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November/December 2005

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# Classrooms That Rule the World



**We fellow educators salute our teacher leaders. We both envy and respect their motivation. However, we all need to be teacher leaders.**



KEN RUSSELL

**W**e Georgia Educators have possibility at our disposal. Every day that we stand before our students, we affect their outlook on education. Our students and other community stakeholders deserve top quality performance from us and from our profession. Given the data we have seen recently, we obviously have a challenge ahead of us. What's an educator to do, but face the expectations full throttle and plow through it all with every bit of their knowledge, competence, and expertise? We have to be teacher leaders.

## **TEACHER LEADERS KNOW THEIR CALLING**

These educators remain on the cutting edge of their profession and they are familiar with current trends and perspectives in education. They are astute and recognize which ones to adopt for the benefit of their students and school community. Many times this realization comes with life experience and growth, but often enthusiasm can stimulate knowledge and motivation. These teachers realize that learning is a process and not merely a grade on an exam. And they lead their students into the learning process by never being satisfied with what they know.

## **TEACHER LEADERS REFUSE TO SIT SOWN**

These educators are often driven by pure action and instinct. They are proactive and their fervor is evident in everything they do both in and out of the school facility. Being well read and informed, these teachers put their excitement to work in ways that challenge themselves, their colleagues, and particularly their students. Their energy level is admirable

and can be identified simply walking by their "laboratories of learning" on a typical school day in Georgia.

## **TEACHER LEADERS ARE TEAM MEMBERS**

These educators know their strengths and weaknesses. They work at building relationships with their colleagues as well as with their administrators. They know what plans of action and team skills get the best results from their students. They can share ideas and blend them with the successful lessons and activities from educators across the hall or across the state.

## **TEACHER LEADERS GET OUT OF THE CLASSROOM**

These educators know how and why staying behind the closed door of their personal classroom simply won't do. They know their abilities and appreciate the efforts that sharing and contributing will bring to the profession. They recognize that their students need numerous opportunities to see their content and academic area knowledge put to work in the real world and in community related activities. They are familiar with and work on a regular basis with service learning and learning focused plans of study and application.

## **TEACHER LEADERS LEAD BY EXAMPLE**

These educators want their students to know that change requires hard work and risk taking. They know that by setting an example their students will learn to become future leaders. Teacher leaders see ideas and are pragmatic enough to put them to work. They are active citizens and educational advocates. This makes them a champion for all stakeholders in the community.

We fellow educators salute our teacher leaders. We both envy and respect their motivation. However, we all need to be teacher leaders. Many of us are in training and just need to be encouraged by a mentor or more experienced educator. It's time for all of us to accept the challenge that our society has given us and to get out and "test the waters" by becoming teacher leaders. We expect quality in our students. How can we demand less of ourselves? Its time to dive in and go swimming! ♦

# Upcoming Legislative Session Will Set the Stage for November 2006 Statewide Elections

In a little more than a month, the 2006 session of the Georgia General Assembly will begin. The legislative agenda that our lawmakers introduce, debate and ultimately approve will have (and should have) much to do with the November 2006 elections.

Educators across the state should pay careful attention to legislation—particularly the amended budget for the remainder of this fiscal year and the new budget for FY 2006-07. Careful attention, too, should go to any constitutional amendments that pass because these will be on the November 2006 ballot. Even closer attention should be paid to the legislators who sponsor and vote on the various bills and resolutions.

Public education has suffered during the past several years from an economic downturn and its subsequent effects on state revenues. Estimates show that we are currently under funding our K-12 program by \$1.5 billion. The advent of the federal No Child Left Behind legislation has brought additional pressure in the way of increased testing, emphasis on the achievement of all students, and the legislation is continuing to challenge educators in numerous ways, including proving that they are “highly qualified.”

Our review of the 2005 session led us to believe that the two previous problems were being compounded into a “perfect storm” for educators by leaders who did not seem to have the best interests of public schools as their top priority. These same leaders also seemed to be operating in a manner that precluded extensive debate and consideration of issues and their impact on our public school educators and students. For all of these reasons, we urge our 65,000 members and other educators to cast a keen eye on the upcoming session.

## SOME KEY TOPICS TO WATCH:

**SR 49**—In the continuing saga of the “faith-based initiative,” PAGE supports the work of faith-based institutions but not at the expense of public schools. Legislatively, there is a way to do both. Watch for those who say they support public education but will not permit legislative language to actually protect the public schools.

**HR 58**—Replacing property taxes with a 3 percent (4 percent will likely be needed) sales tax. PAGE has suggested a number of alternative funding methods that will allow reduced reliance on

local property taxes. If simply reducing taxes is the goal, this resolution which calls for a November 2006 ballot initiative, works fine. It’s even guaranteed to bring out voters who have reduced taxes as their sole goal. However, if you care about public education then it does not work quite so well, linking funding to the rollercoaster of the state’s economy. Watch to see who is where on this issue.

**TABOR**—The so-called “taxpayers bill of rights.” States which have tried this (such as Michigan and Colorado) have quickly come to regret its stranglehold on education funding. This may also be on the ballot as a constitutional amendment. Watch for those who think California, where Proposition 13 and its proponents devastated public schools and libraries, is the gold standard of “starving the beast,” a phrase used by those who would drastically reduce government services.

**HB 482, HR 197, SB 280**—Venture capitalists, and the brokers who handle the investment transactions related to this area of the economy are understandably anxious to get their hands on the tens of billions that support the Teacher Retirement System. PAGE has consistently opposed this move believing that the educators’ retirement funds should be more conservatively invested. Educators will be well advised to pay careful attention to those lawmakers who don’t agree—and their reasons why.

The 2006 legislative session will be a “curtain opener” for some key issues that will come before the voters in November 2006. We’ll keep you informed every step of the way through our website and e-mail network. Please take the time to read, analyze and respond to the various news items that come your way and share them with your colleagues. Educators in Georgia can be a powerful political force. The upcoming year will be a key political year with both legislative and with electoral voting. ♦

## KEY DATES:

**Monday, Jan. 9** First Day of 2006 Legislative Session

**Tuesday, Feb. 14** PAGE Day on Capitol Hill

NOTE: If you would like to sign up for the PAGE Legislative ListServ to receive legislative news sent from PAGE directly to your e-mail, simply send an e-mail request to [listserv@lserv.pageinc.org](mailto:listserv@lserv.pageinc.org). Please leave the subject line blank.

**Public education has suffered during the past several years from an economic downturn and its subsequent effects on state revenues.**



DR. ALLENE MAGILL

# GEORGIA'S *New Curriculum:*

## The Devil is in (Unpacking) the Details

By Lee Raudonis

W

When the 2005-06 school year began in Georgia, many teachers found themselves teaching a much different curriculum than the one they had taught previously. Gone were the familiar topics and items of the Quality Core Curriculum (QCC), and in their places were standards and elements of the new Georgia Performance Standards, many of which still had to be “unpacked” prior to teaching.

As with any change of this magnitude, especially one coming at the beginning of a new school year, concerns have been expressed by many educators regarding the reasons for the new curriculum, the timing of the change and the implementation process. This article examines Georgia's new curriculum and what a cross-section of Georgia educators think about it

A few years ago, a Phi Delta Kappa (PDK) audit concluded that Georgia's Quality Core Curriculum (QCC) lacked depth, could not be covered in a reasonable amount of time and did not meet national standards. Based on the performance of Georgia students on national measurements such as the Scholastic Assessment Test (SAT) and the National Assessment of Educational Progress (NAEP), the harsh criticism of the state's curriculum probably came as no great surprise, especially to educators.

“The finding of the audit was that it would take 23 years—not 12—to cover the topics included in the QCC at anywhere near the level of depth necessary for real learning to take place,” explains Eloise Barron, director of curriculum and instructional services for the Georgia Department of Education. “Shallow standards forced our teachers to guess what they should teach and hope that what they were teaching was what would be tested. Inevitably, teachers used the curriculum not as a guide for quality instruction, but as a reference to mention in lesson plans and then placed it back on the shelf.”

Shortly after the PDK report was presented to the state Board of Education, the Board approved a proposal for the Department of Education (DOE) to revamp completely the state's curriculum. Work toward developing a new curriculum began immediately.

“The first stage was to actually design or write the curriculum, subject by subject and standard by standard,” says Barron. “That process began in July of 2003 when advisory boards for ELA/Reading, Math, Science and Social Studies were established and educators from all over Georgia—as well as experts from other states—were hired to develop the curriculum. These subject area working groups looked at national standards from high-performing states such as Michigan, Texas and North Carolina, and nations such as Japan, and consulted the guidelines of national groups such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science. Finally, after making some modifications and adjustments to the model curriculum, the groups presented their recommendations for public comment in January of 2004.





Eloise Barron, director of curriculum and instructional services, Georgia Department of Education



Georgia Performance Standards Training



“Next, after receiving a lot of feedback from teachers, parents, curriculum directors, college instructors and others, the working groups reviewed each new curriculum standard by standard before presenting their recommendations to the state Board of Education for approval,” says Barron. “In July ’04 the Board approved the new curriculum and standards for grades 4-12 language arts, grades K-12 science and grades K-8 mathematics. In August ’04, the Board approved the new K-3 English and language arts curriculum; in October, the K-12 social studies curriculum and in May ’05, the new 9-12

math curriculum.”

Based on early evaluations, the new “deeper” curriculum seems to be getting high marks from organizations that evaluate such things. For example, a pair of reports recently released by the Thomas B. Fordham Foundation gave Georgia’s math and English/language arts curriculum framework a letter grade of “B” in both subjects, placing it on the “honor roll.” These reports examine each state’s progress in clearly spelling out suitable goals for the skills and knowledge that children should possess by the end of each grade.”

“The new Georgia Performance

Standards set high expectations for all students and will truly be the blueprint for both student and teacher success,” State Schools Superintendent Kathy Cox has said. “The newly strengthened curriculum is the foundation for educational change as Georgia aims to lead the nation in improving student achievement.”

Understandably, the superintendent and her department have high expectations for Georgia’s “new and improved” curriculum. But exactly how is the new curriculum different from the old?

In some subject areas, there are significant changes in the sequence in which

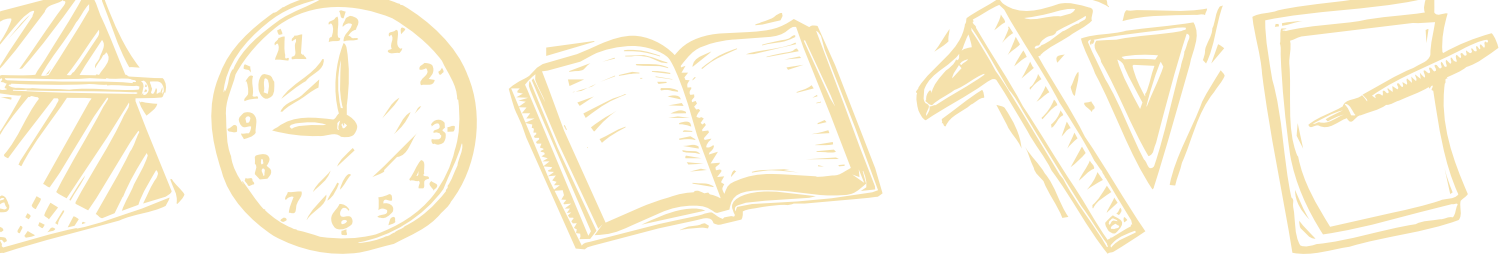
Jan W. Otter



**“I think the GPS is one of the best things our DOE has ever done for our schools. They have worked very hard to provide quality training and materials for us to use with our teachers in redelivery.”**

**Jan W. Otter, Elementary curriculum director, Habersham County Schools**





things are taught. In science, for example, earth science, which had been taught in grade 8, will now be taught in grade 6, and physical science, beginning in 2007-08, will be taught in grade 8. In social studies, rather than progressing through traditional disciplines, students will be exposed to all four strands—history, economics, government and geography—beginning as early as kindergarten. And in mathematics, standards for algebra I and geometry will be moved to middle school and significant changes will also occur in high school math, beginning in the 2008-09 school year.

