is time for a little reflection. After all, we need to know if our time and energy made a positive difference. And after this reflection it's time to focus on how next year will be different.

If we single out instruction within our classrooms, we must determine the specific instructional strategies in teaching that are directly linked to improved achievement. Take a look at the test scores from one of your favorite units. What strategies helped your students master the content? Many teachers are astonished to learn that they can be poor judges of what worked and what didn't work in their teaching. In my own teaching, I have been taken by surprise. There have been times when I thought my presentations were truly inspiring. My delivery was animated, my examples clear and my insights were razor sharp. At the conclusion of the instruction, I regretted that I wasn't being observed or videotaped, because I thought it was truly one of my finest presentations. Later, when I asked a question about the ideas or concepts I introduced during that stellar presentation, few could answer correctly.

After squelching my impulse to blame my students, I realized that it is I who must make some changes. I took a closer look at researched strategies that would provide my students with greater mastery. I tried to implement some strategies that I had learned

through professional learning opportunities. I had to look at doing a few things differently. Will you look at implementing different instructional strategies next year for greater student learning?

Analyzing tests or assessments means setting aside some powerful ego issues. Many times my initial response after identifying the items or criteria missed by the majority of students is, "Well, I taught that, they just didn't get it!" Upon further reflection, however, I recognized that effectiveness in teaching is not defined by what we do as teachers, but rather by what students are able to do.

Assessments provide immediate feedback to students, and to us as teachers. Equipped with constructive feedback from assessments, I can make changes in curriculum, teaching and learning that are necessary to improve achievement of students. Have you analyzed the type of assessments you give to your students? Next year will you give common assessments to students in each grade level? Will you collaboratively score these assessments, or will you use rubrics for measuring student success? What will be different? Will assessments be used to guide your instruction?

Accountability for all educators demands the study of practices that yield successes at other schools. Lessons from other schools have a major purpose—that is to prompt educators to validate actions already in place that are producing results, and consider what is not in practice at this time but should be. Possibly studying and replicating the actions of those who are successful could lead to greater student achievement. After all, it is our responsibility as professionals to know how to gain positive results. Thus, resolving to increase success for students may require us to do a few things differently.

Our challenge is to learn from others and recognize transformations that have been made and those that still remain to be made. If we are serious about improving student learning, we have to move beyond our reflection of this year and commit to making instruction, assessment and accountability different for next year. ♦

# Applause for the Session May Be a Bit Premature

**A**t the conclusion of this year's historic session of the Georgia General Assembly many leaders (and a few pundits) were quick to heap praise on the new leadership. In fact, some leaders didn't wait for the pundits but began patting themselves on the back before the sine die confetti had hit the floor. We hope it will be understood if we don't join in the cheers just yet. The 2005 session was not, in our view, a particularly good one for public education in Georgia.

Here are some specific examples and an overall assessment of operational style:

In an attempt to please multiple constituencies, some education legislation originally intended to benefit public schools was broadened to include home schools and private schools. While we have no reason to cast aspersions on either of these two entities, the inescapable fact is that the governor, the legislature and the state school superintendent are public officials with the sworn duty to attend to the needs of public institutions.

Legislation, that in our view would open the door to private and religious school vouchers, was narrowly defeated—much to the chagrin of the governor and his supporters. While protesting to the heavens that there was no such intent, the governor and some legislators balked at legislation which would have ensured no such thing could happen, leaving their protestations ringing a bit hollow.

That issue exemplified one of the more troubling aspects of this past session. Leaders seemed to be saying one thing, yet aggressively pursuing a very different course. We had been told for the past few years that, due to the economic downturn, reduction of class sizes—which has been the law for some years now—would be delayed. This year, with revenues improving dramatically, another two year delay was granted, and the conversation began to switch from, “We'll do this when we can afford it” to “We think this is a local decision.” An unbiased observer might be confused by the supple and evolving nature of this logic.

Decrying the increasing costs of the National Board Certification program, leaders changed it

to require teaching in “high needs” schools in order to earn the additional stipend. What replaced this program was a vaguely worded Master Teacher plan contained in legislation that doesn't begin to take full effect until 2007 and expires in 2009. The desire to radically reduce the cost of the National Board program is clear. Less clear is the long range commitment to teaching excellence.

Our members will be excused if they do not applaud a two percent salary increase, accompanied by a nine percent increase in the cost of health care for themselves and their families. (Rumors around the Capitol that a substantial increase may be on the way in 2006 only served to stoke electoral cynicism). Equally offensive was yet another attempt by legislators and representatives of the brokerage industry to get access to billions from the teacher retirement funds for extremely risky investments.

Finally, a word needs to be said about operational style. Far too many legislative actions came without full discussion and debate. In some cases legislators operated as if the committee process was something to be avoided at all costs. Amendments made at the last minute, offered only after the public input session was over, often were the rule rather than the exception. Amendments from the floor as votes were underway were used to try to breathe new life into previously discredited ideas. While the “eleventh hour ambush” might enhance the smooth flow of legislation and ensure the success of individual and interest group agendas, it is not, in our view, conducive to effective public policymaking.

So, we'll reserve our applause for now. Previous leaders in Atlanta were criticized—rightly, in our view—for legislating with a degree of arrogance and for being out of touch with local realities. We hope that we haven't replaced that leadership with a group for whom ends justify the means, and for whom the public schools are a minor part of its constituency. We've heard our share of fine and supportive language during the past few years coming from our new leaders. While it is no doubt pleasing to the ear, our students and our educators deserve more than just fine words. ♦

**Previous leaders in Atlanta were criticized—rightly, in our view—for legislating with a degree of arrogance and for being out of touch with local realities. We hope that we haven't replaced that leadership with a group for whom the ends justify the means, and for whom the public schools are a minor part of its constituency.**



DR. ALLENE MAGILL





# Teachers Do the Darndest Things— On Their Summer Vacations

By Lee Raudonis

Last summer, Mike Smith, assistant principal at Sara Harp Minter Elementary in Fayetteville, Ga., and his son, Michael, who had just graduated from high school, loaded a 2004 silver Chevrolet Corvette with as much luggage as it would hold (one large gym bag each, a couple of cameras, a laptop and one bag of toiletries), and did what many people talk about, but never do—took off on road trip across the continental United States.

“Since the 9th grade or so, Michael and I had talked about taking a trip when he graduated,” Smith explains. “My goal for this once-in-a-lifetime trip was to spend quality time with my son. If this was my last opportunity to create an everlasting bond between dad and son, I wanted to make the most of the opportunity.

“As graduation neared, we talked more seriously about the trip, making the decision around November to drive cross-country to California. At first, Michael thought we should buy Harleys for the trip. I figured I would make it to the Alabama line before giving up on that adventure, and I encouraged a different mode of trans-

portation, such as a Corvette. This peaked his interest.

“Since I didn’t have a Vette, our first objective was to get one. We looked at different years and models, researched options and used the Internet to compare prices. We finally decided on a silver, 2004 hardtop. What a car! We purchased it in May of 2004 and left Fayetteville, Ga., around June 15. Our itinerary took us to Graceland, St. Louis, Denver, Salt Lake, San Francisco, Los Angeles, Venice, Las Vegas, the Grand Canyon, Arizona, El Paso, Louisiana, Arkansas and Alabama. We traveled a total of 6,300 miles and saw things together that will live in our memories forever. A few things in particular stick in my mind.

“We were traveling through Tennessee early one Sunday morning, around 10:30 a.m.. It was Father’s Day, and at home, we would certainly have been at church. We both knew that we should be at a church, but when you’re driving down the interstate in an unknown area it is easy to keep driving to your next destination. Fortunately, this was not our thinking. I shared with my son that it would be right to be in church and told him that I was going to pray for direction. The prayer was no sooner off my



(left) Chad Crew, Burke County High School science teacher, putting on a Reading Magic Show at a local library for the vacation reading programs.  
(below) Lamar Scott, Doves Creek Elementary School principal in Lucerne, Switzerland (2004).



lips than an interstate sign appeared with the name of a town that Michael recognizes as the town where a Christian college was located (he was familiar with some mission teams from the school). We pulled off to exit, and there in front of us was a church near the campus of the college. It was 10:45 and the worship service was just starting. How great it was to have my son observe faith at work," Smith commented.

"Another day, we were leaving Kansas City, Mo., and traveling west. As we entered the farm area of Kansas, the beauty of the wheat fields against the crisp blue sky was breathtaking. Over each hill we were in awe with what our eyes beheld. We had the same experience as we drove south on California Highway 1 from San Francisco to Los Angeles. I am not a world traveler, but I cannot imagine areas more beautiful."

"Our visit to the Grand Canyon was also an exceptional experience. We caught a flight out of Las Vegas to an Indian reservation located atop the Grand Canyon. I was a little nervous about the flight because the pilot was not much older than my son. We flew over Lake Mead and through part of the Grand Canyon before landing at the reservation. Our Indian tour was very meaningful. The guide was familiar with the area and how his tribe interacts daily with the canyon. Memories like these will remain with me forever!"

After school lets out this year, Smith is planning to spend a much more sedate summer reading and relaxing at the beach, but many of his colleagues across Georgia, are preparing for adventures that will be every bit as interesting and exciting as the great "Vette road trip of '04."

One trip that will be hard to top is that planned by Michael Perry, a National Board Certified business education teacher at Chapel Hill High School in Douglas County. Later in the summer, Perry will present a session on electronic data integration at the Global Conference of Business and Economics in Oxford, England. But getting there will be more than a little adventure.

"My wife and I will travel first to London, then connect in Dublin," says Perry. "We will spend six days in Ireland, traveling from Dublin to Shannon. Then we go back to London and on to South Hampton, where we board the Golden Princess to travel to Zeeburge, Oslo, Copenhagen, Hamburg and Le Harve. We leave



(above, left) View of California Highway 1, (above, right) Mike Smith, Sara Harp Minter Elementary School assistant principal at Grand Canyon, (left) with son, Michael and silver 2004 Corvette.

the ship in South Hampton after 10 days at sea and travel back to London. The next morning we fly to Rome.

"We spend one day in Rome and then board Celebrity Galaxy for 11 days in the Eastern Mediterranean. We will stop at the islands of Mykonos, Rhodes and Santorini, and then go to Istanbul and Ephesus. We continue back to Rome with stops at Athens and then Naples before arriving back at Rome. We travel from the ship for one night and two days on the coast near Naples, Positano and Sorrento. We travel back to Rome by train and fly back to London," he adds.

