

PAGE ONE

Professional Association of Georgia Educators

September/October 2003

Back To School

Why Georgia's Teachers Return Year After Year

I ♥ Teaching

How To Get Parents Involved • PAGE Foundation Chair Curley Dossman Jr. • 2004 Teachers of the Year • A Daily Cultural Exchange

*because you want the recognition
and the salary you deserve...*

Master of Arts degree in Education

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

concentrations in:

- Adult Education
- Instructional

Call toll free (877) 591-2635 today!

www.cel.cmich.edu/south

atlanta.metro@cmich.edu



*“For someone in the military this is
ideal. The instructors work with me
when I get called away.”*

Roderick Sylvester
MA degree in Education student
Chemical Officer, U.S. Army
McDonough, GA



**CENTRAL
MICHIGAN**
UNIVERSITY
IN GEORGIA



OFFICERS

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

DIRECTORS

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

EDITORIAL STAFF

Editor
Tim Callahan
Associate Editor
Erica Driver
Assistant Editor
Lynn Varner

NEW SOUTH PUBLISHING

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

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

PAGE ONE Magazine is published five times a year (January, March, May, September and November) by New South Publishing, Inc.; 1303 Hightower Trail, Suite 101; Atlanta, GA 30350; 770-650-1102. Copyright ©2003

CONTENTS

FEATURES

- 4 **Why They Keep Coming Back**
by Lee Raudonis

DEPARTMENTS

- 2 **From the President: Ready, Set, Go!**
3 **From the Executive Director: What's Next for PAGE?**
8 **Foundation News**
BellSouth Awards \$10,000 to PAGE Foundation
National Board Certification Program Mentoring Sessions
Trustee Forum: Interview with PAGE Foundation Chair Curley Dossman Jr.
AT&T Foundation Donates \$10,000 to PAGE Foundation
PAGE Academic Bowl for Middle Grades Marks 20th Anniversary
Honor Your Favorite Teacher
SPAGE Holds Annual Business Session
NBPTS News
PAGE/SPAGE Scholarship Recipients
Scholarship Eligibility Criteria
SPAGE Members at Kennesaw State University Recognized as Outstanding Teachers
2003-2004 Praxis II Workshops/Praxis FAQs
20 **Legal: What Are My Rights in a Reduction in Force Situation?**
24 **PAGE Planner**
26 **Professional Insights: Parental Involvement = Student Achievement**
30 **Ideas: Visiting International Faculty: A Daily Cultural Exchange**
32 **PAGE Members in the News**

NEWS & INFORMATION

- 18 **PAGE Annual Conference**
21 **2003-2004 PAGE Officers and Directors**
22 **2004 Local System Teachers of the Year**
29 **2003 PAGE Legislative Rallies**

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

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

Notice to Members

Contributions or gifts to the PAGE Foundation are tax deductible as charitable contributions for federal income tax purposes. However, under other provisions of the IRS code, costs for PAGE lobbying activities on behalf of members are not deductible. PAGE estimates the nondeductible portion of your 2002-2003 dues allocated to lobbying is .07 percent. Please call the PAGE office at 1-800-334-6861 if you have questions.

Ready, Set, Go!

By the time you read this, the first *PAGE ONE* for this school year, the students will have been in classrooms three to four weeks. Veteran teachers, administrators, and support personnel will have successfully started yet another year. For those of you new to education—congratulations! You have made it through the first weeks of your professional career. For both groups, I applaud you because every day you will touch students' lives in ways that can only be recognized years later.

I am Deena Hoch, this year's PAGE president, and I am very proud to represent the finest educators in the state of Georgia. I am a second career teacher. Little did I know when I chose teaching as my second career that I would one day teach students who were as undecided as I.

As a novice fifth-grade teacher in rural Georgia, I was assigned to some of public education's most challenging students. I had to teach all subjects in the time allotted, keep students entertained, maintain the behavior of my group of "angels" and teach them the curriculum I was given. Without the help of my grade level colleagues, I would not have made it. I knew that I could not do this daunting job without some outside help so I joined PAGE and GSTA (Georgia Science Teachers Association) to help with planning and new ideas. This was my first exposure to professional groups, and they have been my lifeline in and out of the classroom. The camaraderie of the faculty and the support of these professional organizations made my teaching experience in that school system a success and a foundation for my teaching.