Perhaps the biggest difference between the old and new curriculum can be found in how it is delivered to students. Organizing and writing a new curriculum is difficult enough, but it is the process of implementing the curriculum in classrooms throughout Georgia's 1,900 schools that presents the greatest challenges. This process began more than a year ago with five days of training delivered in 10 different locations throughout the state for some 2,500 teachers, curriculum directors and other educators.

"Day one was devoted to an orientation, including describing the differences between the old QCCs and the new Georgia Performance Standards (GPS)," explains Barron. "Day two involved 'unpacking the standards' and learning what the various standards and elements mean. Day three focused on assessment, including the importance of knowing how to examine and evaluate student work. And days four and five were used for curriculum mapping, building units and learning to teach for understanding."

After the five days of training, the 2,500 trainers went back to their respective school systems and "re-delivered" the training to their colleagues. Their challenge was to get teachers comfortable with the new curriculum by time the 2005-06 school year began. For some large systems, this meant finding ways to deliver the training to hundreds or even thousands of teachers. For some smaller systems, the challenge was finding people to send for the original training.

"This has been a huge undertaking," explains Barron. "The Department of Education has never done such massive curriculum training before."

Has the training been successful? Are Georgia's teachers enthusiastic, or at least comfortable, with the new curriculum and performance standards?

According to a Department of Education survey, the response from both trainers and teachers has been very positive, but an unscientific survey by PAGE ONE finds a wide range of opinions—from enthusiastic support to uncertainty to genuine skepticism—among Georgia educators.

Perhaps it comes as no surprise that some of the most enthusiastic supporters of the new curriculum are those who understand it best—the curriculum directors and trainers who have spent many hours unpacking standards, mapping curriculum, building units and discussing what the standards and elements mean.

Jan W. Otter, elementary curriculum director of Habersham County Schools, says, "The GPS is definitely an improvement over the QCC. There are fewer standards with more in-depth coverage of these

standards. The standards and elements are clear and specific, unlike the QCC. The tasks further define the expectations of each standard. Teachers no longer have to speculate about what the standard means. Student work and teacher commentaries will also assist teachers in understanding the standards and how to teach them. I think the GPS is one of the best things our DOE has ever done for our schools. They have worked very hard to provide quality training and materials for us to use with our teachers in redelivery."

Freddy Perry, a high school science teacher in the Marietta City School System, believes that the new science curriculum is a significant improvement over the previous curriculum, because it is "very concise and sequenced so that everything that students learn builds on previous knowledge." He also believes that the new standards will encourage teachers to get students to use their imagination more than just learning facts. As Perry

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Mary Lou Jordan

**“I believe that the majority of teachers and administrators across the state were anxious to replace the QCC with a more relevant and rigorous curriculum and that they are in agreement that the new GPS can be the foundation for more effective instruction leading to greater understanding of content by our students.”**

**Mary Lou Jordan**  
curriculum director,  
Social Circle City Schools

explains, “This curriculum will help students learn why things work as they do and how things apply to their lives.” This is important, Perry says, quoting Einstein, because, “imagination is more powerful than facts.”

Dawn Hudson, a science teacher in the Paulding County school system appreciates the fact that the new standards are more flexible than the old QCCs. “The standards give teachers flexibility and creativity in instruction and allow them to be treated as the professionals that they are,” she says.

Another science teacher, Edie Baxley, is also impressed with the new curriculum. She observes, “As science department chairperson at Appling County Middle School and a 7-12 science teacher for 28 years, I am excited about the new state science standards. There appears to have been great effort to ensure that they build on each other from year to year, yet there is no repetition. This allows more time to teach to the level of understanding and will allow teachers to feel a greater sense of responsibility for the standards under their care.”

Susan Reed, an instructional support teacher in reading in the Fayette County Schools, is also quite positive about the

new approach.

“Every elementary school teacher spent many hours in training during the 2004-05 school year. We learned the difference between the spiraling Quality Core Curriculum and the Georgia Performance Standards that can be represented by a ladder. We also gained skills in ‘backward design’ by unpacking the standards.

“Now that implementation has begun, I have been able to see clearly that the GPS are a huge improvement over the QCCs. The QCCs were good learning objectives, but they were not as organized as the GPS are, and the subject domains were confusing. The new domains are clear, making communication among teachers, students, parents, and community members more effective. Our high stakes tests are being aligned with the GPS so that we have a guaranteed and viable curriculum.”

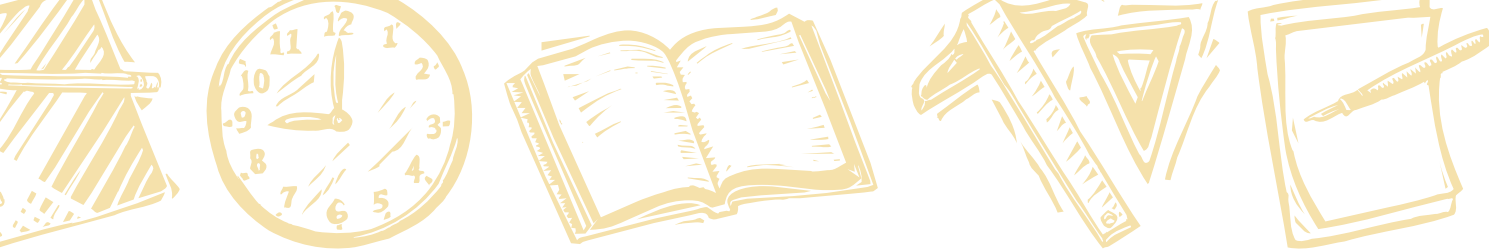
Nancy Ratcliffe, English department chair and GPS trainer at Gordon Central High School comments, “I’m excited about what GPS is forcing us to do. This is my 29th year of teaching, and my students report that I do a thorough job of preparing them for college, but even an old dog can learn some new tricks. The biggest change for teachers is that we now must

look at what we want students to know and be able to do rather than just ‘covering’ material. English teachers are the world’s worst for having ‘sacred cows’—authors and/or works of literature that students simply *must* know. Now those teachers will have to look at that work and ask what skills students can gain from studying it. Believe me, that is difficult for most of us. We are very set in our ways. And I find that new—or relatively new—teachers are just as opposed to change as those of us who’ve been around since chalk.”

Reed does have one concern, however. “I suppose my biggest concern/reservation is that some systems have not yet begun to implement these changes, and that concerns me. Also, as with anything new, some systems’ administrators have been supportive and others have only given lip service. As usual in Gordon County, we have enjoyed the support of our central office and school administrators.”

As a first-year teacher, Megan Glover Adams of Green County High School has a unique perspective on the old and new curricula.

“My undergraduate degree is in English, and while working on my Masters of Arts in Teaching I have been taught both systems. The Performance Standards make



more sense to me as a functional method of preparing lessons and executing them in class. I am using the standards both to create and to execute my lessons, and I have found a great deal of satisfaction both from my above average honors tenth grade literature course to my literature courses that contain students of very different abilities. They enjoy the differences in activities from one day to the next and often do not realize the rigor that my expectations demand because they are enjoying the activities.”

Another supporter of the new curriculum is Eric Collins, assistant principal of Lithia Springs Elementary School. “I do believe that the new curriculum is an improvement. There will be more alignment between what is expected and what is being taught. This improves the chances that all students will be learning the same material and hopefully will take some of the guesswork out of the planning process. The GPS allow more depth into the standards instead of a wide objective that may take more time to cover.”

As is often the case when something new is introduced, however, not all of Georgia’s 100,000 teachers are enthusiastic about the new direction.

A media specialist in Houston County has this concern. “We have changed the names for everything. We have strands, standards, critical components, enduring understandings and essential questions. This requires so much work just to comprehend that it discourages the teachers. We already have a problem with teacher retention. Do they want to run everyone away into other fields or into early retirement?”

A science teacher in Lee County is likewise concerned about the changes. “I will be short and to the point. When I look at the new curriculum two old phrases come to mind: ‘Re-inventing the wheel’ and ‘same horse, different jockey.’ (This) is the same thing I have been doing, just a different way of saying it.”

Another Lee County science teacher says, “The new standards have been written in such a way as to summarize what needs to be taught in just a few categories, but the way they were written requires that the individual teacher (or system) ‘unpack’ them to really know what should

and shouldn’t be taught. The educational jargon is so deep that they leave way too much room for ‘translation’ mistakes. If we are trying to improve what we are doing, why didn’t we just establish the National Science Standards rather than doing a poor job of imitating them? We’ve had to attend meeting after meeting (after meeting) explaining how we should unpack something that previously (in the QCCs) was already laid out there for us to see... Let us teach the material rather than having to spend all the time proving to someone else that we know what the standard is. The poor students are going to have teachers who spend more time justifying what they are teaching than they do ‘improving’ what they are teaching.”

A math teacher in Lee County has concerns in her subject area too. “I appreciate and applaud the attempt to devise a new curriculum in math, but the changes are sweeping right past the mark... Teachers are bearing the brunt of creating classroom materials for conveying the curriculum because... the move is to fully adopt learning-focused methods of instruction and do away with the nasty textbook. We are being denigrated for believing it is possible to use a text and still be a good teacher. We are frequently being told (at least in my system) that no textbook meets all the standards - as if one book ever fully met any curriculum guidelines.

“Another point of concern on the math

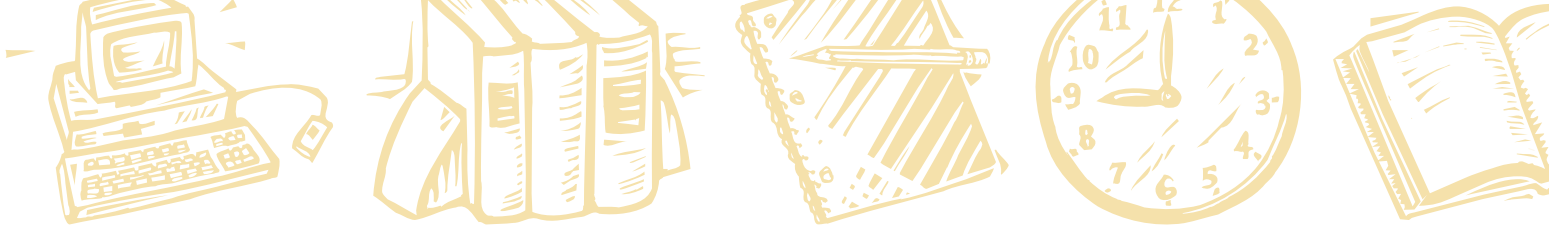
standards is developmental readiness. Not all of my students are capable of comprehending the abstract concepts that students will now be expected to master at a younger age than before. I fully believe that we are doing many of our students a disservice that will encourage the inadequately prepared student to drop out as soon as allowed by law. By adopting these new standards, we will have done quite the opposite of what is intended by NCLB.”