"We will spend a week in London (including my trip to the conference in Oxford) and then travel to Paris for one day before going on to Madrid. In Madrid we join a tour for 16 days through Spain, Portugal and into Morocco. We will see the Rock of Gibraltar, Casablanca, Marrakesh and major cities in Spain and Portugal. Finally we return home after almost two months of travel."

For Perry and his wife, travel has become an important part of their summers. In 2003, their destination was Ireland. Last year, it was Egypt.

"We started with a stay in Cairo and then traveled by train to Aswan," Perry says. "On arriving at Aswan, we went by armed caravan to Abu Simbel, the great temple of Ramses II. We then sailed up the Nile on a cruise ship stopping at many different spots for guided tours of Edfu, Karnak, Luxor and the Valley of the Kings, then by plane back to our guides in Cairo. We went to the Khal El Kalil Bazzar, which has been in business since the Middle Ages.



Mayan Ruins of Altun Ha near Belize from a recent trip to Western Caribbean by Jacqueline Scalia special education teacher at Eagle's Landing High School. (below, left to right) Edna Carr (former paraprofessional), Jacqueline A. Scalia, her daughter, Diana Cowan, and Marilyn Hall (retired paraprofessional).

We toured Cairo, seeing the place where Jesus was hidden from Herod, and we also saw the Citadel Mosque and the Hanging Church. Our last day of the adventure was a day trip to Alexandria, where we saw tombs, museums, the hotel where Churchill and Montgomery met in WWII, the unearthed Roman amphitheater, as well as the spot where the Lighthouse of Alexandria stood."

Not forgetting that a new school year will soon be at hand, Perry plans to share this summer's experiences with his students. "I plan to enjoy my hobby of photography while gone and take pictures that I can use to create projects for my students in World geography, multimedia and webpage design," he explains.

Other educators will also use at least a portion of their summer break enjoying experiences they can share with students.

Jennifer Harkleroad, a media specialist at Thomas Crossroads Elementary School in Coweta County, hopes to attend two National Endowment for the Humanities (NEH) workshops.

"I'll spend eight weeks at the beach, and then hopefully, go on two Landmarks in American History workshops for teachers sponsored by the NEH—one to the Cherokee Nation in Oklahoma to learn about the Trail of Tears, and one to St. Augustine to learn about explorers between 1492 and 1607. These workshops teach teachers in-depth, and then we are expected to bring the information back to our students. I know from experience that the workshops are excellent! I

Michael Perry, Chapel Hill High School business education teacher and his wife Kim at the top of Blarney Castle. Michael Perry kisses the Blarney Stone. Kim Perry at Saint Kevin's Cell, Ireland.



went to Plimoth Plantation and Savannah, Ga., last year for two workshops and learned mammoth amounts of information."

Nancy Boyle, second grade teacher at Peeples Elementary in Fayette County, is also planning to participate in NEH workshops. "I have applied for one in Maryland and one in Oklahoma. I will take my children and husband along. They will site-see during the day, and we will explore together in the evenings as I relate what I learned during the day."

Lamar Scott, principal of Doves Creek Elementary School in Elbert County, plans to use some of his vacation expanding his knowledge of European culture.

"For the last several years, I have participated in a 10-day tour with Lander University's Fine Arts Dept. Study Tour," says Scott. "Last summer we went to Switzerland where we explored art, music, architecture and literature. We also went to the top of Mt. Polaris and a small group of us went as high as we could near the top of the Matterhorn. This summer we're off to Amsterdam and Copenhagen."

Traveling a bit closer to home, Anne Jones, a teacher at T. J. Elder Middle School, will explore art of a different type.

"Many years ago I heard of the Campbell Folk School in North Carolina and tucked the idea of attending back into the recesses of my mind," she explains. "A friend of mine started talking about learning to weave on a loom. At that time I wanted to learn to spin yarn so that I could use the yarn that I spun to knit a sweater for myself. We researched schools and found Campbell. Since 'spinning' was not offered during the weeks that I hoped to attend, nor was a class on wood working (using a lathe), my next choice was twill basket weaving. I love to learn

new arts."

Alisa Daniel of Screven County Elementary School in Sylvania, Ga., enjoys spending several weeks of her summer break doing what some would consider "work."

"My family thinks I am a workaholic, but to



me, my teaching career is what I love and comes just behind my love for my family. I am co-director of the Georgia Southern Writing Project in Statesboro, Ga., where I spend four weeks, Monday through Thursday, from 8 a.m. to 4 p.m. with teachers across all content areas and all grade levels K- 16. Before I became an official co-director, I attended and helped with the project for three years just because I wanted other teachers to experience the same career changing experience that I had only a few years before.

"The writing project rejuvenates me and helps me to get myself ready to meet my new students each fall. I am more self-confident as a teacher, writer and professional. I enjoy talking to other teachers across the area about common concerns facing education today. The writing project provides me with many opportunities to travel. I have traveled across the United States, meeting other teachers and writers. I have attended writing marathons in many cities, writing about the landscape, the



Jennifer Harkleroad, media specialist at Thomas Crossroads Elementary in 2004 at Plimouth Plantation, the first permanent European settlement in southern New England (AD 1620)

people or just memories of the moment.

"I feel that I have planted a seed that will take root and grow over the next few years. My goal is for teachers to become more confident in themselves as teachers of writing as well as more confident as writers," said Daniel.

Planting seeds of another kind, some teachers plan to spend this summer doing missionary work through their churches.

Claudia Wells, an art teacher at Thomson High School, plans to work in Alaska.

"My only niece at 16-years old, was killed in a car accident recently, so family comes first," Wells explains. "In her honor and to the glory of God, we are all going on a mission trip to Alaska (my sister, her husband and two boys, my husband, daughter, son and daughter-in-law,

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(top) Joseph Jarrell's wife Michelle and daughter, Joanna on the island of Crete. (bottom left) Classroom of Georgia Southern Writing Project, where Alisa Daniel enjoys spending part of her summer. (bottom right) Kim Perry and guide in Egypt (2004) discussing Greek style mummy at Alexandria's Greek-Roman museum.

and four teens from my son's church youth group). We will be visiting remote churches and doing whatever they need us to do—Bible school, repairs to structures, witnessing and visiting. We will be gone almost two weeks. The rest of the summer will be a mix of working, resting and preparing for the next school year."

Trista Ross, a special education teacher at Edwards Middle School in Rockdale County, is heading in the opposite direction to do her missionary work.

"The Lord has provided an opportunity for me to travel with a group from Heritage Hills Baptist Church to Zimbabwe, Africa to work with international missionaries Barry and Marleen Robinson. The mission is to help establish a church in Nyakatora, a village on the Zambezi Valley floor 50 miles north of Mt. Darwin. We will be working with pastor Median Chitsero to help establish a new congregation of believers in this region.

"We will spend the first few days in door-to-door evangelism, discipleship and conducting evening meetings. We will share testimonies, music and film. Sunday we will have morning church with new believers. We will then travel to Antelope Park for a day of rest. After that we will go on to Hwange National Park for a Game Drive. We will spend our final day in Victoria Falls and then fly back to Atlanta. This will be an amazing opportunity to experience sharing the gospel in the 'real' Africa."

While venturing no further than Milledgeville, Ga., Suzanne Walshe and her husband, Michael, will reach out to people closer to home. "My husband, also a teacher, and I will continue to provide care for foster children in our county this summer." She says. "We will enjoy spending time with seven children, ages four to



14, at our house on Lake Sinclair."

A somewhat more traditional summer trip for many educators is helping chaperone high school students on trips overseas. Joseph Jarrell, world history teacher at McIntosh High School in Fayette County, has already made 10 international trips, including five with students. This year, in July, he and his family will travel with several students from McIntosh High School to Russia.

"My student trips have been to Russia (summer 1993), Italy, Greece and the Aegean Islands (summer 1994), Germany (summer 1995), Egypt (summer 1996), and China (summer 2002) and the forthcoming trip to Russia," Jarrell says. "All my student tours are in conjunction with EF Educational Tours which is headquartered in Boston. My group is always combined with tour groups sponsored by other teachers from around the country. I enjoy the student tours because it provides a way for students to see historical sites we

have studied at school."

Rebekkah Roberts, teacher at Lorraine Elementary School in Rockdale County, is also helping take a group of high school students to Europe. And when she returns, she plans to take a music workshop for a week, sponsored by Gwinnett County and a local music teacher group (Orff Association).

Pierce County High School teacher Kathryn Tison never had the opportunity to go to Europe when she was a student, so she plans to make up for it this year.

"My daughter and I plan to go to Europe for 18 days in June with my high school history teacher, Starr Wheeler, retired educator from Glynn Academy in Brunswick. She has taken groups of high school students on trips of this sort since even before I entered high school. I was not able to attend when I was a student, so my parents offered to send us for my 40th and my daughter's 16th birthdays."

Vilissa Talcotta, a McDuffie County teacher, is also planning a mother-daughter trip. "My mother and I are celebrating our birthdays (75 and 50) this June with an Alaskan cruise. We will

take the helicopter ride to a glacier, land on it and walk around on the glacier. We will take a smaller boat out to get closer to the whales as they rise from the sea and land, using their tail to splash those of us in the boat.

"Later in the month, my older brother and his family will come from Ohio, and we all intend to go to the Okeefeenokey Swamp and spend a day or two there. Before June is over with, I will work with RESA on curriculum mapping. In July I will go to Connecticut to see a friend who has agoraphobia and has been in his apartment for over 10 years now. I usually spend a week with him. I have plans to stop in New Jersey and spend a week on the beach with my in-laws. And by the end of July, right before I return for pre-planning, I will finish my Specialist in Leadership. I have a full summer, but I will enjoy it. When I am not in class or on the road, I will be working on my plans for the fall classes and catching up on my reading."



Undoubtedly, many thousands of Georgia teachers look forward to summers so they can spend meaningful time with friends and family.

PAGE President-elect Ken Russell, social studies teacher at Dalton High School and his family are going on a Mediterranean Cruise in June.

"My in-laws are taking all four of us, my wife Kathy's sister and her husband, and Kathy's brother on a cruise that starts and ends in Barcelona. This is to celebrate their 50th wedding anniversary and my daughter's 16th birthday. When I get back I hope to be taking a class in Asian art at the University of Tennessee at Chattanooga."