In 1994, I took a position in another Georgia school system. I was placed in an eighth-grade science class in an inner city school. Again, I was professionally unprepared, but determined. I needed skills for meeting the needs of inner city students. I had support from wonderful administrators, who helped expand my pedagogical repertoire to include skills for reaching kids living in a culture of poverty. The following year I taught sixth grade at a different school, but by this time, I had learned to be flexible with whatever came my way.

In just a few short years, I had discovered that

I loved teaching, and specifically I loved teaching science to middle school students. To do the job better, I became a learner as well as a teacher. I took opportunities to enrich my own learning by going back to school for my education specialist degree, conducting NASA workshops and being an active participant in several summer workshops. I was especially honored to be named Bibb County Teacher of the Year and a PAGE STAR teacher, nominated by a former fifth-grade student. For the last four years, I have been a floating teacher, teaching high school physical science and 8th-grade science at Weaver Middle School in Macon. Today I am a teacher who has been recognized as an outstanding educator. I can only tell you it comes from an inner determination and a desire to learn.

Joining PAGE strengthened my conviction to be the best teacher I can be. Through PAGE I learned that I had a voice in education at the state and national levels by participating in legislative rallies and task forces. I learned that it is all right for a teacher to write a senator or representative voicing concerns about legislation that would affect my kids and my profession. Best of all, I have made strong state-wide connections with teachers, principals and superintendents who are on the same mission—providing the best education to all of the kids in the state.

I encourage you to become involved in decisions made at local, state and national levels. Start by becoming a PAGE building contact or helping with one of the legislative rallies around the state this fall. Write letters to your leaders in Atlanta and Washington. With the reauthorization of IDEA and No Child Left Behind being implemented, as well as the accountability measures in Georgia, policy makers need to hear the voices of professional educators. Lastly, encourage others to join and enrich their career by becoming a member of this awesome group of professionals. *PAGE ONE* magazine and *Issue Briefs* present key topics that could answer questions you have as a learner.

Please feel free to contact me if you need encouragement. I am sure we have stories to share. Have a great year! Thank you for letting me share my story. I am proud to be a PAGE member, a lifelong learner and a teacher. ♦

"To me the sole hope of human salvation lies in teaching."

GEORGE BERNARD SHAW



What's Next for PAGE?

I have now been serving as your executive director for approximately three months. I am very excited about having this opportunity to work with an outstanding PAGE staff and with a very committed board of directors. Together we can take the state's premier organization for educators to an even higher level of service to its members and to the profession.

Our membership has doubled in the past 10 years, and we have developed an excellent team of full-time membership service representatives across the state who are busy every day recruiting new members and making sure current members have easy access to whatever legal, legislative and professional services they may require.

The PAGE Foundation, with Director John Varner leading the way, is providing programs of academic excellence in middle and high schools across the state and beginning an effort, through our FEA chapters, that we believe has the potential to greatly enhance the supply of new teachers in the coming years as we work with school systems to "grow our own."

The PAGE legal department, which now has expanded to four in-house attorneys and more than 60 in our statewide network, provides the highest level and most professional legal services in the state. This department receives an almost constant stream of letters, calls and emails from members extremely pleased with the quality of services received.

Our legislative efforts are recognized among legislators as being professional and consistent. Their opinion is critically important to us. Many of them tell us that PAGE is the most trusted and effective lobbying group under the Gold Dome.

I have found that there is much to celebrate at PAGE, and I have tremendous respect and admiration for the leadership of my predecessor, Dr. Barbara Christmas, and her skill at assembling such a talented team at the state office of PAGE.

Then what is next for us?

In the past year PAGE has substantially increased its investment in providing professional development information and presentations to its members. We have hired an excellent director for this program—Dr. Edie Belden—and she has been hard at work writing professional articles and issue briefs, conducting presentations in schools and systems across the state, and planning our conference programs. She has put together a statewide advisory council to assist her in shaping the types of programs that will benefit our members most. I sat in on their first meeting at the June conference and was impressed with the number of exciting ideas discussed.

With the guidance of the advisory committee and the input of our members, I'd like to see us build on what we have already been successful at offering: Praxis workshops for our newest members and National Board Certification scholarships and mentoring programs for veterans seeking that highest credential. In between those two career mileposts is where the vast majority of our members find themselves. I believe that there is an important role for PAGE to play with our members, and I will be working closely with Dr. Belden and her committee as they work to define clearly that role and move toward new professional development.