A first-grade teacher in Lowndes County finds the new curriculum confusing, “because it is so vague and wishy washy,” she says. “All the (new) terminology (unpacking standards, decisions, etc.) contributes to the confusion. We’ve been given ‘units’ written by a group of our county’s first-grade teachers, as well as ‘units’ written by another Georgia county that were each about a ream of paper thick—lots of words, but not much ‘meat.’ A couple of days later, we were told that the state finally had written ‘units’ (which we all felt should have been done from the beginning) so those other two units went out the window. I just don’t understand why there has to be so much confusion. The QCC objectives were supposedly a mile wide and an inch deep, but the new ELA ones cover basically the same things from what I can tell so I don’t see them as any kind of improvement.”

And finally, these observations of a first-grade teacher: “I should probably preface







this with, 'Don't even get me started!' Does the Department of Education think that we don't notice that all of the "old" standards are still there, but merely lumped under a bigger, much broader "new" standard? Honestly, if they think that we are that stupid, then changing the standards is the least of their worries. We are the ones who need to be changed! Come on!"

She continues, "I still can't believe that the area RESAs are asking us for help writing "units" to go with these standards, and we aren't even familiar with them yet! I also detest the idea that I'm supposed to teach from a 'unit' of 'lesson plans' that were created by someone other than me! No, thank you! It wouldn't mean anything to me unless I wrote it myself, and then my plans would be worthless to someone else! I've been teaching for 20 years; I do not need anyone to write my plans for me."

In addition to those teachers who are strong supporters of the new curriculum and those who are strong critics, there are many teachers who fall someplace in between. They see value in the new curriculum, but still have concerns.

Mary Lou Jordan, curriculum director

at the Social Circle City Schools, says, "I believe that the majority of teachers and administrators across the state were anxious to replace the QCC with a more relevant and rigorous curriculum and that they are in agreement that the new GPS can be the foundation for more effective instruction leading to greater understanding of content by our students.

"However, the reality is that the timeline for implementation may deter this from ever happening. Teachers and administrators are overwhelmed with the challenge of educating an increasingly diverse student population while at the same time meeting the demands of No Child Left Behind. Classroom teachers last year were expected to attend state training, come back and train other teachers at the local schools, and write new GPS units for this school year while continuing to prepare their students for the CRCT or EOCT and/or giving up their summer break."

A first grade teacher from South Georgia has these thoughts: "The QCCs were too many and too detailed. The worst thing about them was having to spend time looking them up to code them in lesson plans, which no one ever reads or checks,

so coding was just a hoop to jump. Having a copy in my plan book to consult was all that was necessary. The same basic thing will happen with GPS. I was at first skeptical, then excited to hear they'd condensed the curriculum into six standards for language for 1st graders, but then, what do you know, they expanded those six standards into 50 or so elements, so what's the difference in that and the QCC?"

Given the fact that most trainers seem genuinely enthusiastic about the new curriculum and standards, while quite a few rank and file teachers apparently don't share their enthusiasm, could the problem be that teachers do not have a good understanding of the curriculum and the rationale behind it?

Julie Stevens, an instructional coach at Ben Hill Middle School in Fitzgerald, has these observations:

"As teachers, we were originally told that the QCCs were too many to teach; therefore, the standards would be fewer in number. I do agree that there are fewer standards; however, it appears that the broad QCCs were compacted into the standards, which means we still have the same amount to teach in ELA. I do, however, believe that the elements do a better job at clarifying the standard. I also like the fact that we are requiring performance tasks."

Stevens believes the training needs improvement.

"I do not believe that we were adequately trained. Several people have received conflicting information at some of the training sessions. It also seemed like the State Department was making decisions as we went. I feel that the plan should have been in place prior to training the teachers to reduce conflicting messages and so redelivery could have been more consistent across the state."

Kathy Annis, a Cobb County middle school language arts and reading supervisor and one of Cobb's seven district-designated trainers, explains her experience. "Our plan for redelivering involves designating one person from each school to be the person responsible. Ideally, we would like to have more time and money for the redelivery process, but we have to make do with what we have.

"Overall in Cobb, what we are hearing is that the teachers like the 'look' of the new



Social Circle Elementary School teacher Pam Garrett gives her third-grade class a reading comprehension assignment.



curriculum and its elements. And overall, they seem excited to plan in a different way and believe it will definitely impact instruction.”

Margaret Nour, department chair of the science department at Bainbridge High School in Decatur County, likes the new standards but is critical of the implementation process. “Although I believe that the new standards should help students think critically about science and be better problem solvers, the transition from QCCs to GPS is not an easy one for teachers or students.

“I do not feel that enough leadership and time have been provided to help us prepare for implementation of these standards. Our county provided us funds and in-service points to prepare units this summer. It took us a minimum of 60 hours per unit to develop rubrics, graphic organizers, writing prompts, technology components, open-ended lab activities and lesson plans that will better enable our students to become independent learners.

“The level of frustration we have experienced has been tremendous. We were told that there would be some information on the DOE website to help us meet the standards correctly. This has not happened. We have been asked to unpack standards and prepare our students for the hybrid High School Graduation Test. Teachers are frustrated that while implementing the critical thinking GPS, our students will not be receiving the factual recall type curriculum that has been present on the past High School Graduation Tests.

“There is no way that we can fully implement the new GPS this year. At best, we will perhaps implement four out of seven units in Biology and Physical Science, which has been our focus. With the test scores in science already the lowest of all parts of the Graduation test, I feel that our scores may suffer even more as we are changing our teaching methods.

“Although I feel this is the appropriate way to teach children, the frustration for teachers is enough to make many of them doubt the state in their support of the teachers... I realize that change is always difficult, but I feel that we have not received the necessary support from the Department of Education to implement



Students in Pam Garrett’s third-grade class at Social Circle Elementary.

### GEORGIA PERFORMANCE STANDARDS IMPLEMENTATION TIMELINE

<b>2005-06</b> ELA K-12 Science 6,7, 9-12 Math 6	<b>2007-08</b> Science K-2, 8 Math 3-5, 8 Social Studies 6-12
<b>2006-07</b> Science 3-5 Math K-2, 7	<b>2008-09</b> Math 9-12 Social Studies K-5

this change. I believe that the teachers in my high school are working as hard as humanly possible to develop new curriculum and to maintain an appropriate level of instruction for the students of Decatur County. However, it has been costly in terms of the morale of our teachers.”

Laura Gregaydis, a school improvement specialist in Paulding County, has similar concerns. “Teachers at Union Elementary feel that the new curriculum is much more flexible and encourages greater differentiation of instruction,” she explains, “but they are nervous, because of the speed at which things are changing and the fact that they haven’t had the opportunity to see the new curriculum in action.”

In response to some of the concerns expressed, Eloise Barron asked that teachers be patient and give the new curriculum a chance.

“Having chaired the original Quality Core Curriculum (QCC) writing committee and now directing the development of the new Georgia Performance Standards (GPS), I am certain that the GPS is a vast improvement over the QCC. The standards are clearer and the elements give further definition to the standards. We focused on what students should know and be able to do. Teachers will know what they are expected to teach and how their students will be assessed with aligned state tests.

I am encouraged by the excitement expressed by teachers all over the state who have attended either state-level or local school system GPS training and are ready to teach the standards. Implementation of the Georgia Performance Standards will insure that Georgia leads the nation in improving student achievement.”

Georgia’s new curriculum appears to have strong support among curriculum experts and most of the trainers who understand the concepts and philosophy that differentiate the GPS from the old QCC. But in the final analysis, the success or failure of the new curriculum will depend on how well it is accepted and implemented by all of Georgia’s 100,000 classroom teachers. To put a twist on an old adage, “The devil is in (unpacking) the details.” ♦



## A PAGE Turning Event

### The PAGE Foundation Celebrates its 20<sup>th</sup> Anniversary

**O**n Sept. 19, 2005, amid dramatic lighting, soft jazz and the perfume of beautiful flowers, more than 340 guests filled the Egyptian Ballroom of the Fox Theatre in Atlanta to enjoy a special evening of celebration marking the 20th Anniversary of the PAGE Foundation. The event, chaired by Phil Jacobs, president of Planned Communities Services for BellSouth Corporation, and Honorary Chairman United States Senator Johnny Isakson, focused on the accomplishments of the foundation in its efforts to recruit, develop, retain and recognize excellent teachers for all Georgia students. A highlight of the evening's festivities was ceremonies that honored the Georgia-Pacific Corporation and Georgia-Pacific Foundation President Curley M. Dossman, Jr. for their on-going and substantial support to public education throughout Georgia.

The evening began with a reception followed by dinner and a program overseen by Mistress of Ceremonies WSB-TV Channel 2 News Anchor Monica Kaufman. Event Co-Chair Phil Jacobs welcomed guests and recognized sponsors of the gala, then current Senior Director of External Affairs for BellSouth and PAGE Foundation Board Chair Carolyn Lovett was introduced. Lovett brought greetings from the PAGE Foundation Board of Trustees and spoke briefly about the initial mission of the foundation and how, through Dossman's leadership, the foundation had brought new focus to its mission and a renewed commitment to making it work. She added that as the state faces a growing teacher shortage the foundation is working to

make sure that when the future arrives, every Georgia child, regardless of where they live or their economic circumstances, is served by a highly qualified teacher.

PAGE Foundation President Tom Wommack acknowledged individuals from education, government and the business community who have given of their time, talent and resources to serve as a foundation trustee. He also credited corporations, foundations and individuals for their generous financial support, especially the approximately one-half million dollars of annual support from all 65,000 members of PAGE, enabling the foundation to advance its agenda.

Wommack then recognized Dr. Barbara Christmas, who served as the second PAGE Foundation President. Wommack told the audience that it was Christmas who reorganized the board so that half of its members came from the business community; initiated its \$1 million endowment campaign; convened national and state experts and leaders for a one-year study of the teacher recruitment and retention issue; launched a major effort to encourage Georgia teachers to attain National Board Certification; created a statewide effort to attract capable young people to the teaching profession through Future Educators of America; and accepted responsibility from the Georgia Chamber of Commerce for the STAR Student and STAR Teacher program. He then presented Christmas with a PAGE Foundation hand-blown glass award from Lillie Glass Company.

Wommack also honored the first PAGE Foundation President, the late Jack Acree, who envisioned the foundation and got it started in 1985.