Garnett Ray, principal at New Mountain Hill Elementary in Harris County, will be taking his entire family to Scotland this summer to visit relatives, attend a wedding and hopefully take in at least one round of the British Open at St. Andrews.

Marthan Morrison, a teacher at Bowdon Elementary School in Bowden County, and her husband are going to Alaska in June, while Jacqueline A. Scalia, interrelated special education teacher at Eagle's Landing High School in Henry County, is planning to spend a week on the island of Ambergris Caye, off the coast of Belize, exploring the Mayan ruins, snorkeling, and perhaps a bit of diving.

"This year I am traveling with my boyfriend and his brother and sister-in-law," says Scalia. "They selected Belize and invited us to come along. They are really into scuba diving, and Belize is a great spot for that activity. This will be my first experience scuba diving, although it will not be my first trip to Belize. Two years ago, my daughter and I took a Western Caribbean cruise during our fall break. We stopped in Belize City at that time and took a shore excursion to the Mayan Ruins of Altun Ha."

While Georgia, teachers find many unique and productive ways to spend the months of June and July, few are as literally "magic" as that chosen by Chad Crew, Burke County High School Science Teacher.

"I will be doing a reading magic show for the vacation reading programs at libraries across the Southeast," he reports.

And then there is the summer vacation that is the fantasy of many teachers, as described by Audrey Smith, Burke County High School English/Language Arts teacher.

"This summer I plan to do lots of reading and writing! I plan to finish writing my



Joseph Jarrel's daughter Joanna in Paris

fourth novel and begin the ambitious task of reading every novel in my local library. I'll be working through the 'A' authors and hope to make it halfway through the C's."

Ah, yes, an ambitious goal, indeed.

If you don't have plans yet for your summer vacation, you may want to consider the advice of Don Boswell of Carroll County.

"Jewel and I both work at Sharp Creek Elementary School. Jewel works in the cafeteria, and I drive a school bus and sub teach. As soon as school is out we plan to go on our honeymoon. This is a little late, because we have been married for 46 years.

"We plan to leave Carrollton, heading north to Chicago, east to Niagara Falls, then down to Hershey, Penn. Next, we will go to Philadelphia and New Jersey, south to Washington, D.C., then on to Charleston and Savannah. We plan on being out two weeks or to the point where Jewel says, 'lets go home.' When Jewel and I semi retired, several retired friends gave us some good advice. They said, 'Go while you can because some day you'll just be sitting on the front porch wishing that you had.'" ♦

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## PAGE Foundation Names 2005 PAGE STAR Student and Teacher



(Left to right) 2005 State PAGE STAR Teacher Philip Heier accepts a crystal vase from the PAGE Foundation and a \$2,500 award from the Frances Wood Wilson Foundation presented by its Executive Vice President Blitch Ann Bird, and 2005 State PAGE STAR Student Lucas Bermudez receives a crystal vase from the PAGE Foundation and a BellSouth scholarship of \$5,000 presented by Carolyn Lovett, BellSouth senior director for external affairs and chair of the PAGE Foundation.



The 2005 State PAGE STAR Student Lucas Bronson Bermudez (left), a senior at Gwinnett County's Parkview High School, and his State PAGE STAR Teacher Philip Heier (right), an Advanced Placement Physics teacher at Parkview High School.



The Bermudez family and Philip Heier gather in the Green Room of WAGA-TV Channel 5 in Atlanta prior to their appearance on the "Good Day Atlanta" news show. Seated are (front row, left to right) Lucas, Sonja, his mother; Shannon Rio, his sister; and Diego, his father, and (second row) his STAR Teacher Philip Heier.

Lucas Bermudez, a senior at Gwinnett County's Parkview High School, is the 2005 State PAGE STAR (Student Teacher Achievement Recognition) Student. He named his Advanced Placement Physics teacher, Philip Heier, as his State PAGE STAR Teacher. Joseph Song, a senior at Gwinnett County's Brookwood High School, was named First Runner-up State PAGE STAR Student and chose Dr. Dan Rawlins, his Advanced Placement Biology teacher, as his STAR Teacher.

The announcement came on April 20 at the 2005 State PAGE STAR Banquet held at the Sheraton Buckhead Hotel in Atlanta. Twenty-eight STAR Student Region Winners were finalists in the culminating event of the STAR program, which began earlier

this year with the naming of 466 STAR Students selected from participating public and independent schools from across the state. The STAR program is coordinated and sponsored by the PAGE Foundation. The Georgia Chamber of Commerce and the Georgia Department of Education are co-sponsors. Now in its 47th year, the program has honored more than 19,000 students and their teachers for academic excellence. This year, 19 of the finalists scored 1600 on a single administration of the SAT examination.

Bermudez plans to attend Yale University, where he will study Literature and Mechanical Engineering. As this year's State PAGE STAR Student, he was honored with a \$5,000 scholarship



Steven Orr, Region STAR Student from St. Pius X Catholic High School in DeKalb County (far left) joins (left to right) Tom Wommack, president of the PAGE Foundation; Carine Davila, Region STAR Student from Lassiter High School in Cobb County; with Doug Hopkins and Bill Covington; of The Coca-Cola Company, at the reception, sponsored by The Coca-Cola Company.



PAGE President Dr. Diane Ray (center) congratulates Lucas Bermudez (left), and Philip Heier, the 2005 State Winners



Hunter Hopkins, Governmental Affairs representative for the Georgia Chamber of Commerce, a co-sponsor of the STAR program, delivers greetings from the Chamber.

from BellSouth, presented by Chair of the PAGE Foundation and Senior Director for External Affairs for BellSouth Carolyn Lovett. His chosen State PAGE STAR Teacher Philip Heier received a \$2,500 cash award from the Frances Wood Wilson Foundation, presented by its Executive Vice President Blitch Ann Bird. First Runner-up Joseph Song plans to attend either Duke University or Emory University in the fall, and plans to study biomedical engi-

neering or biology. PAGE President Dr. Diane Ray presented him with a \$1,000 scholarship from the PAGE Foundation.

Bill Covington, key account manager for The Coca-Cola Company, also presented the First Runner-up with The Coca-Cola Scholarship of \$1,000. Mozelle Christian, the first director of the STAR program, presented the First Runner-up State PAGE STAR Teacher Dr. Dan Rawlins with the Mozelle Christian Award of



Presenting the Class of 2005 STAR Students and Teachers: 39 high school STAR Students and Teachers attended the 2005 State PAGE STAR Banquet and were presented with a memento of the evening by PAGE Foundation.

\$500. The PAGE Foundation, The Coca-Cola Company and AGL Resources sponsored the State Banquet. The Coca-Cola Company also sponsored the evening's reception and awarded each of the 28 finalists with a \$100 gift.

Following the regional winner interviews by Nwandi Lawson, senior correspondent for Georgia Public Broadcasting, PAGE Executive Director Dr. Allene Magill and Carolyn Lovett pre-

sented each of the finalists and teachers a hand-blown glass star. At their region events, region winners received a \$500 cash award from the Cecil B. Day Foundation. Sponsors of this year's event were represented by Georgia Chamber of Commerce Governmental Affairs Representative Hunter Hopkins and Director of Corporate Relations for AGL Resources and a PAGE Foundation Trustee Rene Pennington. ♦



The 2005 First Runner-up State PAGE STAR Student Joseph Song (right), a senior at Gwinnett County's Brookwood High School, and his STAR Teacher Dr. Dan Rawlins, who taught Song Advanced Placement biology and was a STAR Student himself.



2005 Runner-up State PAGE STAR Student Joseph Song (second from left), accepts a \$1,000 Scholarship from The Coca-Cola Company presented by Coca-Cola representative Bill Covington (far left) and a \$1,000 Scholarship from the PAGE Foundation presented by PAGE President Dr. Diane Ray (far right). Joining them for the presentation is Mozelle Christian (second from right), first director of the STAR Program. Five years ago Christian established the \$500 Mozelle Christian Award to honor the Runner-up State PAGE STAR Teacher.



The regional winners posed for a group photo prior to the Judge's Luncheon. Pictured here are the 28 finalists (left from bottom of stairs to top) Carine Davilla,, of Marietta; Michelle Brouner, of Atlanta; Saranya Selvaraj, of Lilburn; Elizabeth Godbey, of St. Simons Island; Sarah Richards, of Snellville; Sarang Shah, of Acworth; Johannes Liem, of Alpharetta; Tony Fan, of Marietta; and Zach Strother, of Martinez, and (center row, from bottom to top) Jenny Zhang, of Duluth; Ginger Tanton, of Lawrenceville; Ming Jyh Lin Jr., of Valdosta; Allie Chambers, of Gray; Steven Orr, of Atlanta; Brianna Veenstra, of Columbus; Nakul Shekhawat, of Evans; and Joseph Song, of Snellville, and (right row, from bottom to top) Brad Hamilton, of Gainesville; James Hildreth, of Bremen; Marsha Kocherla, of Albany; Grant Fiddymont, of Alpharetta; Mitch Costley, of Conyers; Sylvia Richardson, of Cumming; Wei Ho, of Atlanta; Thomas Harley, of Hampton; Greg Howe, of Savannah; Lucas Bermudez, of Lilburn; and Shuo Zhang, of Duluth.