Our membership, legal, legislative and Foundation programs have well earned and richly deserved reputations for the outstanding contributions made to our members and to the field of education. Professional services is beginning to move down that same track, and it will be my goal in the coming months and years to nurture that area. I would be very happy to hear from you at any time about ways we can better serve you. My e-mail address is amagill@pageinc.org. I look forward to meeting with many of our members as I attend the fall legislative rallies across the state. I hope to see you then. ♦





Why They Keep C

By Lee Raudonis, photos by Rod Reilly

When school ended this past May, the Georgia General Assembly had just finished one of its longest, most divisive and least productive sessions in history—a session in which education became a political football and teachers were given no increase in pay for the first time in a decade. The state's largest school system was struggling to correct school safety reporting errors. And the state Department of Education had just been notified that Georgia would lose millions of dollars in federal funds due to the postponement of end-of-course tests. However, most importantly for the school children of Georgia, the school year ended with approximately 90 percent of Georgia's teachers having signed contracts to return for the 2003-2004 school year.



"In teaching, there is no such thing as a routine. Things are always different; changes are always taking place," says 16-year veteran teacher Laura Herrington.

In spite of all of the controversial issues surrounding public education as the school year ended, including new accountability requirements and shrinking resources, the vast majority of Georgia teachers chose to return for yet another school year. But why? Why do they keep coming back year after year in spite of relatively low salaries (when compared to other professions), unruly students, a perceived lack of support from parents and a volatile political climate?

"The reason I keep coming back is simple. I love teaching," says Laura Herrington of Gainesville High School, who has been a teacher since 1987. "There is no other job like it. Each school year brings new students and new challenges. In teaching, there is no such thing as a routine. Things are always different; changes are always taking place.

"There is nothing mundane about teaching. Each student is different and each day is different. Teachers are given opportunities to try new things, to be creative, to keep what works and eliminate what doesn't. I find this both exciting and rewarding."

For Michael Perry, a National Board Certified business education teacher at Cobb County's Chapel Hill High School, the classroom provides many rewards.

"I genuinely love what I do, and what

ed that I don't teach a subject, but instead that I develop people."

For Wright Vermilya, who has taught math at St. Pius X High School in DeKalb County for 26 years, academic challenges are what keep him in the classroom.

"I truly love teaching," he says. "I enjoy explaining complicated mathematical concepts to students and watching their faces as they begin to understand what's going on. I really do believe teachers make a difference, and I hope I have influenced a few students in the same way my teachers influenced me."

For some, being a teacher is just who they are. "After 31 years of teaching, including first grade in the same classroom for 25 years, I still feel that there are children who need me," says Kathy Corwin of St. Marys Georgia. "Teaching is a part of who I am. I cherish the gift."

Jan Godwin taught science at Moultrie High School in Colquitt County for six years, then at Cook High School in Adel for 24 years. What kept her coming back?

"I loved to teach! I loved to see students' faces light up with understanding. Students and former students have frequently told me that I have had a positive impact on their lives," she says. "Every day, one or more students would lift my spirits and frequently make me laugh out loud. All of the intrinsic rewards of teaching overshadowed the lack of extrinsic rewards."

Clearly, however, there are teachers for whom the intrinsic rewards are not enough. In Georgia, the average three-year attrition rate for teachers with no experience was slightly greater than 25 percent during the years from 1989 to 1997, while the average five-year attrition rate was 33 percent. In some school districts, less than half of beginning teachers survive more than five years.

In a comprehensive Georgia Teacher Retention Study conducted by the Georgia Professional Standards Commission in 2001, participants were asked to discuss the conditions that exist in their school that influence their choice to stay or leave the teaching profession. Those who expressed dissatisfaction with their teaching experience cited discipline problems, paperwork and low salary as primary factors.

Coming Back

other job is there that has so much impact on individuals—both myself and the students? My mission is to grow professionals, one student at a time, by developing relationships that empower them to serve others."