The audience was then treated to a 10-minute video, which gave an overview of the PAGE Foundation and paid tribute to the evening's honoree, Curley M. Dossman, Jr.

In her remarks to the audience, PAGE Executive Director Dr. Allene Magill praised the men and women of Georgia-Pacific Corporation for their contributions to local school systems



PAGE Foundation President Tom Wommack (center) is joined by Region Vice President for AT&T and Event Planning Committee Chair Betsy Palmer (left) and President of Planned Communities Services for BellSouth Corporation and Host Committee Chairman Phil Jacobs (right).



## Among those attending the reception were:

▶ (left to right) PAGE Assistant Director of Professional Learning Dr. Diane Ray, PAGE Director of District Eight and Camden County Educator Kathy Corwin and Newton County educator Pat Alexander. Both Corwin and Alexander are National Board Certified teachers and serve as Lead Mentors for National Board candidates.



in the communities where they work and live, making sure that every child in Georgia receives the world-class education they deserve. She added that the corporation's commitment to education is a reflection of the person at the top, who sets the agenda. Magill then asked Chairman and CEO of Georgia-Pacific Pete Correll to come forward to receive an award for his company's commitment to public education.

Next Dr. Magill talked about her experience working with Georgia-Pacific Foundation President Curley M. Dossman, Jr. She noted that Dossman is a man who avoids the limelight, working behind the scenes to make good things happen for people and communities in areas served by Georgia-Pacific. She noted that his special interest in children and education dates back to his days as a high school student when as salutatorian of his graduating class he gave a speech entitled, "Knowledge is Power...Education, the Key to Success."

She mentioned that his parents, both of whom are retired Louisiana educators, did a great job in raising Curley, as he has followed their example and has been a real champion for children and public education. Magill thanked Dossman for his leadership and support of the PAGE Foundation and for his involvement with so many other worthwhile organizations that make communities a better place for teachers to teach and young people to learn.

Magill was joined by Dossman at the podium where Magill presented him with a gift of appreciation from the PAGE Foundation. Dossman expressed his thanks to Georgia-Pacific and Pete Correll for allowing him the opportunity to serve a company that places such a high priority on the improvement of public education and to the PAGE Foundation for providing him with such a memorable event.

Sponsors of "A PAGE Turning Event" at the \$10,000 Valedictorian level included AT&T; BellSouth Corporation; The Coca-Cola Company; Cousins Properties Incorporated; Georgia-Pacific Corporation; Georgia Power Company and Wachovia. \$5,000 Salutatorian level sponsors included AGL Resources, Inc. and Adams, Hemingway and Wilson, LLP. AIG-VALIC, Turner Broadcasting System, Inc. and The UPS Foundation were \$2,500 Honors level sponsors. Scholars level sponsors at \$1,500 included 100 Black Men of America, Inc.; 100 Black Men of Atlanta, Inc.; The Atlanta Housing Authority; Atlanta Technical College; Atlanta Victim Assistance, Inc.; Copeland Insurance Services, Inc.; Equifax; Dr. Allene Magill; Matlock Advertising & Public Relations; Metro Atlanta Chamber of Commerce; Joe and Rebekah Montgomery; National Black College Alumni Hall of Fame; Project GRAD Atlanta and Spelman College. Approximately \$60,000 was raised for the PAGE Foundation through the 2005 "PAGE-Turning Event." ◆



▶ Event Planning Committee members (left to right) Margaret Hylton Jones of Margaret Jones and Associates; Katherine Swift of AT&T; Betsy Palmer (Committee Chair) of AT&T; and Rene Pennington of AGL Resources, Inc. Not pictured are Anita Farmer of AZZ Imprints, Inc. and Tamara Nash of Georgia-Pacific Foundation.



▶ Senior Director of External Affairs for BellSouth and PAGE Foundation Board Chair Carolyn Lovett (left) is joined by PAGE Executive Director Dr. Allene Magill during the reception festivities.



▶ WSB-TV Channel 2 News Anchor Monica Kaufman served as Mistress of Ceremonies.

## A PAGE Turning Event continued



▲ The audience applauds the parents of honoree Curley M. Dossman, Jr., Derutha L. Dossman (left) and Curley M. Dossman, Sr. (right).



◀ For honoree Georgia-Pacific Foundation President and former Chair of the PAGE Foundation Board of Trustees Curley M. Dossman, Jr., a night to remember.

▼ PAGE Foundation, Georgia-Pacific Corporation and Curley M. Dossman, Jr. light up the night sky in Atlanta.



▶ Chairman and CEO of Georgia-Pacific Corporation A. D. "Pete" Correll thanks the PAGE Foundation for the acknowledgement of the contributions of Georgia-Pacific Corporation to public education.



## PAGE Foundation Accepts Responsibility for S. Marvin Griffin Memorial Foundation

Directors of the S. Marvin Griffin Memorial Foundation have transferred the assets of the foundation and responsibility for its scholarship program for aspiring teachers to the PAGE Foundation, according to PAGE Foundation President Tom Wommack. The S. Marvin Griffin Memorial Foundation was established in 1983 to memorialize the late Georgia Governor Marvin Griffin and to perpetuate his commitment to public education.

"The PAGE Foundation and the S. Marvin Griffin Memorial Foundation have a long history of mutual support dating back to 1986," commented Wommack. "We

have had the privilege of recommending which high school students should receive college scholarships from the S. Marvin Griffin Memorial Foundation in support of the students' preparation for a career in teaching. Under this new



S. Marvin Griffin Memorial Foundation President Jim Stone (left) signs legal agreement transferring assets of the 22-year-old foundation to the PAGE Foundation. Joining Stone in the Oct. 3 signing ceremony were Sam Griffin (center), son of former Governor Marvin Griffin, and PAGE Foundation President Tom Wommack (right).

relationship, all of the assets of the S. Marvin Griffin Memorial Foundation are transferred into the PAGE Foundation Endowment Fund, and it is our responsibility to administer the scholarship program and increase the corpus or funding base which makes the scholarships possible. We are also responsible for increasing public awareness of the scholarships and why they were created as a perpetual memorial to Governor Griffin."

S. Marvin Griffin was Governor of Georgia from 1955 to 1959. A former educator at Randolph-Macon Academy in Virginia, Griffin

was also owner and editor of the *Post-Searchlight* newspaper in Bainbridge, Ga. During his term as governor, appropriations for education increased by 50 percent, and teacher salaries rose approximately 25 percent. ♦

# Corporate Executives Join PAGE Foundation Leadership

AT&T Regional Vice President for Public Relations Betsy Palmer, who served as former first lady Nancy Reagan's personal writer in the White House and who represented three U.S. Secretaries of Energy in matters before the Congress, has been elected Secretary of the PAGE Foundation. Palmer's election took place in September at the 2005 Annual Meeting of the PAGE Foundation Board of Trustees. Palmer succeeds Margaret Hylton Jones, who retired from the board after six years of service and who was elected trustee-emeritus by the board.

"Betsy is a wonderful leader who steps forward very quickly to volunteer her assistance," said PAGE Foundation President Tom Wommack. "What is especially gratifying, though, is the fact that she always does what she says she will do. That is an important yardstick for personal integrity and something we rely upon among the leadership of the foundation."

Wommack went on to note that Palmer, who joined the Board of Trustees in 2004, volunteered to chair the subcommittee that successfully planned and implemented the PAGE Foundation 20th anniversary at the Fox Theater. "Betsy did an extraordinary job leading that subcommittee," commented Wommack. "Every expectation for this event was exceeded, and it was Betsy and the team of corporate and foundation staff people who surrounded her who made this happen. We are very fortunate to have someone of Betsy's experience and personal gifts serving as Secretary."

The PAGE Foundation Board of Trustees added three additional trustees at its Annual Meeting this year. Anthony James, the president and chief executive officer of Savannah Power and Light Company; Anna Brown, PAGE's president-elect and a Hart County educator; and John White, senior advisor to the Coca-Cola Board of Directors, began their three-year term of service in September.

"Our new trustees are well respected leaders who have distinguished careers in business or education," remarked Wommack. "We are extremely fortunate that people such as Anthony James, Anna Brown and John White are willing to bring their significant abilities, experience and knowledge to the leadership of the PAGE Foundation. Anthony and John hold extremely important positions within two



Betsy Palmer



Anthony James



John White

of Georgia's most respected corporations, and Anna is an outstanding educational leader as was evidenced by her election as PAGE's president-elect."

Wommack added that as these new trustees join the board there are veteran trustees completing their service and leaving the board. In addition to Margaret Hylton Jones, former PAGE President Dr. Diane Ray left the Board of Trustees in September upon accepting a full-time position within PAGE's Professional Learning Department. "Diane and Margaret have been outstanding members of the board," said Wommack. "Margaret has been instrumental in recruiting several of Georgia's most respected business leaders onto the board through her various leadership roles, and Diane has been an eloquent voice for professionalism in education helping other trustees understand what the foundation should do to support teachers and students."

During its Annual Meeting, the Board of Trustees re-elected Wachovia Bank Senior Vice President Ben Boswell Vice-Chair and AIG-VALIC Southeastern Regional Vice President Ernest Jordan Treasurer. BellSouth Director of External Affairs Carolyn Lovett remains PAGE Foundation Chair for 2005-06 completing the second year of her two-year term in that leadership role.

Trustees attending the Annual Meeting gave a standing ovation to Laura Baldree and Nick Zomer, two novice teachers who presented an overview of the PAGE Teacher Academy. Baldree and Zomer explained the challenges confronting novice teachers and what the Teacher Academy does to ensure the success of high-potential educators chosen to attend. Drawing often from personal experiences in the classroom, the two young teachers helped trustees understand the pressures and problems that lead 35 to 50 percent of Georgia's novice teachers to leave the classroom and their chosen profession within the first five years of their careers. Dr. Ann Stucke, assistant director of Professional Learning for PAGE and the person who directs the Teacher Academy, told trustees that PAGE hopes the State of Georgia or other education organizations will create similar programs for novice teachers so inexperienced educators can be served in greater numbers in the future. ♦





## PROFESSIONAL ASSOCIATION OF GEORGIA EDUCATORS

P.O. Box 942270 / Atlanta, GA 31141-2270  
770-216-8555 / 800-334-6861 / Fax: 770-216-8589 / [www.pageinc.org](http://www.pageinc.org)

### **Your \$10,000 of AD&D Coverage provided by PAGE has a new Insurance Underwriter**

Dear PAGE Member:

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Secretary  
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This letter is being published in our magazine to inform you of a change in the insurance underwriter of our \$10,000 Accidental Death and Dismemberment (AD&D) policy that we provide to each of our members for their continued support and membership in PAGE. We are pleased to inform you that our new insurance carrier, The Hartford <sup>(1)</sup> recently acquired Continental Casualty Company (CNA) group life and accident, short-term and long-term disability benefits business. This acquisition included CNA Group Life Assurance Company, the provider for the \$10,000 AD&D coverage given to all of our professional, support and student PAGE members.

As a result of this acquisition, your AD&D coverage provided under CNA policy number 03-A-2051 has been replaced by Hartford Life and Accident Insurance Company policy number ADD-11037. The Hartford AD&D coverage for members is the same coverage that was in-force under the CNA policy.