# 2005 STAR Teachers System Winners

\* Indicates Region Winner & State Finalist

Appling County	Mary Ann Ellis
Atkinson County	Tammy Wood
Atlanta City	Gayle Brown
Atlanta City	Robin-Lynn Clemmons
Bacon County	Gail Williams
Baldwin County	Ann Bertoli
Banks County	Lesa Duncan
Barrow County	Matt Perry
Bartow County	Sara Crews
Ben Hill County	Crimora Stanley
Berrien County	Tara M. Jones
Bibb County	Travis H. Dotterer
Bleckley County	Andrea Williams
Brantley County	Angela B. Haney
Bremen City	Scott Hodges*
Brooks County	Marrion Flowers
Bryan County	Patrick J. Paruso
Buford City	Tim Harris
Bulloch County	Lynda Webb
Burke County	Karen Reeves
Butts County	Marsha Williams
Calhoun City	Greg Green
Camden County	Susan E. McMurray
Candler County	DeWayne Collins
Carroll County	Bobbie Emmons
Carrollton City	Jan Watts
Cartersville City	Jeri-Lyn Flowers
Catoosa County	Linda H. West
Charlton County	Shirley Crews
Chatham County	Kevin Gavin*
Chattooga County	Steven J. Hayes
Cherokee County	Kit Miller
Chickamauga City	Ed Clendenen
City of Decatur	Jeanne Duncan Lee
Clarke County	Elaine Pappas*
Clayton County	Robert Alan Putnam
Clinch County	Mary Ruth Harper
Cobb County	Dr. Cheryl Crooks*
Cobb County	Dr. Tengiz Shonia*
Cobb County	Dr. Wylie Brown*
Coffee County	Dana Davenport
Colquitt County	Kathy D. Wright
Columbia County	Charles P. Heywood*
Columbia County	John Cato*
Commerce City	Steve Savage
Cook County	Debra Ragland
Coweta County	Robert Patrick
Crawford County	Michael Vaughn

Crisp County	Susan McKinney
Dade County	Jessie Potts
Dalton City	Mary Ann Johnston
Dawson County	Sherry Browning
Decatur County	Roy Zimmerman
DeKalb County	Barbara Broadway*
DeKalb County	Dr. Jessica K. Hunt*
DeKalb County	Kevin Mullally*
Dodge County	Charlotte C. Miller
Dooley County	Michelle S. Ingram
Dougherty County	Jaime Claymore*
Douglas County	John R. Siegel
Dublin City	Susan Thornton
Early County	Tammy Taylor Kilgore
Effingham County	Kristen Richards
Elbert County	Ronnie Kidd
Emanuel County	Melanie Frye
Evans County	Teresa Perkins
Fannin County	Sandra Burlingame
Fayette County	Emily Willis
Floyd County	Ashleigh Nicole Huggins
Forsyth County	Mary Moffit*
Franklin County	John H. Beasley
Fulton County	Carol Koenig*
Fulton County	Ross Friedman*
Gainesville City	Michael McCann
Gilmer County	Dan Worley
Glascok County	Dale Garner
Glynn County	Williard Owen Pool*
Gordon County	Alan Hughes
Grady County	Kaye G. Helms
Greene County	James M. Eaton
Gwinnett County	Becky Duvall*
Gwinnett County	Dr. Dan R. Rawlins*
Gwinnett County	Joe S. O'Neal*
Gwinnett County	Philip Heier*
Gwinnett County	Susan Henderson*
Gwinnett County	Terry Nicholson*
Habersham County	Martha K. Cantrell
Hall County	Margaret Ensley*
Hancock County	Adrienne Harris
Hancock County	Doris Garland
Haralson County	Paul Ramsey
Harris County	Elizabeth Brooks
Hart County	Eric Berryman
Heard County	Paul Mixon
Henry County	Dr. Salvatore Angelica*
Houston County	Jennifer Bowers

Irwin County	Linda Roberts
Jackson County	Chris Embrick
Jasper County	Doug Huff
Jeff Davis County	Ken Parlor
Jefferson City	Janet Schwartz
Jefferson County	Robert Lee Holbert
Jenkins County	Natalie Whittle
Johnson County	Teresa Powell
Jones County	Sherry Sanders*
Lamar County	Carson Selph
Lanier County	Benjamin Culpepper
Laurens County	Donna Pollock
Lee County	Robby Davis
Liberty County	Amanda A. Durden
Lincoln County	Kathryn P. Thomas
Long County	Mike McCall
Lowndes County	Margaret Y. McCranie
Lumpkin County	Juanita Tipton
Macon County	Robert Belflower
Madison County	Latana Coile
Marietta City	Winona Robuck
Marion County	Olin L. Hollomon
McDuffie County	Christy Brown
McIntosh County	Sandra Williamson
Meriwether County	Noel Jordan
Miller County	Leigh Ann Walton
Mitchell County	Betsy H. Caldwell
Monroe County	Susan Meacham
Montgomery County	Anne L. Smith
Morgan County	Pam Turner
Murray County	Charles Longmire
Muscogee County	Claire Derr*
Newton County	Eric Adams
Oconee County	Dr. Betty Jo Wallace
Oconee County	Randy Reid
Oglethorpe County	David Roper
Paulding County	Veronica Cook
Peach County	Mary Jean Banter
Pelham City	Michael Boyd
Pickens County	Suzette Hermann
Pierce County	Anna Lewis
Pike County	Elaine F. Mangham
Pike County	Harold Yancey
Polk County	Carol Fugelsoe
Pulaski County	Dawne Bryan
Putnam County	Jose DeLoach
Rabun County	Marion "Hap" Truslow
Randolph County	Victoria Beard

Richmond County	Caroline Miklosovic
Richmond County	Debra Brigham
Rockdale County	Dr. Charles Garner Jr.*
Rome City	Wesley Styles
Schley County	William Rooks
Screven County	Krista Aaron
Seminole County	Ellen Skewes
Seminole County	Susan Chambliss
Social Circle City	Constance Cannon
Spalding County	Lesa Davis
Stephens County	Donna Collins
Stephens County	Jennie Clifton
Stephens County	Robert Magee
Sumter County	Matthew Cullifer
Tattnall County	Miranda Moseley
Taylor County	June Knight
Telfair County	Jennifer A. Jones
Terrell County	Don Daniel
Thomas County	Ann Larson
Thomaston-Upson County	Nancy Allen
Thomasville City	Lynn Stowers
Tift County	Sandra Hunt
Toombs County	Robert W. George
Towns County	Daren King
Treutlen County	Janice H. Walden
Trion City	Allen Hayes
Troup County	Natalie Givins
Turner County	Vicki Sherling
Twiggs County	Yvonne Butler
Union County	Laureen Karen Batchelor
Valdosta City	Charlotte Duplantis*
Vidalia City	Cheryl Williams
Walker County	Justin Keith
Walton County	Caroline Roberts
Ware County	Ricky Harwood
Warren County	Jeanie Joesbury
Washington County	Eloise Adams
Wayne County	Betty Benner
Wheeler County	Renae Evans
White County	Sara Kennedy
Whitfield County	Michelle Bailey
Wilcox County	Carla G. Brooks
Wilkes County	Debbie Mcleod
Wilkinson County	Eleanor Angles
Worth County	Donna C. Daughtry

## Gwinnett County's Berkmar High School is PAGE Georgia Academic Decathlon State Champion



Academic Decathlon Founding State Director Howard Stroud (back row, far left) joins PAGE Georgia Academic Decathlon State Champions Berkmar High School following the awards presentation. Team members include (back row, left to right) Brandon Ball, Matthew Caldwell, Gregory Rothmeier, Stewart Barnes and Coach IV Bray, and (front row, left to right) Matthew Treager, Michael Brown, Chris Knight, Jami Mathewson and Katie Harazin.

For the third consecutive year Gwinnett County's Berkmar High School, coached by IV Bray, is the overall PAGE Georgia Academic Decathlon (GAD) State Champion and the Division I (large school) winner. Muscogee County's Columbus High School, coached by Lina Yates, is the Division II (small school) champion. The announcement came Saturday evening, Feb. 26, 2005, at the PAGE GAD Awards Banquet, the culminating event of the two-day academic competition. Berkmar High School's team scored the highest points overall in Division I and II, and was awarded the Howard Stroud Championship trophy. The team represented Georgia at the United States Academic Decathlon National Finals held in Chicago, IL, in April. The PAGE Foundation, The UPS Foundation, Apple Computer, Inc., the Georgia Power Foundation, the Georgia Department of Education and The Coca-Cola Company sponsor the Decathlon. The competition takes place at Berkmar High School and is hosted by the Gwinnett County Public School System.

Other winners include, in Division I (large school), First Runner-up Chatham County's

Jenkins High School, coached by William Avila, and Second Runner-up Muscogee County's Hardaway High School, coached by Carmen Kimsey. In Division II (small school), Bibb County's Central High School, coached by Ira Joseph, was named First Runner-up and Walton County's Monroe Area High School,

Columbus High School's Decathlon team is the 2005 PAGE Georgia Academic Decathlon Division II Champion and Second Runner-up in the Apple Computer Super Quiz Oral Relay. Team members include (left to right), Coach Lina Yates, Matt Lord, Brianna Veenstra, Julian Hernandez, Tiffanee Huling, Emily Burden, Cathryn McCrimmon, Joyce Gallatin, Savannah Donahue, Cameron Tommey and Assistant Coach Jan Carter.



Chatham County's Jenkins High School is Division I First Runner-up. Team members include (front row, left to right) GAD Coach Jan Avila, Cordae Latson, Julia Degon, Julia Yu and Annie Bockius-Suywn, and (back row, left to right) Chris Sams, Chris Champagne, Billy Bishop and GAD Coach Bud Avila (not pictured, teammate Luci Mesco).



Hardaway High School's Decathlon team is the 2005 PAGE Georgia Academic Decathlon Division I Second Runner-up and First Runner-up in the Apple Computer Super Quiz Oral Relay. Team members include (left to right) Justin di Felicianantonio, Jamie Williams, Kayla Horofker, Josh Rizzo, Preethi Chidambaram, Tonya Gilmartin, Rachel Cabarrus, Archana Chidambaram, Luyando Handia, and Coach Carmen Kimsey.



Bibb County's Central High School is the Division II First Runner-up. Team members include: (front row, left to right) Lisa Bui, Julie Bui, Taylor Willingham, Bo Brown and coach Ira Joseph, and (back row, left to right) Sameer Gupta, Coty Jones, Jeremy Jones and Andrew Conn.

coached by Mindy Dess and Brad Williford, was named as Second Runner-up.

More than 240 high school students from 27 high schools, representing 23 school districts, competed in the academic event. During the competition, students were tested in seven content areas: economics, art, language and literature, mathematics, social science, music and written Super Quiz. In addition, students earned points individually in three communication events: public speaking, a personal interview and a written essay. The program is unique because each nine-member team is made up of three "A" students, three "B" students and three "C" students. Each year the program features a different overall curriculum topic. This year's topic was "Exploring the Ancient World."

On Saturday afternoon, students participated in the exciting Super Quiz Oral Relay, sponsored by Apple Computer, Inc. During the relay, team members competed in a quiz bowl format, keying in answers to questions regarding this year's topic, "Astronomy—From Empty Space to Incredible Universe: The Sky is Not the Limit." Gwinnett County's Berkmar High School, coached by IV Bray, was named this year's Apple Computer Super Quiz Oral Relay Champion; Muscogee County's Hardaway High School, coached by Carmen Kimsey, was First Runner-Up; and Muscogee County's Columbus High, coach by Lina Yates, was Second Runner-Up.