Perry, who teaches a full schedule at the high school and three sections of business at Kennesaw State University says, "My greatest joy is watching students grow to reach their full potential. Often I can see their abilities long before they can, and it is my job to help them see their true potential. I have often respond-

"There are days that I hate my job and days that I love my job," says a new seventh-grade English teacher in southwest Georgia. "I don't foresee being a classroom teacher for the next 30 years. Students today have changed. They are generally apathetic, disrespectful and they lack a lot of prior knowledge and a desire to succeed."

A veteran kindergarten teacher in central Georgia explained her feelings this way: "At this point, I am planning to retire in eight years. Due to the workload and student behavior, I feel that I will be ready. However, I would like to teach longer if conditions change, such as less

so shortsighted not to see the benefits of education is hard for me to accept."

And, of course, there are financial considerations.

"I am undecided because I am torn between doing what I love—teaching students and watching them progress—and trying to provide for my family," says an English teacher in central Georgia.

While agreeing that money is an issue, Vermilya claims that the financial sacrifice is worth it.

"The financial rewards of education are limited. However, I am doing OK. I have a nice home, my kids are not lacking anything they need and we are putting a little

somewhat overwhelmed with responsibilities and also discouraged with students. I don't, however, want to make a hasty judgment during my first year."

Many teachers are just overwhelmed with all there is to do besides teach their students.


"I left teaching last June to accept the position of science specialist/school improvement specialist at Coastal Plains RESA, because I no longer enjoyed the activities I did when I was younger like chaperoning the prom and homecoming dance, building homecoming floats, attending pep rallies and sponsoring clubs (with the endless fund-raisers, projects and club trips)," explains Godwin. "I became exhausted from the morning duty, afternoon duty, detention duty and endless paperwork. I resented the numerous meetings and required workshops that frequently were of no value to me—they did not improve my teaching or my students' learning. I needed that time to work in my classroom, to work on lesson plans, labs, projects and assessments that would enhance my students' achievement."

All things considered, teaching is a very demanding occupation, and to make matters worse, teachers, both new and veteran, must make their decision to accept or reject a contract at the point in the school year when they are often the most drained physically and emotionally. More than likely, this unfortunate timing has been responsible for many second thoughts about returning for another year of similar demands and challenges.

"At the end of my first year I thought, 'Is this what I've gotten myself into?'" says Michelle Bodie who is now in her fourth year of teaching at Marietta High School. "I think every teacher's first year is the worst. They are immersed headfirst into a world that they've only slightly been involved with, i.e., student teaching. I knew after that first year that becoming a great teacher would be an uphill climb. I just didn't have the experience, but I knew with time that aspect would come. In addition, I would ask my mother and sister how they felt about my career choice, and they were always very encouraging. They both knew this was a good opportunity for me. That's such a huge plus."

Other teachers say they have entertained the idea of doing something else, but never that seriously.

"Yes, there are days I think I wouldn't



"At the end of my first year I thought, 'Is this what I've gotten myself into?'" says Marietta High School teacher Michelle Bodie.

paperwork and an alternative behavior program."

Another veteran educator, a 12th-grade English teacher in central Georgia, said, "I love teaching, but I find the joy I used to have has greatly diminished. That is due to a number of factors. The primary one is that so few students seem to have a love of learning. They and their parents want good grades, but they aren't willing to put forth the effort required."

Vermilya of St. Pius voices a similar concern.

"As much as I love teaching I don't think I could teach in just any environment. I have the luxury of teaching the best and the brightest at a very good school. I couldn't teach students who didn't value an education and were just occupying space in my classroom," he explains. "To me there is nothing harder to deal with than a student who just doesn't want to learn. I can understand how they might be bored with certain subjects, but to be

away for our old age. What I do find especially appealing is the schedule," he says. "First, it is nice having summers, Christmas and spring break off. I also work from about 8 a.m. to 3:30 p.m. everyday. However, I do spend a tremendous amount of time outside of class grading papers, making lesson plans, etc.," he says. "Even so, a lot of this can be done at home or at the ballpark while I watch my boys play ball. This is terribly important to me. I spend a lot of time with my family, and I feel sorry for many of my non-teaching friends who miss spending time with their families because they are traveling or working ungodly hours. At this point in my life I can't imagine giving up my summers and missing out on all of the time I spend with my family. It is worth the loss in income."