**A copy of the new Hartford Life and Accident AD&D Certificate of Insurance can be downloaded and printed online for your review and safekeeping at: [www.associationins.com](http://www.associationins.com). This certificate replaces and supersedes the CNA AD&D Certificate. Please discard the CNA Certificate to prevent any confusion in the future.**

**Additional AD&D coverage is available** to PAGE members and their families. See opposite page for details of a special offer being made by Hartford Life and Accident Insurance Company during an **open enrollment from December 1, 2005 to January 31, 2006.**

If you have any questions regarding this AD&D insurance coverage, please call CBCA Administrators at 1-800-458-9147. A customer service representative will be glad to assist you.

Sincerely,

Tim Callahan  
Membership Director

(1) The Hartford is the Hartford Financial Services Group, Inc. and its subsidiaries, including issuing companies Hartford Life Insurance Company and Hartford Life and Accident Insurance Company.

**Policyholder: Professional Association of Georgia Educators**  
**Underwritten By: Hartford Life and Accident Insurance Company**  
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# COPELAND INSURANCES SERVICES, Inc.

3385 Marquess Moor, Alpharetta, Georgia 30022

## A special offer of an additional \$100,000 or \$200,000 of AD&D Coverage

Dear PAGE Member:

As you may remember, The Hartford<sup>1</sup> recently became the insurance provider for the **\$10,000 of Accidental Death and Dismemberment (AD&D)** coverage you receive as a professional, support or student member of PAGE. Complimentary coverage is an important benefit of your PAGE membership and it is exciting to be partnering with a company with such a history of financial security and integrity.

### **\$100,000 OR \$200,000 SAFETY NET FOR YOUR FAMILY**

In the spirit of this new partnership with PAGE, The Hartford has agreed to a **special offer of an additional \$100,000 or \$200,000** of AD&D coverage to help you protect your family's finances in the event of an unfortunate accident. Most people don't realize that accidents are the #1 cause of death for adults under the age of 50\*. Accidental death insurance is an affordable way to supplement your savings and life insurance plans, and you can never be too prepared for the unexpected.

### **YOUR ACCEPTANCE IS GUARANTEED!**

There are no health questions to answer and no medical exam is required. Your acceptance is guaranteed. Right now, \$100,000 of AD&D coverage is available to PAGE members for **the affordable rate of just \$15 per quarter**, or \$200,000 of AD&D coverage is available **for just \$30 per quarter**.

**This special offer is only available until January 31, 2006 so don't delay!** To accept this offer, simply complete and sign the business reply card included with this ad. **If you have questions, customer service representatives are available to assist you at 1-800-458-9147**, or you may refer to your Hartford Life and Accident Insurance Company Certificate of Insurance for complete details including exclusions, limitations and terms of coverage. **The certificate of insurance can be accessed at: [www.associationins.com](http://www.associationins.com)**.

**Send No Money Now...** you will receive a bill for the premium and coverage will become effective Jan. 1, 2006, as long as we have received your first payment. It's that simple! We urge you to take this important step to help protect the ones you care most about.

Sincerely,



J. Paul Copeland,  
Agent of Record, Professional Association  
of Georgia Educators  
Georgia License # 358007



<sup>1</sup>The Hartford is the Hartford Financial Services Group, Inc. and its subsidiaries, including issuing companies Hartford Life Insurance Company and Hartford Life and Accident Insurance Company.

\* Source: National Safety Council, *Injury Facts*, 2003

**Policyholder: Professional Association of Georgia Educators**  
**Underwritten By: Hartford Life and Accident Insurance Company**  
**Administered By: CBCA Administrators, Inc.**  
**Policy Form # 7582 A2 (11037)**

# Honor Your Favorite Teacher

By Lucas Bermudez, 2005 State PAGE STAR Student, Graduate of Parkview High School

“All right, folks!” That’s how Mr. Heier usually signals the beginning of his Advanced Placement Physics class after the bell has finished ringing. The students slowly drift towards their seats, warming up for the day’s lesson. Occasionally one of us would accompany our teacher’s salutation with “It’s physics time!” to help the class perk up. I had been in the same desk during the same 6th and final periods for both my junior and senior years, and as a result of this routine I had become very relaxed and comfortable in Mr. Heier’s class. I entered his room each day ready to learn and happy to be there because of the atmosphere he created.

I still vividly remember the first day of AP Physics B, when I approached Room 210 at the end of the day with great anticipation and excitement. Physics was still a mysterious subject to me, and I had heard from my friends in the upper classes that Mr. Heier was “the man,” the “H-Bomb,” “P-Money” and “awesome.” On that day which now seems like such a long time ago, my mind could never have guessed that what was then some distant legend of a teacher would become such a good friend and mentor. He introduced himself to us, went over the syllabus, and then began his lecture on physical units and dimensional analysis. As an overzealous junior, I scribbled notes furiously.

The happy memories of physics with Mr. Heier are abundant. With him and my classmates, we braved the vast world of Webassign, free-body diagrams, kinematics, Newton’s laws, friction, work and energy, electricity and magnetism, gravity, rotation, and springs and pulleys and sliding blocks galore. We worked through countless problems together. All through this time, Mr. Heier was always friendly and knowledgeable. His teaching style was simple: give the lectures; give the problems; give the test. But he made his lectures interesting; he was always there to assist you with any problem you might have; and he created his tests to be challenging but satisfying. He put up with some of my crazy antics on exam days,



Lucas Bermudez

**I still vividly remember the first day of AP Physics B, when I approached Room 210 at the end of the day with great anticipation and excitement.**

like when I regularly put on a headband and pretended to be some samurai warrior about to fight a fierce battle. The best thing I remember about Mr. Heier as a teacher was the way he treated me when I had a difficult time with a problem. He would come down to my level and work the problem with me instead of above me. Time and again this simple act would rekindle my love for physics and solving difficult problems.

The final days of my senior year were extraordinarily different from those first days as a junior. Exhausted from exams and homework, I was burning out, but Mr. Heier’s sixth period class became a haven for me. At the end of the day, no matter how rough it had been, I knew that physics was going to be fun and relaxing. By that time Mr. Heier and I had become good friends and shared many memories of physics class and Science Olympiad together. Reflecting now in the middle of summer before college, I realize that I was truly lucky to have a teacher like him. I could talk to him with ease. He was supportive of my efforts in his class and understood the pressures of my other courses. He respected me and the other

students. He thoroughly understood his subject and was dedicated to making sure his students actually learned. Teachers have an incredible task before them. Not only are they responsible for educating their students, they must also do so in a way that the students will be receptive and will remember those lessons taught. Mr. Heier did this easily.

On the final day in his class, I felt a sense of amazement at all that we covered in such a short period of time. With graduation and college looming, I knew that this was the end of special time in my life. I’m happy that I can take good memories of high school with me into the future.

Thank you, to all my teachers, for putting forth so much effort and time to prepare us. And thank you, Mr. Heier, for your excellence as a teacher, for making physics so much fun, and for becoming a friend. ♦



# Honor Your Favorite Teacher

By Phil Heier, 2005 State PAGE STAR teacher, Parkview High School

When I was asked to write an article about my favorite teacher, I immediately started making a mental list of all the teachers who had an impact on my life and career. It did not take long for me to realize how blessed I have been growing up with a myriad of great teachers. My list consists of teachers from the first grade to twelfth grade in nearly every subject. All of these teachers were demanding, but all of them also made learning fun and exciting—something I try to emulate each and every day. My article cannot be complete without recognizing at least some of these teachers:

- **Mrs. McClarty** (First-grade teacher, Woodbrook Elementary School, Edison, NJ): I still share experiences in her class with my daughter, who is starting the first grade this year.

- **Mrs. Guncher** (Fourth-grade science teacher): Her class gave me my first taste of physics and engineering. She also taught me so much about respect and dignity just by the way she acted. I did not even realize I was learning.

- **Mr. Larry Massey** (Eleventh-grade history, Clarkston High School): He made history come alive for me. He is now a coworker of mine at Parkview.

- **Mr. Phillip Marks** (Eleventh-grade English): He was not the most popular teacher at Clarkston, probably because he was so demanding, and he let you know when you did not perform to your potential. The man loved what he did and it showed. He passed away not too many years after I graduated, a tragic loss to the Clarkston community.

- **Mrs. Brenda Constan** (Twelfth-grade English) – She always had more confidence in my writing ability than I did myself. She pushed me to take chances with my writing and continued to encourage my love of reading.



Phil Heier

**All of these teachers were demanding, but all of them also made learning fun and exciting—something I try to emulate each and every day.**

- **Mrs. Becky Chambers** (Eleventh-grade history and Twelfth-grade government): Gave me my first real feel of what college would be like. She expected nothing but the best from us, and I tried never to disappoint.

As my mental list continued to grow, I thought I would have a difficult time choosing a teacher, but in the end, the choice was readily apparent to me. The teacher that most affected my life at school and beyond is Mr. Steve Cole, my tenth grade algebra II and twelfth grade calculus teacher.

After a very bad experience with geometry in ninth grade, I had no real interest in math even though it was probably my strongest subject. I had been placed in a “general” level algebra II class in tenth grade that consisted of mainly (to me) unknown eleventh graders. When I entered Mr. Cole’s class, I knew things were going to be a little different. Mr. Cole had fun with math. He lightened up lectures with quick jokes and was always ready to help when it was needed. This experience reawakened my love

of math. He placed me back on the “calculus track” for the next year and in twelfth grade I had him in calculus.

I do not think anyone could make a course like calculus so challenging but enjoyable at the same time. He would take very complex concepts and simplify them using examples, class discussion and a lot of humor. Mr. Cole made us equal partners in our learning. I try to approach my teaching in much the same manner. Much of my teaching style is modeled after Mr. Cole. To this day, as I prepare for a particularly difficult lesson, I think about the approach Mr. Cole would take.

I never returned to my old school to say thank you. To all my former teachers, thank you for your hard work and dedication. To Mr. Cole, thank you for everything. You have indeed been a great influence on my life and career. ♦

# FOUNDATION VOLUNTEERS NEEDED!

PAGE Foundation sponsors several programs that promote academic excellence among Georgia students and teachers including the PAGE Student Teacher Achievement Recognition (STAR) program, the PAGE Georgia Academic Decathlon (GAD), the PAGE Academic Bowl for Middle Grades and PAGE Foundation Scholarships for current and future teachers. These programs would not be possible without the assistance of many dedicated volunteers.

## PAGE Georgia Academic Decathlon

Volunteers are needed to serve as judges for Speech and Interview competitions. Volunteers are also needed to serve as Proctors for Essay, Testing and Super Quiz. Judges serve in groups of three (3) for Speech and Interview presentations. Proctors work with a student assistant in a testing homeroom of nineteen (19) or more students. Super Quiz proctors monitor individual student responses during the course of the Super Quiz Oral relay. A judges' training sessions is conducted prior to the competition. Volunteers can choose Friday, Saturday or both days. Friday's session lasts from 3:45 to 9:30 p.m. Saturday's session begins at 7:30 a.m. and continues until 1 p.m. Super Quiz proctors are on site from noon until 3 p.m.