The decathlon culminated with the PAGE GAD Awards



Walton County's Monroe Area High School is the Division II Second Runner-up. Team members include: (front row, left to right) Mondrekio Robertson, Matthew Chapman, Kacie Milligan, Tara Queen and Alice Richardson and (back row, left to right) Coach Brad Williford, Joel Cofield, Stephen Noble, Kyle Queen, Kevin Spears, Billy Diehl and Coach Mindy Dess.

Banquet held Saturday evening at the Atlanta Marriott Gwinnett Place, during which the highest-scoring students were awarded both team and individual medals in the various competition categories and the state champion was announced. In addition, a special award was presented to The UPS Foundation Program Manager Scott Fasnacht acknowledging the years of support, through financial donation and volunteer involvement, given by The UPS Foundation to the PAGE Georgia Academic Decathlon program. Berkmar High School's Coach IV Bray was also cited with a special presentation as a dedicated and inspirational Decathlon coach. David Chandley, meteorologist for Atlanta's Channel 2, WSB-TV, served as master of ceremonies for the awards banquet.

*Continued on page 16*

## THE NINETEENTH ANNUAL PAGE GEORGIA ACADEMIC DECATHLON IN PICTURES



The 2005 Speech Competition gold medal recipients present their award-winning speeches during the GAD Awards Banquet. This year's winners include (left to right): Caitlin Dorne, Cook High School, Honors Division; Alice Richardson, Monroe Area High, Scholastic Division; and Dondy Aponte, Cook High School, Varsity Division.



PAGE GAD State Coordinator Dr. Ruth Cowan (left) joins Scott Fasnacht, The UPS Foundation program director, following the presentation of a special award to The UPS Foundation acknowledging the years of financial support and volunteer involvement given to the PAGE Georgia Academic Decathlon program by UPS and its employees.



In recognition of his dedicated and inspirational leadership as a Decathlon coach, Berkmar High School GAD Coach IV Bray (right) receives a special award from PAGE GAD State Coordinator Dr. Ruth Cowan.

Muscogee County's Columbia High School student Brianna Veenstra (right) earned special honors as the highest individual scorer in the Honors Division of the Decathlon. Tim Chason, PAGE Georgia Academic Decathlon advisory board member, presents her with her award.





# Former Governor Joe Frank Harris is Keynote at FEA in GA Day on Capitol Hill

On March 15, 2005, Future Educators of America in Georgia (FEA in GA) chapter members converged for their annual Day on Capitol Hill. More than 300 FEA members representing 23 Georgia high schools gathered at the Georgia Railroad Depot in Atlanta, where they had the opportunity to meet with their legislators, visit the Capitol and attend a workshop presented by Deputy Superintendent for Information Technology Dr. Mike Hall. His session focused on how technology is changing Georgia's classrooms, and he spoke with the future educators about how their careers will differ from those of today's teachers.

The day's event culminated in a luncheon with legislators and many of Georgia's educational leaders. Kennan Ducey, a high school senior and FEA member from Harris County High School, served as emcee for the event. Barbie Rainwater, an FEA member from Lee County High School, delivered the inspiration and invocation, and Nicobia Johnson, a member of Norcross High School's FEA chapter, led the Pledge of Allegiance. Athena Alexander, an FEA member from White County High School, shared her reflections on the 2004 FEA Summer Institute and encouraged FEA members and advisors to attend this year's FEA Summer Training (FEAST) to be held June 6-8, 2005, at Georgia College & State University in Milledgeville. Following an introduction by Arn st. Cyr, a member from Booker T. Washington High School's FEA chapter, former Governor Joe Frank Harris delivered the keynote address. Governor Harris inspired the future teachers with his thoughts regarding the impact teachers have on students' lives.

While the students enjoyed the various activities of Day on the Hill, a panel of judges reviewed entries in the annual scrapbook competition as well as the new chapter display competition. The scrapbook competition winners are: Lee County High School, first place; Hardaway High School (Muscookee County), second place; and South Gwinnett High School, third place.



Third place honors in the Scrapbook Contest were awarded to South Gwinnett High School's FEA in GA Chapter. Chapter members include: (front row seated, left to right) Ayanna Courtney, Belinda Dennis, Courtnay Bell and Skye Mendelson, and (second row, left to right) Nicole Osborne, Simone Jameson, Kristen Williams, Chadeesia Dunkley, Shonitria Anthony and Jasiyah Khalil, and (back row, left to right) Nina Ely, Stephanie Childs, Libby Redditt, Molly Redditt, Brett Richards, Ashley Ahmed, Grace Johnson, Dupe Adebayo and FEA Advisor Stacy McLean.

Winners of the chapter display competition are: Hardaway High School, first place; and Lowndes County High School second place.

*Continued on page 18*



The Lee County High School FEA in GA Chapter captured first place honors in this year's Scrapbook Competition. Chapter members include: (front row, left to right) Tori Oxford, Corinne Ellis, Katie Woodward, Barbie Rainwater, FEA Advisor Kim Hopkins and Amanda McNeal, and (back row, left to right) Samantha Shelton, Randi Dean, Ashley Chatman, Anna Gamache and Sara Wells.



Muscookee County's Hardaway High School FEA in GA Chapter won second place honors in the Scrapbook Competition and first place honors in the Chapter Display Competition. Pictured are (front row, left to right) Sonjanique Bennett, Philandria Williams, Anna Rolling and Meredith Welch, and (back row, left to right) Andrea Goldring, Dennis Chauvey, Ashley Sias, Tonya Woodard, Brian Jones, Amy Mikulecky, Sung Kwon, Craig Parker and FEA Advisor Wendy Harding.



Lowndes County High School's Chapter Display "rocketed" them to second place honors. Chapter members include: (left to right) FEA Advisor Anglia Webb-Crosby, Katie Faulkenhausen, Kendra McKenzie, Keeli Cason, Lauren Coats, Lee Green and James Howel.



(left to right) PAGE Foundation President Tom Wommack and PAGE Executive Director Dr. Allene Magill welcome Governor Joe Frank Harris as Keynote Speaker for the FEA in GA Day on Capitol Hill Luncheon.



Harris County High School FEA in Georgia Chapter members (left to right) Cecily Swecker, Megan Henderson, History teacher and chaperone Rwanda Gates, Serena Mills and Kim Logue participated in FEA Day on Capitol Hill activities.

The next statewide FEA in GA event will be the 2005 FEAST (FEA Summer Training) to be held June 6-8, 2005, at Georgia College & State University in Milledgeville. Chapters will spend three days with educational and community leaders such as Dr. Betsy Rogers, 2003 National Teacher of the Year; Randy Scott, 2003 Florida Teacher of the Year; Chase Puckett, 2005 Georgia Teacher of the Year (invited); Dr. Dorothy

Leland, President of Georgia College & State University and Ben Boswell, senior vice president of Wachovia. Information about FEAST is available at [www.pagefoundation.org](http://www.pagefoundation.org) in the FEA in GA section.

A partnership of the PAGE Foundation and Phi Delta Kappa International, FEA in GA is the state's program for Georgia middle and high students who plan to become educators. Information about FEA in GA can be found at [www.pagefoundation.org](http://www.pagefoundation.org). For information about starting an FEA in GA chapter in middle or high school, contact the PAGE Foundation's Manager of Student Groups, Mary Ruth Ray, at [fea@pagefoundation.org](mailto:fea@pagefoundation.org) or toll-free, (888) 413-1078. ♦



Deputy Superintendent Dr. Mike Hall talked about how technology is changing Georgia's classrooms during his workshop presentation.



During his remarks, former Governor Joe Frank Harris spoke about the important role teachers play in the lives of their students.

## 20th Anniversary Celebration to be "PAGE Turning" Event

The PAGE Foundation will celebrate its 20th anniversary on Sept. 19, 2005, at a gala banquet to be held at the Fox Theatre's Egyptian Ballroom in downtown Atlanta. BellSouth-Georgia President Phil Jacobs will chair the Host Committee for the signature event, which is designed to recognize the people and the programs that have contributed to the Foundation's success. Singled out for special recognition during the banquet will be Georgia-Pacific Foundation President and former PAGE Foundation Chair Curley M. Dossman, Jr.

"The banquet on Sept. 19 is the first time the PAGE Foundation has been introduced to the community in such a



BellSouth-Georgia President Phil Jacobs

grand and public way," said Foundation President Tom Wommack. "With support from the corporate community we hope to make this event a very special affair that pays tribute to the teachers, business leaders, foundation executives and elected officials who have made it possible for the PAGE Foundation to exist and be of service to students and teachers. We are very excited to have Phil Jacobs chair the Host Committee, because he is enormously respected in the business community, which we hope will support this event." Wommack added that a primary purpose of the anniversary celebration is to raise money for the Foundation and professional learning programs such as the PAGE Teacher Academy.

Betsy Palmer, PAGE Foundation trustee and AT&T's regional vice president for public affairs, is chairing the committee planning the gala. Details regarding the purchase of tickets will be made available through the PAGE Foundation website, which is [www.pagefoundation.org](http://www.pagefoundation.org). ♦



# Professional Learning Communities: Nurturing Teacher Leadership and Improving Student Achievement



DR. EDIE BELDEN

**W**ith accountability and annual yearly progress weighing heavily on the shoulders of administrators and teachers, is it time for schools and school systems to give serious consideration to professional learning communities?

## WHAT A PROFESSIONAL LEARNING COMMUNITY IS AND IS NOT

The concept and term of professional learning community has been mitigated, perhaps even compromised, to mean any number of things, such as extending classroom practices into the community, bringing community personnel into the school to connect the curriculum to real-life experiences and implementing parent-faculty advisory councils. While all of these are worthy efforts, they do not constitute professional learning communities.

In its purest form, a professional learning community is a group of adults in a school who bond together for the purpose of pursuing a clear and shared vision for student learning, engage in individual and collective collaborative activities to achieve their purpose and take collective responsibility for student learning. The purpose is simple: to improve the learning and achievement of every student.

Learning communities are built around the needs of students. Faculty, staff and parents work to create a learning climate that focuses on reflective practice, collegiality, professional development and shared accountability.