For others, stress is a major issue. A first-year teacher interviewed for the Georgia Teacher Retention Study put it this way. "I am a first-year teacher. I am

mind doing something else,” says Vermilya, “but to be honest, I can’t imagine what that might be. Teaching is the best thing that ever happened to me and I am glad I was afforded the opportunity to be a teacher.”

“I’ve never thought about not returning to teaching at the end of the year,” says Amy Denty, a middle school science teacher (and the 2000 Georgia Teacher of the Year) in Wayne County. “Even on bad days, I can look at kids who are doing their very best and it lifts my spirits. I’ve always felt very fortunate that I never think of myself as ‘going to work.’ Instead, I’m always ‘going to school’ where I get to share life and learning with some really nice people—my kids!

“Everyone talks about the proverbial light bulb—and it sounds like a cliché—but that really is one of the things that keeps me coming back. There is nothing like the feeling I get when I know a child has truly learned something or has taken a positive step forward in his life journey,” Denty explains. “That feeling is enough to make me want to be a teacher for a long, long time. I’m one of the lucky ones; I love my work and I love my kids. Everyone should be so blessed.”

Despite some concerns, Michael Perry agrees. “I do get discouraged with the political climate that expects me to do more with less. I have not had any funds for classroom materials other than toner cartridges this year and expect less next year. I spend my own time and resources to run a website for students and to provide technology tools to make my job easier,” he says. “In business, I would not be expected to buy pencils, a computer, overhead projection screen, etc. I am also discouraged that the

Continued on page 25



“I really do believe teachers make a difference,” says Wright Vermilya of St. Pius X High School. “And I hope I influenced a few students in the same way my teachers influenced me.”

REST ASSURED

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

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

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

In North Georgia:
Marsha Whelpley (toll free) 1-866-680-2479

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

LTC-287-A

Coverage provided by Policy Forms: 28-43017-A (01/01/02), 18-43027-A (04/01/02), and 18-43037-A (04/01/02), underwritten by Lincoln Benefit Life Company, Lincoln, Nebraska. For rates and further details of coverage, including exclusions and limitations or conditions and the terms under which this policy may be continued in force, please contact Lincoln Benefit Life Company or agent. If financial insurance agent will contact you.

BellSouth Awards \$10,000 to PAGE Foundation

BellSouth has awarded \$10,000 to the PAGE Foundation in support of its PAGE STAR (Student Teacher Achievement Recognition) and Future Educators of America in Georgia (FEA in GA) programs, according to PAGE Foundation Chair Curley M. Dossman Jr.

Historically, BellSouth has sponsored a \$5,000 scholarship that is presented annually to the State PAGE STAR Student. This year



BellSouth's Colleen Lewis, contributions manager-Georgia, presents PAGE Foundation President Tom Wommack with a contribution of \$10,000 in support of the PAGE STAR and FEA in GA programs. Joining them for the presentation are (left to right) PAGE Foundation Director John Varner, BellSouth President of Georgia Operations Phil Jacobs and BellSouth Senior Director-Georgia External Affairs Carolyn Lovett.

Evan Sussenbach, a 2003 graduate of Columbus High School in Muscogee County, was announced as the State PAGE STAR Student. Sussenbach chose Young Won, his Advanced Placement calculus teacher, as his STAR Teacher.

"We appreciate BellSouth's long history of support of the STAR program," said Dossman. "It is always gratifying to meet young

people who participate in the PAGE STAR program. BellSouth's donation allows the PAGE Foundation to continue to honor and reward students who have achieved academic excellence and acknowledge those teachers who made a difference in their lives as individuals and scholars."

The remaining \$5,000 donation will be used in support of the first PAGE FEA in GA Summer Institute to be held at the Georgia College and State University in Milledgeville in June 2004. It is the second donation that BellSouth has provided in support of the FEA in GA program, whose mission is to provide middle and high school students with a meaningful and substantive means for the exploration of teaching as a viable career option. The program promotes the ideal of professionalism in education and works to offset anticipated teacher shortages in Georgia and in other states.

"We applaud BellSouth's leadership role in recognizing teacher shortages as an issue for our state and assisting the PAGE Foundation in its efforts to encourage our young people look at the field of education as a career option," said Dossman. "Because of continued increases in the Georgia school population through births and migration, class size reduction mandates and attrition of teachers through retirement and career change, the demand for teachers within the state will increase."