## PAGE Academic Bowl for Middle Grades

The Academic Bowl takes place in January and February. Regional competitions will be held across the state on Saturday, Jan. 7, 2006, during the morning and early afternoon. Each region will need a minimum of 20 volunteers to assist with reading questions, judging and timekeeping during the competition. This opportunity will require a time commitment of 4-6 hours. Approximately 40 volunteers are needed for the State Semi-finals to be held on Saturday, Jan. 21, 2006, in Macon. This competition will require a time commitment of about six hours.

Please complete and return the form below if you are interested in volunteering for either of these PAGE Foundation programs.

## PAGE Foundation Volunteer Form

Name: \_\_\_\_\_ Home phone: \_\_\_\_\_

Home Address: \_\_\_\_\_ Work phone: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Company: \_\_\_\_\_ Title: \_\_\_\_\_

E-mail: \_\_\_\_\_

Area of Interest:  Academic Bowl - Saturday, Jan. 7  Decathlon - Friday, Feb. 24  
 Academic Bowl - Saturday, Jan. 21  Decathlon - Saturday, Feb. 25

Returning this form in no way obligates you to a particular event. It just lets us know of your interest in volunteer opportunities.

Respond to Michelle Crawford by:

Mail: PAGE Foundation • P.O. Box 942270 • Atlanta, GA 31141-2270

Phone: 1-800-334-6861 • 770-216-8555

Fax: 770-216-9672

E-mail: [mcrawford@pagefoundation.org](mailto:mcrawford@pagefoundation.org)

## Professional Insights

### Key to Achievement: Strong Teacher/Student Relationships



DR. EDIE BELDEN

The diversity in today's classroom is challenging teachers in new ways to connect with their students. The typical classroom teacher is Caucasian, female, middle class and over 50 years of age. The students are very young—four years old for Pre-K to 18 years old for high school seniors. There is a potpourri of nationalities, languages, customs and beliefs. Many of these students come from homes below the middle class socioeconomic level where English is a second language and parental education is equivalent to a middle grades level. Even for students who are not first generation Americans, the student-teacher relationship may not be strong because the teacher may not live in the community or the mobility of the student's family life has left the student unattached and alien to the community of his/her current residence.

The hectic professional life of teachers requiring them to meet Adequate Yearly Progress, implement the Georgia Performance Standards, and write personalized lesson plans leaves little time to know students in more than a perfunctory manner. Coalescence of all these factors leaves too many students to view the school and its curriculum as an uncaring and impersonal place. Their lack of engagement results in poor grades, absenteeism, alienation, failure, social promotion and retention.

#### SCHOOL REFORM: RIGOR, RELEVANCE AND RELATIONSHIPS

The school reform efforts have produced many recommendations, programs and processes for improving achievement. When reduced to basic elements, three factors emerge that engage students in school and improve student achievement. The curriculum must have rigor; it must be relevant to today's learners; and there must be supportive, caring relationships with faculty and staff that enable the students to reach higher expectations. While rigor and relevance are important, research clearly indicates

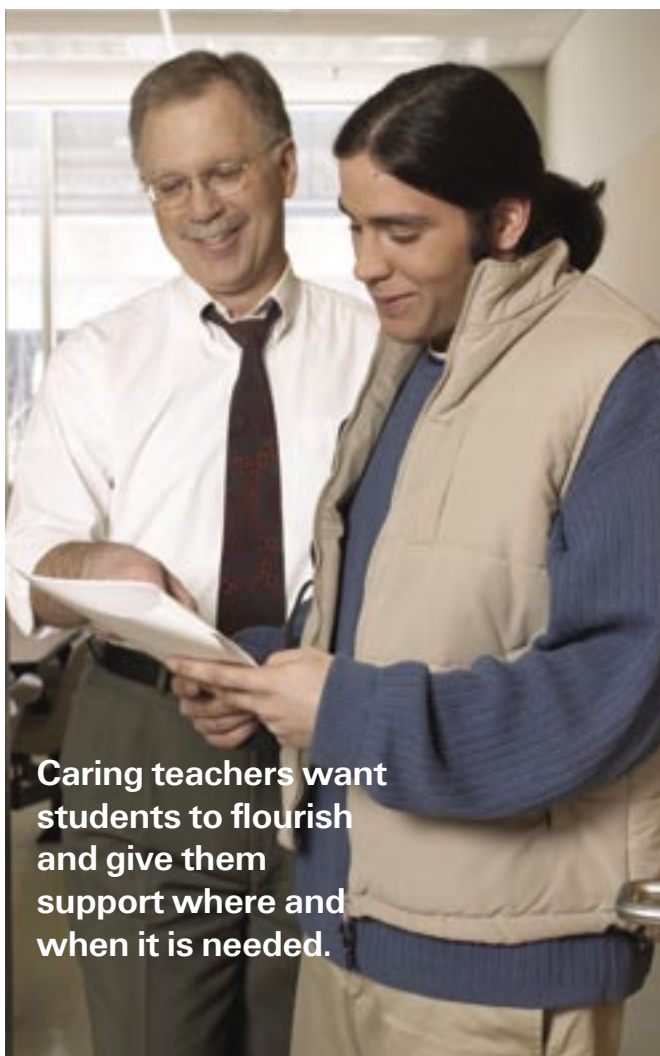


that strong positive teacher/student relationships are the key to creating a motivational climate where more students will succeed. Some researchers contend that "for many students, particularly those at risk of school failure, the caring relationship often must precede their engagement with subject matter."<sup>1,2</sup>

#### BEGIN WITH PARENTS

Any relationship with a student should begin with the student's parent(s) or main caregiver(s). The basis of the teacher/parent relationship must be to demonstrate to the parents that the teacher cares for their child's progress and well-being. Parents want to know something about their child's teacher, so providing information about oneself and encouraging them to attend an open house or a conference for a face-to-face meeting not only increases the comfort





Caring teachers want students to flourish and give them support where and when it is needed.

level of parents, but it also gives the teacher information about the parents.

The teacher should also provide contact information and availability times for conferences and returning calls. Information from the teacher to the parent should be often and not reserved for the latest crisis or test failure. As students enter middle and high school, deciding how much to involve parents is difficult because it is important that students learn to take responsibility for their learning and actions. A good rule of thumb is that parents should be contacted when there is a change in the student's appearance and/or disposition, attendance and work habits, or friendship circle. Before communicating with parents, reflecting over several weeks or months to determine if there are trends that should be reported to parents makes a stronger connection. Mutually caring for children is a tough job, but the results are beneficial.<sup>2</sup>

## CREATING A CARING ENVIRONMENT

There is no formula for developing strong and positive relationships with students, but the literature provides helpful guidance. Many teachers feel that to "ask a lot" of some students is too much. The research indicates otherwise.

Research findings indicate that high expectations are a part of caring. Teachers who care expect a lot out of students. Caring teachers want students to flourish and give them support where

and when it is needed. Another part of the caring relationship must be that teachers' actions must make students believe that they can achieve. If the student perceives that the teacher is insincere in caring, the student will become embittered and often unruly. The caring relationship cannot be limited to just subject area content. The teacher must show the student that he/she is cared for socially and psychologically; i.e. the student is expected to obey the rules at school, attend class and be respectful of others. High expectations must infiltrate every aspect of school life.

Teachers also have to believe that they can make a difference. Studies suggest when teachers believe they can influence learning, they usually do. A teacher must have enough self-efficacy to know that he/she can make a difference in a student's life.

In creating a teacher-student relational context for learning there are concepts that can be used as a framework.

**Safety:** Students must feel that they are safe from embarrassment and ridicule and that there will be re-teaching if the material is not learned the first time.

**Value:** Students must feel they are valued and that the level and quality of work is of value to them.

**Success:** Students need achievement along the road to mastery. While mastery is the desired goal, progress toward the goal should be celebrated.

**Involvement:** Allowing students to make meaningful choices in relation to content, instructional methods, assessment and evaluation promotes motivation.

**Caring:** Students, like all human beings, have a desire to belong even when their mannerisms, dress, vocabulary and body language send the opposite message. Simple behaviors of smiling, knowing students names and/or nicknames, knowing siblings, and using phrases like, "I want us to" instead of "I want you" send subtle, but powerful, messages to students that they are important.

**Enabling:** One of the toughest jobs a teacher has today is to find the best instructional techniques for the diverse group of students sitting in his/her class(es). It is essential that teachers employ methods based on brain research and employ techniques such as graphic organizers, anticipatory and closure strategies, and relating the learning to the real world.<sup>2,3,4,5</sup>

## THE AMERICAN TEACHER: TRANSITIONS AND THE ROLE OF SUPPORTIVE RELATIONSHIPS

Since 1984 MetLife has conducted via Harris Interactive Inc. surveys on educational issues and topics. The 2004-2005 MetLife Survey focuses on the American teacher, transitions and the importance of supportive relationships. A nationally representative sample of 1073 students participated in the survey. The data indicate there are some critical times in which students need the supportive relationships of teachers. Students feel very vulnerable at transition points in their educational careers. They are most concerned with the elementary-middle-high school transitions and when they leave their home school for a new school. The data also show that four out of 10 (40 percent) students feel that the teachers in their previous school cared more about them than their current teachers. When asked, "Who are the people you would go to if you needed advice about what classes to take in school?", over 60 percent said they would go to a teacher. Guidance counselors rated higher at the high school level.

In answer to the question, "How helpful are your teachers when you ask for their help with?," the students responded:

### How Helpful Are Your Teachers When You Ask for Help?

	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At all Helpful	Never Asked For Help
Your school work	51	36	6	2	5
Problems with other teachers	9	28	18	11	33
Emotions you might experience e.g. feeling discouraged, disappointed, anxious about school	16	30	13	9	32
Problems with other students	16	31	16	8	29

Expressed in percents

The data indicates that teachers are very significant and effective in meeting the students' needs for school work, but students do not seek them out for assistance in other areas which may be affecting their achievement. A strong teacher/student relationship must also extend into these other areas of need.

Students were asked to think about the teacher who had made the greatest difference in their life. They were then asked, "What grade were you in when you had this teacher?"

### Grade Student Was In When Student Had The Teacher Who Made the Biggest Difference

	7 <sup>th</sup> ,9 <sup>th</sup> Grade Students	10 <sup>th</sup> ,12 <sup>th</sup> Grade Students
Kindergarten or earlier	6	2
1 <sup>st</sup> Grade	7	3
2 <sup>nd</sup> Grade	8	5
3 <sup>rd</sup> Grade	8	3
4 <sup>th</sup> Grade	12	6
5 <sup>th</sup> Grade	16	7
6 <sup>th</sup> Grade	15	7
7 <sup>th</sup> Grade	12	7
8 <sup>th</sup> Grade	14	14
9 <sup>th</sup> Grade	3	18
10 <sup>th</sup> Grade	—	13
11 <sup>th</sup> Grade	—	11
12 <sup>th</sup> Grade	—	4

Expressed in percents

Nearly six in 10 students (57 percent) said that the teacher who had made the biggest impact was a secondary teacher. However, both memory and maturity may be factors here. High school students tend to internalize their memories of school more than younger children and be more aware of the impact teachers make on their lives. Generally speaking high school students are more articulate than younger students. A majority of 7<sup>th</sup>-9<sup>th</sup> graders

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say that the teacher who had the biggest effect was before the 6th grade, while most 10th-12th graders (74 percent) say they had this teacher sometime from the 6th grade onward. Most students (86 percent) report that this significant teacher taught a general or core subject such as English, math or history.