## CREATING A CLIMATE AND CULTURE FOR BUILDING PROFESSIONAL COMMUNITIES

Professional learning communities emerge when there is a nurturing and nourishing environment. To build a climate that fosters learning, certain conditions must be present. Cambridgeport School (K-8) in Cambridge, Massachusetts found these conditions to be essential to the development and sustainability of their professional learning community:

1. Purposeful, thoughtful, school-wide values developed by the professional community with input from families and students;
2. Respect for the work that teachers do;
3. Time to work and reflect together; and



4. Shared leadership where the professional staff plays a strong role and where paraprofessionals and families help lead the learning community.

(Learning Communities: A New Definition of Professional Development,

Massachusetts ASCD FOCUS, Winter 2004. [www.mascd.org/docs/focwin04.htm](http://www.mascd.org/docs/focwin04.htm).

Another group has identified 10 qualities necessary for building a professional learning community.

1. **Safety and Trust:** Participants reveal their concerns, problems, and weaknesses in an atmosphere of safety and trust.
2. **Openness:** Participants share their thoughts and feelings without retribution.
3. **Respect:** Members feel they are valued and respected.
4. **Responsiveness:** Members respond respectfully to each other and the facilitator responds quickly to participants.
5. **Collaboration:** Collaborative activities, programs, projects and discussions are the building blocks of success.
6. **Relevance:** Relating subject matter and teaching practices enhances learning outcomes.

**Learning communities are built around the needs of students. Faculty, staff and parents work to create a learning climate that focuses on reflective practice, collegiality, professional development and shared accountability.**

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**7. Challenge:** Expectations for personal and learner outcomes are high and create a sense of progress, accomplishment and scholarship.

**8. Enjoyment:** Activities include opportunities to celebrate, lighten-up, or bond.

**9. Esprit de Corps Sharing:** Grade-level, team, school and system outcomes builds pride, loyalty and understanding.

**10. Empowerment:** Participants gain a new sense of worth—effectiveness, confidence and competence.

(Faculty Learning Communities: Ten Necessary Qualities for Building Community. [www.units.muohio.edu/flc/qualities.shtml](http://www.units.muohio.edu/flc/qualities.shtml)).

### CHANGING ROLES

Many authors reference role changes that must take place in the school for professional learning communities to thrive.

### TEACHERS:

Teachers must not only see themselves as leaders, but they must also act as leaders. Not only must they be able to identify their problems, they must also be willing to share it with the group. They must share their successes too. They must make a conscious effort to shift away from their isolationism to visit other classrooms, evaluate and support their colleagues.



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They must know what they are teaching, why they are teaching it, and how each student for whom they are responsible is progressing. They must feel they are responsible for the total development and success of their students.

For teachers to be successful in this role, agreeing on a vision of authentic and intellectually challenging work and expectations for students is essential. Reflecting on their practice, knowledge and beliefs about learning and teaching must be continuous. Responsibility for students' learning, both individually and collectively, is mandatory. Interdependent teaching roles facilitate mutual responsibility and respect.

Professional learning communities are not complete without counselors and media specialists. Their perspectives provide new dimensions and insights. As professionals, they too must share the vision and be held accountable for student achievement.

#### PRINCIPALS:

The role of the principal must change too. Administrators must be learners. The traditional pattern that teachers teach, students learn and administrators manage is completely altered. No longer is there a hierarchy of who knows more than someone else, but rather the need for everyone to contribute. In a professional learning community, a principal must be willing to share authority, facilitate the work of the staff and participate without dominating.

It also is important for principals to believe that teachers are capable of making decisions just as it is important for superintendents to believe that principals can be effective and accountable in this new role.

Because communities, superintendents and teachers have traditionally viewed the principal as the "head of the school," it is difficult to create a rapid paradigm shift. Even though the principal may be willing and desirous of a different role, other stakeholders may be reticent to let him/her assume a different role or may even view the principal as being incompetent once the new role has been assumed.

#### OTHER ROLES:

The school building houses many other educators and staff members who also need to be brought into the learning community. The cafeteria staff should know

the important role they play each day in students' lives. Hungry children cannot learn. Proper nutrition is essential to the physical and mental growth of the students. The preparation of the schoolhouse by the custodians is one of the most visible signs that students and learning are important; and the school secretary and nurse have more firsthand information about students and their well-being than most other individuals in school. This information is often not sought as teachers struggle to better understand a child and his/her circumstances.

#### THREE CRITICAL QUESTIONS

With the passage of No Child Left Behind, the mantra of educators has become "no child will be left behind," "all children will learn" or "all children will achieve." These words or similar phrases have been written into every mission statement or set of goals in school systems nationwide.

According to Richard DuFour, when educators embody the words in their everyday teaching practices and no longer focus on political ramifications, the teaching of students begins to center on three

critical questions:

- What do we want students to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

It is the answer to the third question that separates learning communities from traditional schools. It is the answer to the third question that constitutes the core mission of professional learning communities, defines their way of work and builds the professional bonds of understanding, respect and appreciation. In a professional learning community, the response to the third question is: What intervention is needed to help this student learn this concept or skill? In a traditional school, the answer would be to send the student to a remediation session or placement in a basic skills class, perhaps with different teachers, rather than the same group of teachers assuming the responsibility for developing a new strategy to help the student learn the concept or skill. (R. DuFour. What is a Professional Learning Community?, Educational Leadership, 61(8), May 2004, 6-11).

*Continued on page 22*



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## TOOLS USEFUL IN ADVANCING THE WORK OF PROFESSIONAL LEARNING COMMUNITIES

The Annenberg Institute for School Reform has, in their work with various school systems across the nation, created, adapted and identified tools that are useful in starting and maintaining the development of professional learning communities.

- Rubrics describing key indicators are needed to identify, assess and analyze progress.

- Frameworks are needed for content and group process.

- Central office review should be conducted to assess the capacity of the central office to support schools in student achievement.

- Research frameworks of broadly accepted ideas on student learning, teacher collaboration, pedagogical practices and organizational change are needed to provide a sound base for initiating change.

- Video packages on topics such as peer observation, reviewing student work, and leadership development should be purchased or developed.

Web-based resources should be identified

**1. What do we want students to learn?**

**2. How will we know when each student has learned it?**

**3. How will we respond when a student experiences difficulty in learning?**

**It is the answer to the third question that separates learning communities from traditional schools.**

fied to give participants access to the latest research and practices nationwide.

(Professional Development Strategies that Improve Instruction: Professional Learning Communities. [www.annenberginstitute.org/publications/plc.html](http://www.annenberginstitute.org/publications/plc.html)).

Click on PDF at the bottom of displayed document.

## AN INTERNATIONAL STUDY ON PROFESSIONAL LEARNING COMMUNITIES

The Department of Education, State of Queensland, Australia completed and published in 2004 a three year study on Professional Learning Communities. The study concluded that most teachers reported low levels of organizational support for their efforts. The teachers also experienced varying degrees of teacher empowerment; however, there was greater use of more productive classroom practices. The use of best practices correlated highly with the teachers' acceptance of their collective responsibility for student learning; the overall level of professional learning within a school; and the intensity of leadership focused on teaching. These findings are consistent with the body of research conducted in the United States on professional learning communities. (Queensland School Reform Longitudinal Study, the State of Queensland, Department of Education, 2004.

[www.education.qld.gov.au/public\\_media/reports/curriculum-framework/qsrsls](http://www.education.qld.gov.au/public_media/reports/curriculum-framework/qsrsls)).

## HOW-TO PUBLICATIONS

There are two documents that are especially helpful in starting up professional learning communities and in monitoring their development and progress. Each document is in a PDF format and can be downloaded in its entirety. Both documents are lengthy and have graphics. A printed document may also be ordered.

Professional Learning Communities: Communities of Continuous Inquiry and Improvement (1997) is available from Southwestern Educational Development Laboratory and provides a succinct overview of the research on the topic. It is 72 pages in length. It is available at [www.sedl.org/pubs/change34/plc-change34.pdf](http://www.sedl.org/pubs/change34/plc-change34.pdf)

A very recent publication by Southeastern Region Vision for Education (SERVE), A Facilitator's Guide to Professional Learning Teams (2005) is an excellent source for those responsible for developing professional learning communities. It is available at [www.serve.org/Products/ProdPub.php](http://www.serve.org/Products/ProdPub.php). Scroll down and click on document. It is 192 pages in length. ♦

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MARGARET PRICE

# Report from the Capitol – Legislative Wrap-up for 2005

The Georgia General Assembly recessed one day early this year, wrapping up a whirlwind session that included the passage of several important pieces of education and retirement legislation.

## GOVERNOR PERDUE'S EDUCATION PACKAGE

- **Senate Bill 33, Virtual School Bill:** Enables students to enroll in state-funded online courses. All students in Georgia who are age 21 or younger are eligible, though public school students will be given enrollment priority for the 2,667 spots. Students may take up to six courses a year, free of charge. In order to fund the Virtual High School, the State Department of Education will establish a grant account with funds appropriated by the Georgia General Assembly. The amount of funds requested by the State Board of Education for the grant account will be the amount that virtual students would have earned had they been enrolled in equivalent classes in local systems. All teachers providing instruction for the Virtual School will be certified by the Professional Standards Commission (PSC).

- **Senate Bill 34, Master Teacher Bill:**

**Master Teacher Program:** The PSC is charged with establishing criteria for the program which, at a minimum, will include evidence of student achievement and progress. Eligible public school teachers must have three or more years of experience and must submit an application to the PSC for Master Certification. If the PSC bestows this honorary certification, Master Certification will last for no more than seven years.

**Academic Coach Program:** SB 34 also authorizes creation of the Academic Coach Program, to be established by the State Board of Education. The program will provide financial reward for public school teachers who exhibit excellence in the classroom and mentor other public school teachers. Academic Coaches must first achieve Master Certification before becoming Academic

Coaches. In order to receive the pay incentive, coaches must serve schools who have received an unacceptable rating for two or more consecutive years. The governor will appoint a Master Teacher and Academic Coach Implementation Committee to advise the PSC and the State Board of Education on the development and implementation of the two programs.

**National Board Certification:** SB 34 also aligns the policies regarding National Board Certification with the Academic Coach Program. Grandfathered into the old law are teachers who receive initial certification before July 1, 2006, or who are enrolled in the process of attaining their National Certification (as determined by the PSC) on or before March 1, 2005. These teachers may receive the 10 percent pay incentive, regardless of what schools they are in, even after subsequent renewals of certification. However, teachers who did not enroll in the process by March 1, 2005, must teach at a high needs school in order to earn the 10 percent pay incentive. High needs schools are those which receive unacceptable ratings for a period of two of more consecutive years.

**Professional Liability Insurance:** The legislation authorizes the Department of Administrative Services to provide professional liability insurance to certified personnel who are employed by a local system and to student teachers enrolled in Georgia's public and private colleges or universities. The state is now in the



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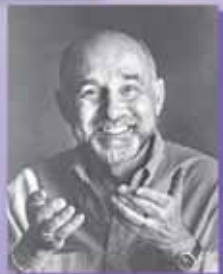
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process of seeking bids for a liability policy. A state liability policy would provide the same coverage most school districts already provide. It would not provide protection for educators in criminal, certification or employment-related matters.

## • **Senate Bill 35, Funding Flexibility & Class-Size Bill:**

**Program Weights:** The state authorized slight changes in education program weights in several areas.

**Fiscal Transparency:** The legislation mandates that the State Board of Education develop rules no later than Oct. 1, 2005, requiring local boards to provide information on school site budget and expenditure information and site average class size by grade to members of the school council and the general public.

**Spending Flexibility:** SB 35 extends the flexibility on expenditure controls that was initially implemented in the 2003-04 school year for one more year. Systems shall spend 100 percent of funds designated for direct instructional costs on direct instructional costs at the system level. One hundred percent of funds designated for EIP shall be spent on EIP at the system level. One hundred percent of funds designated for media center costs shall be spent for such costs at the system level. Ninety percent of funds designated for professional development shall be spent on professional development at the system level.

**Class Size Reduction Delay:** SB 35 allows the state to delay mandatory class-size reduction in grades 4-12 for two more years. PAGE advocated strongly against the two-year delay, noting the improvement in state revenues and the need for a delay of only one more year.

**System Averaging & Class-Size Expansion:** SB 35 allows the State Board of Education to provide for a system average maximum class size that shall not exceed the funding class size by more than 20 percent for math, science, social studies or language arts. For each instructional program, the maximum number of students may not exceed the system average maximum class size by more than two students.

**Charter Schools:** SB 35 places all of the responsibility for promulgating rules and regulations that govern the contents of a charter petition in the hands of the State Board of Education rather than designating the requirements in law. The bill also provides that a group of two or more local schools may petition as a single charter petitioner. A group charter petition may

be comprised of all the schools in a high school cluster which means a high school and all of the middle and elementary schools which contain students who matriculate to such high schools. The bill also gives charter schools a blanket exemption from Title 20 and any state or local rule or regulation. In exchange for such a waiver, the charter school agrees to meet or exceed the performance based goals included in the charter. This bill also sets forth enrollment preferences, makes changes to amendment and renewal provisions, and makes changes to the funding provisions for charter schools.

## FY 2006 EDUCATION BUDGET HIGHLIGHTS

(Amounts in parenthesis notate reductions from the FY 2005 budget, while other amounts represent additions to FY 2005 budget)

### Academic Coach Program

- Creation of Science Teacher Mentor Program \$2,000,000

### State Liability Policy

- Liability insurance for educators \$1,300,000

### Georgia Virtual School

- Provide Funding for the GA Virtual School Initiative \$1,385,000

### National Board Certification

- Increase funding for National Board Certification to provide 10 percent bonuses for teachers earning new certification \$635,000

### Salary Increase

- Provide for a two percent increase for bus drivers and lunchroom workers, effective 7/1/05 \$2,314,506
- Provide a two percent increase in state salary scale for teachers, effective 9/1/05 \$103,545,317

### Health Insurance

- Adjust QBE to reflect an adjustment in the employer share of the State Health Benefit Plan \$21,576,229

### Public School Employees Retirement System

- Increase funding for benefits from \$13 to \$13.50 per month, per year of service \$2,801,300

### Three O'Clock Project

- Eliminate deferred funds for the Three O'Clock Project contract (\$100,000)

### Global Achievers Project

- Eliminate the Global Achievers International contract (\$139,750)

### Southern Center for International Studies

- Eliminate the Southern Center for



International Studies contract and transfer fund to the Career/Tech program (\$960,232)

#### **Charter School Planning Grants**

- Reduce funding for charter school planning grants (\$4,491)

#### **K-12 Internet Access**

- Reduce funding for K-12 Internet Access (\$109,330)

#### **Migrant Education**

- Reduce funding for Migrant Education (\$8,026)

#### **Pay for Performance**

- Eliminate funding for Pay for Performance to reflect final year of program phase out in FY '05 (\$2,667,165)

#### **State Reading & Math**

- Reduce non-designated funds for the Reading & Math Program to reflect receipt of over \$200,000,000 in federal funds over next six years (\$3,326,913)

### **OTHER SUCCESSFUL LEGISLATION**

#### **Tax Breaks**

**HB 5** provides for a sales tax holiday for certain school supplies, footwear, computers, and computer-related accessories. The holiday will last from July 28, 2005, to July 31, 2005.

**HB 263** allows teachers to deduct up to \$250 on their Georgia income taxes for the purchase of certain classroom supplies, equipment and material. Governor Perdue signed this legislation into law before the end of the 2005 session to enable teachers to be taking the deduction immediately.

#### **Retirement**

**HB 495** expands the applicability of last session's Return to Work law. RESA employees and improvement specialists are added to the list of retired educators who may return to work if they retired under TRS before Dec. 31, 2003.

**HB 460** makes many innocuous changes in the laws of Georgia's public retirement systems to ensure that such systems are aligned with the Internal Revenue Code.

**HB 319** allows Georgia's large retirement systems to invest in Exchange Traded Funds (ETF'S). ETF'S own a collection of stocks which can be bought and traded throughout the whole day and allow for greater trading flexibility, unlike mutual funds, which may only be traded at the end of the day. PAGE lobbyists fought diligently and successfully to prevent the attachment of amendments to HB 319 which would have allowed TRS to be invested in venture capital.

#### **Teachers & Students**

**HB 437** expands the exemption from

public disclosure (home addresses, home telephone numbers, social security numbers or medical information) of teachers, and employees of public schools to include "public employees."

**HB 553** prevents colleges and universities from requiring students to join a professional organization as a condition of enrollment in a degree program.

**HB 678** allows private schools to conduct prayer before athletic events held on the campus of the private school when such school is hosting an event with a public school.

**SB 272**, called the Ryan Boslet Bill, directs the State Board of Education to develop a single, comprehensive form for use in physical examinations before students participate in interscholastic extracurricular activities. The form will be used at the elementary and secondary levels.

**HB 217** requires that athletic trainers in elementary and secondary public and private schools be licensed. An exception is provided for educators and volunteers who do not hold themselves out to be athletic trainers and for student and assistant trainers.

**HR 50** provides for the creation of a joint

study committee on Agricultural Education.

**SR 453** provides for the creation of a Senate Study Committee on the Elementary School Foreign Language Program.

#### **School Boards**

**SB 98** authorizes school systems to offer a more extensive menu of insurance benefits to school board members.

#### **Pre-K**

**SR 21** creates the Joint Early Learning Initiative Commission to study quality early care and learning opportunities for all children, especially at-risk children from birth to age five.

#### **Antiquated Education Laws Repealed**

**HB 26** repeals the Governor's authority to suspend compulsory attendance laws.

**HB 27** repeals provisions relating to elementary and secondary education grants.

**HB 372** repeals a law allowing the Georgia Education Authority to lease to private schools.

**HB 373** repeals a provision relating to the eligibility of public school teachers and employees who are covered by a local retirement fund who accept employment with nonsectarian schools. ♦



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# Members in the News

## THE 2006 GEORGIA TEACHER OF THE YEAR

**Dr. Brenda Shuman-Riley**, English and honors literature/writing teacher at Dublin High School in Dublin City, was honored last month as the 2006 Georgia Teacher of the Year.

A veteran teacher who began her career in 1972, Dr. Shuman-Riley says that her greatest accomplishment has been “pushing my own personal envelope.” Believing that she could impact education as an administrator, Dr. Shuman-Riley pursued her advanced degrees and later became an assistant principal, principal and educational consultant. After working for years in administration, Dr. Shuman-Riley went back to teaching. “I returned to the classroom because I have been first and foremost a teacher,” she says. “I love my students the way my mother loved me—with high expectations, discipline and pride.”

Dublin High School Principal William Nisbet describes Dr. Shuman-Riley as a teacher’s teacher. “She is a teacher who works with all students and one who has the ability to get her students involved, interested and most importantly, gets them to learn and understand the material being taught.”

Dr. Shuman-Riley has discovered innovative ways to challenge her students. One unique project had students research and design time capsules that are currently displayed at the school. Students have also created Memory Books, personal narratives of 16 chapters that include artifacts and anecdotes tracing their lives from birth to graduation.

The veteran teacher says her greatest rewards come when “parents welcome me as their child’s teacher because they heard I was a good teacher, or when a colleague asks to observe my classroom, or when I have a yearbook dedicated to me in just my second year at the school. Then I know my mother was right; there is no higher calling than to be a teacher.”

Equally important to Dr. Shuman-Riley is her work in the community. She volunteers at local hospitals, and coordinates a gift drive for underprivileged children around the world. She also encourages her students to get involved in community activities. “I firmly believe that I can never ask of my students that which I am unwilling to do.”



Dublin High School English teacher and 2006 Georgia Teacher of the Year  
Dr. Brenda Shuman-Riley

The Georgia Teacher of the Year is an educational ambassador for all Georgia public schools. The winner advocates for all school systems, students and teachers. The winner goes on a one-year sabbatical during which he or she speaks throughout the state. The teacher also conducts staff development activities for teachers and parents, serves on statewide committees and participates in a number of statewide conferences.

## PAGE Planner 2004-05

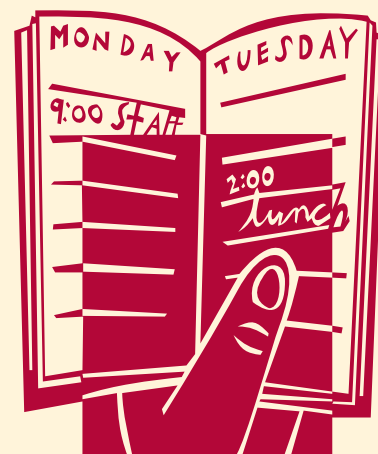
June 2005

**6-8** FEA Summer Training (FEAST), GA College & State University, Milledgeville, GA

**21-23** Pre-Conference (Mentoring)—Atlanta, Marriott Gwinnett Place

**24-25** Summer Conference—Atlanta, Marriott Gwinnett Place

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



## PAGE Letters

Dear PAGE Academic Bowl Coordinator:

On Behalf of Brookstone Middle School Academic Team, I would like to express appreciation for your coordination of the 2005 Academic Bowl for Middle Grades. We have enjoyed every tournament throughout the season that culminated in our winning the Georgia State Championship.