The encouraging data in this report is that when students were asked, "In which areas of your life did this teacher make a difference?", the number one answer was "helped me to do better in school." The top five areas in which teachers made a difference are:

### Areas of Life in Which Teachers Made a Difference

	K-5th Grade	6th-12th Grade
Helped me do better in school	82	70
Introduced me to new ideas	67	70
Helped me pursue my interest	46	62
Helped me with problem with a student at school	30	24
Helped me with a personal or family problem	24	28

Expressed in percents

Lastly in their own words, students expressed what this significant teacher did for them:

- "She sparked my interest in reading books."
- "Made me a better person."
- "Opening up a whole new world to me."
- "She let me know she cared."
- "Helped me realize what things were important to me."

"Taught me to hold my head high."

"Told me I'm important and can do whatever I want in life." <sup>6</sup>

### DEVELOPING STRONGER TEACHER-STUDENT RELATIONSHIPS

Good teaching is about caring, nurturing and developing minds and talent. Certain behaviors and strategies help to build stronger teacher/student relationships.

#### Teacher Behaviors

- Greeting students at the beginning of each class and selecting three or four students to say something personal and positive to them is a great way to set the classroom climate. Be sure that within a reasonable amount of time each person in the class has received a comment. The anticipation of the teacher saying something about each student sends a clear message to students that the teacher cares.

- Acknowledging absenteeism is a good way to say to students that they were missed. If a student is missing many days or certain classes, take the time to find out why. Absenteeism is not always just a matter of "laying out of school" or "sleeping in."

- Attending a student event is one of the most powerful ways to show caring for a student. Let the student know that you will be there and that you will be watching his/her performance. Many students never have anyone to cheer for them. It is critical to acknowledge the performance in a positive way the very next day.

- Checking one's own bias is essential to creating stronger teacher/student relationships. Unknowingly teachers can form opinions about students based on other teachers' experiences

with students, family income or history, student dress, student actions and other associated factors. Every student deserves a fresh look and an opportunity for a teacher to care about his/her wellbeing.

- Encouraging students to continue their progress even though they did not reach the intended goal is necessary for students who are weak academically. The failure to meet the goal must be acknowledged, but emphasis should be put on the successes a student has experienced. The key is that the student must still believe that goal is attainable and that the teacher believes he/she can achieve it.

#### Instructional Strategies

- Being a good listener is vital to being a good teacher. Listening to what students say in class provides important data on what students know, their misconceptions and gaps in their learning. Both classroom responses and hall chatter provide important insights into their personal lives, their communication skills and their thought processes.

- Developing activities that give students an opportunity to demonstrate their affective and personal dimensions as well as their academic knowledge enhances self-esteem and personal attributes.

- Providing rationales for learning, con-



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**When students were asked, "In which areas of your life did this teacher make a difference?", the number one answer was "helped me to do better in school."**

necting the learning to the world of work, or tying the concept to a specific job gives significance and meaning to the learning. Asking the students to generate the rationale involves them more in the learning process and enriches the justification for learning the material.

- Promoting on task behavior lets students know that the classroom is for learning. Teacher actions must demonstrate time on task too; therefore, there is efficiency in housekeeping and routine tasks and preparedness for the day's lessons. The instructional time is devoted to learning from bell to bell.

- Using a variety of instructional practices, promoting independent thinking, monitoring student work, and providing feedback are all important in helping students achieve their very best. A caring teacher also lets some students know that it may be necessary to struggle to achieve, but he/she believes they can reach the goal and as their teacher he/she will be there with many ways to help them reach that goal.

**THE CONNECTION: ACHIEVEMENT AND CARING**

Today the focus of teaching is on improving achievement. In the effort to make Adequate Yearly Progress, it is important not to lose sight of the students and their need to feel that their teachers care about them. It is the personal teacher-student relationship that has caused great leaders to average Joes to acknowledge that it was a teacher who made a difference in their lives. It is also why some kids beat the odds. <sup>7,8,9,10,11</sup>

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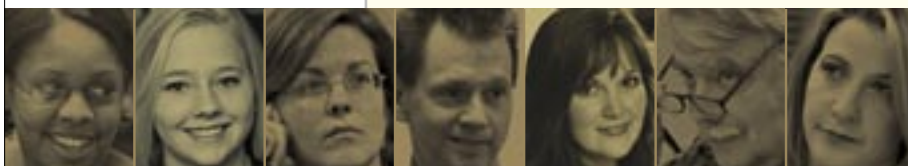


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# Members in the News

## Darton College SPAGE Chapter Honored

The SPAGE chapter on the Darton College campus was honored during the college's annual Honors Award Ceremony during spring semester 2005, with the prestigious Club of the Year award. SPAGE competed for this honor with more than 31 clubs and organizations on campus. The criteria for Club of the Year included completion of a scrapbook outlining the club's activities and projects, a written report detailing the club's objectives, exhibition of college spirit through athletics, the arts and/or student activities, college and community service, average club member-

ship and members' attendance at meetings. SPAGE officers were also interviewed by members of the faculty and student body.

## Houston County Teacher Named National Ag Teacher of the Year

**Dr. Ronnie Thomas**, agricultural teacher and PAGE member at Houston County High School has been named 2005 National Agriculture in the Classroom Teacher of the Year.

Thomas is one of only five national recipients of the award given by the Georgia Farm Bureau.

According to Donna Rocker, Georgia Farm Bureau specialist/field services coordinator, "[Thomas] was certainly very deserving of the award with his outreach to elementary school students in Houston County, in addition to the work he does with his ag ed students. I was especially impressed with his partnership project this year. I hope other agriculture education teachers will use this as a model."



Pictured (left to right): Wendy Kennedy, SPAGE chapter advisor; Tangelo Horton, SPAGE member; Chastity Odom, SPAGE chapter vice president; Deana Rogers, SPAGE chapter president and Allison Ferrell, SPAGE chapter secretary/treasurer

## PAGE Letters

Dear PAGE –

I am very proud to have been selected as the Outstanding PAGE Member for our District. I am sorry that I missed the conference and presentation; I was participating in a two-week teaching experience in Thailand.

After many years as a PAGE Member, dating back to the early 1980s, I remain proud of my association with PAGE. PAGE has given me valuable opportunities to grow and learn as a professional educator, and to be involved in the legis-

lative policy-making process as it relates to educational issues. PAGE can always give me an answer or refer me to the source of needed information when I or one of my colleagues has a question or concern. PAGE takes the higher ground on educational matters and is focused on excellence for students and teachers.

Thank for the recognition for me, my school and my profession.

Sincerely,  
Carol Bradley  
PAGE Building Contact  
Powers Ferry Elementary  
Cobb County

enjoyed the banquets and programs at each level.

I was able to mail the Coca-Cola Company a separate thank-you for their support and award. Could you please convey my deep gratitude to the Cecil B. Day Foundation for their scholarship. It will be extremely helpful towards my college education and I am very thankful to them.

Also, I would like to express my appreciation to your foundation for the hand-blown glass star and pictures from the State PAGE STAR banquet.

Thanks you again. You have a great program!

Brad Hamilton  
East Hall High School  
Hall County

Dear PAGE –

Thank you for your support of the STAR program. It was such an honor to be named STAR student of my school, county school system and Region 2. My family, school staff members and I have





LEONARD D. WILLIAMS

# Avoiding Testing Violations

Throughout the year, but especially during the months of April, May and June, the PAGE Legal Department gets many inquiries about testing violations. Many times problems occur during the administration of the CRCT and other standardized tests. A violation could lead to the test(s) being invalidated. Some of the most common violations include discussing specific test questions and answers with students, taking notes from the actual test, “coaching” students during the test, not following the test instructions and displaying inappropriate instructional materials in the testing area. To avoid committing a violation, there are a few things that educators should keep in mind when administering tests.

The first thing to remember is to always administer the test as directed. Do not deviate from the standard procedure at all (unless you’re following a pre-approved special accommodation). This is perhaps the most common mistake that many educators make with testing. The test instructions should be followed to the letter.

The second thing to remember is to avoid assisting students during the test. Unless it has been specifically approved by the test or school protocol, you should not give your students any help while they are being tested. Often, when an educator helps a student by shading in an answer, erasing something or answering a question, it is construed as “coaching” the student. While the educator may not have shared any knowledge or test-related information with the student, others who see it may interpret it differently. You can avoid this situation by eliminating any unnecessary interaction with your students during the test.

Third, before the test is administered, make sure that there are no instructional materials in the testing area. This means taking down number lines, logging off of computers, putting calculators and dictionaries away and removing any unapproved writing from the board. Many educators innocently forget to remove these items and find themselves under investigation by the Professional Standards Commission (PSC) for an ethical violation.

Fourth, do not use any unapproved materi-

als to help students prepare for the test. On a few occasions some teachers have been accused of using the actual test, perhaps unknowingly, to help students prepare for it. If you would like to use something to help your students prepare for a test but are unsure if it’s appropriate, you need to clear it with your supervisor before you use it.

**Unless it has been specifically approved by the test or school protocol, you should not give your students any help while they are being tested.**

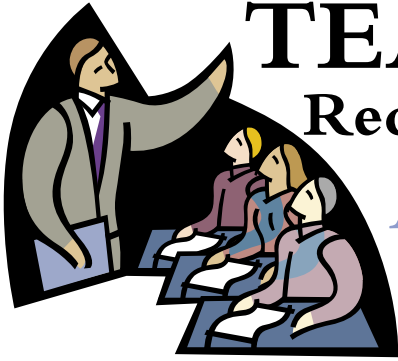
Finally, never change the students’ answers. While this seems obvious, there have been educators accused of doing exactly that. While educators should do as much as possible to help prepare their students for tests, students must perform without any interference or help during the test. Under no circumstances should an educator change or alter his/her students’ answers.

Allegations of failure to follow testing procedures must be reported to the Georgia Department of Education (DOE) and the PSC. By following these pointers, you should be able to avoid most of the testing pitfalls. If you are ever unsure about something, you should consult your testing manual or ask your supervisor. You should do so before or as soon as a problem arises.

For more information on proper test administration, you should contact the DOE, PSC or PAGE Legal Department. ♦







# TEACHER Recruitment Day

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The school systems represented (Bibb, Crawford, Jones, Monroe, Peach and Twiggs Counties) annually employ 300 to 500 new certified teachers in a wide range of fields. All interested and qualified candidates are invited to attend and meet with representatives from individual schools and central office personnel. Please bring copies of your resume. TAPP (Teacher Alternative Preparation Program) representatives will be available to talk with persons who would like information about the program. The requirements for TAPP are as follows: A 4-year college degree, with a minimum of 2.5 GPA; candidates must have passed or exempt PRAXIS I; candidates must have a job offer from one of the six counties represented.

**For more information, please contact  
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**Directions:**

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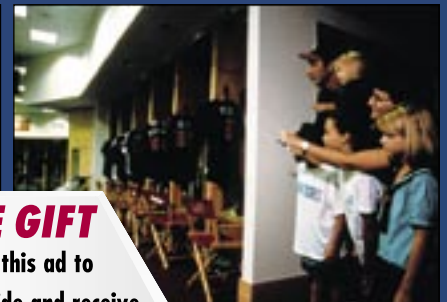
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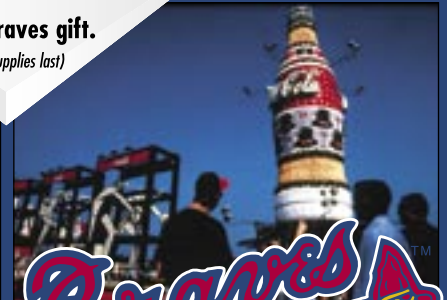
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# PAGE Planner 2005-06

## November 2005

- 4** Academic Bowl Registration Deadline
- 4-6** PAGE Fall Conference, DeSoto Hilton-Savannah
- 5** NBPTS Workshop – Ellijay, North Georgia RESA and Northside High School, Columbus
- 7-11** GAD Scrimmage Test (Test A)
- 11** Academic Bowl Late Reg. Deadline
- 12** NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; and Kingsland, St. Marys Elementary School  
NBPTS Workshop – Callanwolde Fine Arts Center, Columbia Co. Admin. Complex

## December 2005

- 2-3** Teacher Academy – Session II, Macon, Ga.
- 3** NBPTS Workshop – Northside High School, Columbus
- 8** Leadership Institute for 2005-06 District Teachers of the Year, TBA
- 10** NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; Ellijay, North Georgia RESA; Kingsland, St. Marys Elementary School; Callanwolde Fine Arts Center, Atlanta; and Columbia County Admin. Complex



## January 2006

- 7** NBPTS Workshop – Kingsland, St. Marys Elementary School and Northside High School, Columbus
- 7** Academic Bowl Regionals
- 9-14** GAD District-level Competition (Test B)
- 11** Leadership Institute for 2005-06 District Teachers of the Year, Georgia Southern University
- 14** NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; and Callanwolde Fine Arts Center, Atlanta
- 18** Leadership Institute for 2005-06 District Teachers of the Year, Kennesaw State University
- 19** Leadership Institute for 2005-06 District Teachers of the Year, University of Georgia



- 19** GAD Deadline – submit Wild Card score sheets
- 20** GAD Notification to teams – Wild Card Invitational
- 21** Academic Bowl Semi-finals
- 21** NBPTS Workshop – Ellijay, North Georgia RESA and Columbia Co. Admin. Complex

## February 2006

- 2** GAD Hotel Reservations – Deadline
- 3** GAD State Competition – Deadline for Registration
- 3-4** Teacher Academy – Session III, Macon, Ga.
- 4** NBPTS Workshop – Northside High School, Columbus
- 11** Academic Bowl Finals
- 11** NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; Ellijay, North Georgia RESA and Columbia Co. Admin. Complex
- 14** PAGE Day on Capitol Hill
- 18** NBPTS Workshop – Kingsland, St. Marys Elementary School
- 22** Leadership Institute for 2005-06 District Teachers of the Year, Kennesaw State University
- 23** Leadership Institute for 2005-06 District Teachers of the Year, University of Georgia
- 24-25** GAD State Competition (Test C)
- 25** NBPTS Workshop – Bibb Co., Macon State College

## March 2006

- 3-4** Teacher Academy – Session IV, Macon, Ga.
- 4** NBPTS Workshop – Callanwolde Fine Arts Center, Atlanta
- 4** Leadership Institute for 2005-06 District Teachers of the Year, Georgia Southern University
- 9** Leadership Institute for 2005-06 District Teachers of the Year, TBA
- 11** NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; and Kingsland, St. Marys Elementary School

- 14** FEA in GA Day on Capitol Hill
- 14** “Brain-Based Research – Research and Strategies for Your Students” Drive-in Conference Fort Valley State University
- 15** “Brain-Based Research – Research and Strategies for Your Students” Drive-in Conference Georgia Southern University
- 16** “Brain-Based Research – Research and Strategies for Your Students” Drive-in Conference Oglethorpe University
- 18** NBPTS Workshop – Ellijay, North Georgia RESA and Northside High School, Columbus
- 25** NBPTS Workshop – Bibb Co., Macon State College and Callanwolde Fine Arts Center, Atlanta



## April 2006

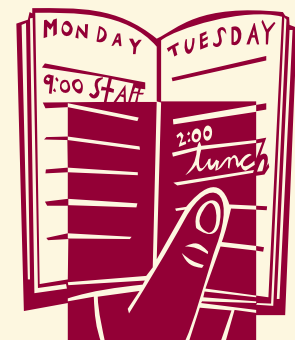
- 1** NBPTS Workshop – Kingsland, St. Marys Elementary School
- 8** NBPTS Workshop – Turner Co. Specialty School, Ashburn
- 15** NBPTS Workshop – Bibb Co., Macon State College
- 26** State PAGE STAR Banquet
- 26-29** USAD Competition – San Antonio, Texas
- 29** PAGE Foundation Scholarship application deadline

## May 2006

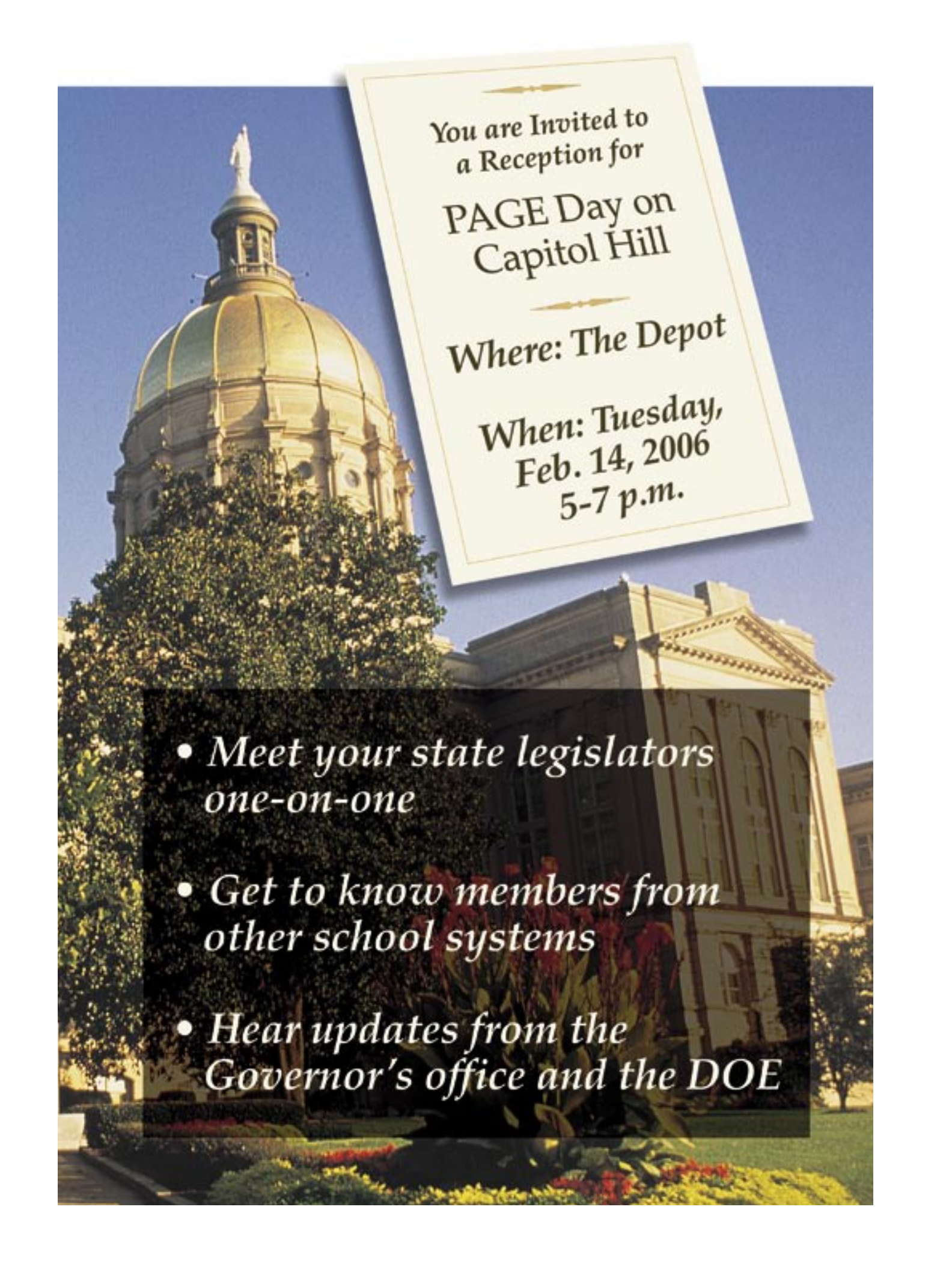
- 13** NBPTS Workshop – Turner Co. Specialty School, Ashburn

## June 2006

- 20-22** PAGE Pre-Conference
- 23-24** PAGE Summer Conference







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Professional Association of Georgia Educators  
Statement of Ownership, Management and Circulation

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# Making a Difference



**Kimberly Halstead**

EdS '99  
EdD '02

**Houston County**  
Principal  
Tucker Elementary

Under her direction, Tucker Elementary was removed from the state's "needs improvement list" and now has students consistently scoring in the 90th percentile or above in language arts, reading, and mathematics.



**Michael Gwatney**

MEd '98, EdS '00  
EdD '03

**Fannin County**  
Principal  
East Fannin Elementary

As a result of his 2003 report and recommendations, Georgia House Bill 1225 was created to clarify and fine-tune the existing school safety zone law, which was developed in the mid-1990s and established 1,000-foot "weapon-free and violence-free school safety zones."



**Karen Rutter**

MEd '82, EdS '83  
EdD '98

**Walton County**  
Career and Technical  
Education Coordinator

Rutter, who taught in the Walton County School District, was selected as one of the top 20 teachers in the country by *USA Today* in 2001. She earned national board certification in 2002.



**Sally Krisel**

EdD '00

**Georgia DOE**  
Gifted Education  
Specialist

Krisel, who resides in Clarke County, provides technical assistance to Georgia school systems and Regional Education Service Agencies on adhering to education department rules and state laws guiding gifted education programs.



**Wally Bassett**

MEd '73

**Houston County**  
Retired Principal

Bassett served as principal of Centerville Elementary for 28 years. The school was named a Georgia School of Excellence and was selected as a National Blue Ribbon School, ranking it among the top 2 percent of schools in the nation.



**Cecile Waronker**

BSEd '57

**Atlanta**  
Retired Teacher

Waronker taught for more than 20 years in several Atlanta area schools. She was appointed to the Presidential Scholars Commission by Presidents Jimmy Carter and Ronald Reagan.

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