Your organization is to be com-

mended for the professional and efficient coordination of all aspects of each tournament. It is apparent that your emphasis is on the students. You have made every effort not only to highlight their achievements, but also to focus on the benefits of participation. Your overall concern is for the students as children as well as competitors.

We thoroughly enjoyed the program at The 755 Club at Turner Field. What an exciting venue for the students as well as their parents and teachers! Again, thank you for a wonderful season and for all you do to provide such a beneficial program for our students.

Sincerely,  
Mrs. Linda Wallman  
Academic Team Sponsor





# TRS Introduces New Online Member and Retiree Account Management Desktops

With the launch of these new self-service websites, located on the TRS website [www.trsga.com](http://www.trsga.com), members and retirees can manage their accounts online via a secure internet connection, from anywhere at anytime. All they will need is a computer with Internet access and, with just a few clicks of a mouse, they can view and maintain information previously requiring a phone call, form or written acknowledgement.

The TRS Member and Retiree Desktops were designed with one goal in mind—to make doing business with TRS as easy as possible. Jeffrey L. Ezell, TRS executive director, states, “We understand the need our members and retirees have to access their accounts at their convenience. We listened to those needs and responded by developing a robust online application that allows them to view the information we have on file and manage certain aspects of their accounts 24 hours a day, seven days a week without having to speak directly with a TRS representative.”

With the click of a mouse, both members and retirees can register for an account that allows them to securely view and manage their information. “They will appreciate how easy it is to navigate through the site. And, when changes or additions are made to an account, they can immediately see the results and walk away knowing that their information has been automatically updated in the TRS database,” Ezell explains.

To access the Account Management section of the site, members and retirees simply go to the TRS website and click on their respective tab (Active Members or Retirees), and then click on the Account Management button. The user will then be prompted to sign up for an account, including creating a user ID and password. These will be required each time a user logs in to the site. Because we are enabling the management of sensitive and confidential information via the Internet, we have gone to great lengths to install a network security software program that safeguards members and retirees account information from theft, loss and/or damage.

With this new addition, members can now view their account information and print a copy at any time. Ezell explains, “TRS receives about 15,000 requests a year to print and mail out mid-year account balance statements and this site will allow our members to print them on demand.” Members will also have the ability to generate retirement benefit estimates using their input and the actual data contained in their TRS account. Another benefit is the inclusion of a service purchase calculator allowing members to calculate or to estimate various service purchase costs, initially TRS withdrawn service and airtime. Address information and changes, data we previously did not capture from our members, will be captured through our new online employer reporting process.

“One of the most frequent comments



received from the retirement survey we distribute to all new retirees is that they want the ability to view their TRS account. We took it a step further and built a self-service website that not only allows our retirees to view their account, but to manage certain aspects of it as well,” says Ezell. Retirees now have the ability to view their personal and account information, current and past 1099R's, current payments, payment history and beneficiary information, as well as the ability to update address, EFT and federal and state tax information. ♦

## 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.

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Toll Free 866-876-9787 EXT 5129/5106 or e-mail [jmiller@troy.edu](mailto:jmiller@troy.edu)

## 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  
GeorgiaStateParks.org

### Imagine It!— Children's Museum of Atlanta

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

### Jimmy Carter Presidential Library and Museum

441 Freedom Parkway  
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  
srmduluth.org

### Stone Mountain Park

Stone Mountain, GA  
(770) 498-5636  
stonemountainpark.com

### 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



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## Graduate Programs • Bagwell College of Education

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### 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)

# — *There Was a Good Teacher* —

By Lynn Waldron, teacher at Carter Elementary School, Bibb County



There was a good teacher,  
Who taught in a grade school.  
She was so overwhelmed,  
She didn't know what to do.

She'd greet her class warmly  
With great hope for each day.  
But the morning would wear on  
And it didn't turn out that way.

It started with parents  
Who hadn't cut that apron string,  
They'd come in every morning  
To discuss every little thing.

The announcements would start,  
The day would officially begin.  
She'd ask for homework and notes,  
See if shirts were tucked in.

Log on to SASI.  
Get attendance done.  
Collect money for ice cream.  
Isn't this part fun?

The disruptions would start  
By those who didn't care  
Whether they learned or not  
It didn't seem fair...

To those who were sweet  
And wanted to learn  
To have to put up with kids  
Who did not give a darn.

Her students are learning.  
The lessons are engaging,  
But for the tenth time that morning  
Johnny is misbehaving.

The principal comes on  
The PA to say,  
"We have more test skills and test drills  
to send down your way."

A parent barges in  
Without calling ahead.  
And yells at the teacher  
About something she said.

An email from the state  
Said the budget is tight,  
"No raise for the teachers.  
Heck, they won't put up a fight."

She'd had a child tested  
Who was two years behind.  
"No services for him,  
Catch him up on the side."

"What about the law,  
No child left behind?"  
"Get him on grade level  
If you do not mind."

The PA again,  
"We just want to say,  
Guess how many cookies  
They'll bake for lunch today?"

Reading, spelling, phonics,  
They get through one by one.  
They've worked so hard this morning.  
Their lessons are all done.

Now it's almost lunchtime.  
She lines them up by choice.  
Nine sandwiches first, then  
Twelve fish, mostly boys.

She gets to the lunchroom.  
The menu has changed.  
She takes five more minutes.  
To stop and rearrange...

So there's six hot dogs in front  
And 15 tacos behind  
This is so frustrating.  
It's hard to be kind.

She stands with her class.  
"Don't forget your fork  
Johnny, stop shouting."  
(I wish I had a cork.)

She heads to the freezer  
To find her ice cream  
She sorts through the bags  
Until she wants to scream.

She finds hers at the bottom  
She passes it out.  
She has 20 minutes to eat.  
She'll eat fast, there's no doubt.

On the way to the lounge  
As she flies down the hall,  
The PA shouts her name  
That she has a phone call.

Fifteen minutes left,  
She hurries to eat,  
Use the restroom, check her mail,  
She does it, no small feat.

She gathers her students,  
And heads back to the room.  
To read to her children.  
Her favorite thing to do.

It's time to go out  
For music, P.E. or art;  
She sure needs a break.  
But, oh, where to start!"



She makes phone calls, checks papers,  
Run copies and such.  
Before she knows it,  
Her time is all up.

She picks up her students  
And heads back to class  
For focus objectives,  
Science and then math.

"Let's practice some more,"  
She says cheerfully,  
"For the super fun  
Test, the CRCT!"

It's afternoon now  
With no end in sight.  
Oh, to use the restroom.  
She holds it with all her might.

The PA again,  
"We need someone with a mop."  
She could get much more done  
If the PA would stop!

The day's winding down.  
The teacher's so tired.  
"I hope they learned today,  
'Cause Lord knows, I've tried."

The dismissal bell rings.  
The kids head down the halls.  
There still more to do  
As bus duty calls.

The kids are all gone now.  
She goes back to her room.  
To straighten up things  
"Now, where is my broom?"

She puts her head in her hands  
She's so tired and so weary.  
"Did I make any difference?"  
Her eyes are all teary.

She gathers the papers  
To take home and grade  
She has that to do,  
Plus get dinner made...

But, first, stop at the bank  
Oh, and pick up some cat food  
Go by Wal-Mart or Kroger  
And pick up something good...

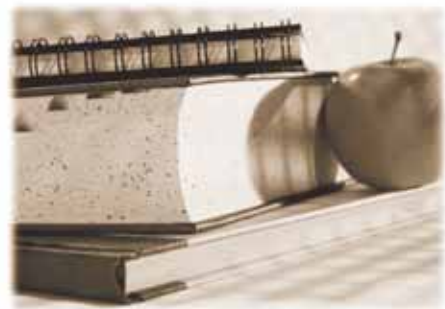
To cook for supper.  
After she starts a load  
Of laundry and takes her son  
Down the road...

To soccer practice,  
Go back home, cook some more,  
Go back and get him.  
At 5:54.

Supper is over.  
Her chores are all done.  
She sits down and hopes for  
A few moments alone.

As she settles in bed  
At the end of the day  
She asks God to bless  
Every child as she prays.

She's up the next morning.  
With new hope for the day.  
She does so love those children.  
'Cause God made her that way. ♦



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This year the legislature took action which requires the state to provide liability insurance to educators, similar to the general liability coverage most districts currently provide to all employees. PAGE continues to urge teachers to carry their own coverage, because they can be (and usually are) the first ones "thrown overboard" in lawsuits involving them and their local schools.

## STATE FUNDED LIABILITY DOES NOT COVER EMPLOYMENT MATTERS!

It is important to note that state coverage is for liability and not for employment rights. If you are like most PAGE members, you will work your entire career without ever facing a million dollar liability lawsuit. Thousands of members each year, however, contact our legal department regarding employment rights and salary matters.

## STATE FUNDED LIABILITY DOES NOT COVER CERTIFICATION MATTERS!

If a complaint is filed against you with the Professional Standards Commission (PSC) alleging that you committed an ethics violation, the state liability policy would not cover you. A complaint with the PSC is a serious matter since they have the authority to suspend or revoke your teaching certificate. PAGE members have coverage and will be represented in these cases.

## STATE FUNDED LIABILITY DOES NOT PROVIDE ACCESS TO ATTORNEYS!

PAGE's four staff attorneys are available to members 24/7 at no cost. State coverage does not include access to staff attorneys, nor to a legal network of attorneys across the state such as PAGE offers – more than sixty attorneys! This is the core of the legal services PAGE provides to its members.

## STATE FUNDED LIABILITY DOES NOT INCLUDE CRIMINAL COVERAGE (UNLESS EXONERATED)!

PAGE not only holds a professional liability policy for its members but also a policy which pays for attorney fees, win or lose, in criminal cases where you are charged with a crime in relation to your duties as an educator.

## DON'T BE MISLED BY STATE FUNDED LIABILITY!

- ✓ Does not cover employment or certification matters. The state program does not provide for financial assistance nor legal representation in these two critical areas.
- ✓ Does not provide free access to staff attorneys, nor to our network of sixty local attorneys who know education law and their local communities.
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