"We have joined with the PAGE Foundation, Phi Delta Kappa International and the UPS Foundation in their efforts to strengthen the 63 existing Georgia FEA high school chapters and ultimately expand the program to include chapters in each high school and middle school in the state," said BellSouth President of Georgia Operations Phil Jacobs. "We want to provide young people who are interested in a career in the field of education with opportunities to learn more about teaching so that we can have a hand in creating the next generation of caring, capable teachers for our classrooms." ♦

National Board Certification Program Mentoring Sessions

Ashburn-Turner Co. Special Services School 9:30 a.m.-1 p.m.
Oct. 4, Nov. 1, Dec. 6, Jan. 3, Feb. 28, March 13, April 3, May 1

Atlanta-Callanwolde Fine Arts Center 9 a.m.-12 p.m.
Oct. 4, Nov. 1, Jan. 10, Feb. 7, March 6, March 27

Bibb County-Macon State College 9:30 a.m.-12 p.m.
Oct. 4, Nov. 1, Dec. 6, Jan. 3, Feb. 7, March 6, March 20, April 3, May 1

Kingsland-Camden County High School 8:30 a.m.-12 p.m.
Sept. 6, Oct. 4, Nov. 1, Dec. 6, Jan. 3, Feb. 28, March 13, April 3, May 1



Columbia County-Columbia County Administrative Complex 9 a.m.-12 p.m.
Oct. 1, Nov. 8, Nov. 22, Dec. 13, Jan. 10, Jan. 24, Feb. 7, Feb. 21, March 6, March 20, April 3

Columbus-TBA
Oct. 4, Nov. 1, Dec. 6, Jan. 3, Feb. 7, March 6

Ellijay-North Georgia RESA 9:30 a.m.-12:30 p.m.
Oct. 11, Nov. 15, Dec. 13, Jan. 10, Feb. 21, March 13, April 3, May 15

Interview with PAGE Foundation Chair Curley Dossman Jr.

Curley Dossman Jr. is responsible for community relations program development for plant communities and the administration of the Georgia-Pacific Foundation and community programs department. As part of this role, he works closely with Georgia-Pacific's executive leadership on Atlanta and Georgia-focused programs important to the company. In directing the activities of the G-P Foundation, Dossman is responsible for developing and implementing the company's overall philanthropic strategies.

PAGE: It's been 20 years since the publication of "A Nation At Risk", the seminal 1983 treatise on the status of public education in America that launched the education reform effort nationwide. What do you think we have learned about public school improvement since then?

Curley Dossman Jr.: We've learned that the individual school is the ideal unit of effective improvement efforts. The effectiveness of change at the individual school level, however, depends greatly on three elements: a cadre of teachers who are willing to think of themselves as part of an "improvement team," a strong and knowledgeable school-based leader (principal), and a district that is structured to support teacher growth and school change.

It takes community support and a coordination of efforts across an entire community—between school and district leaders and parents, colleges of education, social service agencies, community-based organizations, local government officials and others—to improve the quality of public education in a community. It truly takes a village to support a school—much less a school district—in any improvement effort. Getting everyone to the table is one thing; getting them to step out of their daily routines and cultures to contribute to the hard work of continuous improvement is quite another. This work is hard. It is not intuitive. It requires reading. It requires data. And it takes time.

A focus on instruction is crucial. A district distracted by non-instructional issues is a district that will not improve on its core mission of educating young people. We've also learned that to keep the focus on instruction, districts sometimes have to make difficult decisions about the services they will provide or manage directly and those they will ask the community to assume.

Data is crucial. There is now about a decade of research on what works and

what doesn't when it comes to school improvement. Districts that read and analyze the research, and consider its applicability to their local context, are those that are making the most progress today.

P: Why do business leaders remain committed to school improvement efforts? How has that commitment changed over the years?

CD: The longstanding support of the business community has come from three main interests: financial, civic and enlightened self-interest. Business leaders have remained committed because they need quality employees to remain competitive in a global economy. The school system is the pipeline for preparing the future workforce. Business is also starting to see dis-

Thanks to a decade of research about what works in school improvement, many districts now feel comfortable guiding the conversation about how business can help them.

tricts working hard to use data and research—to make smart management decisions.

What has changed is that, thanks to a decade of research about what works in school improvement, many districts now feel comfortable guiding the conversation about how business can help them. In the past, districts used to accept any and every offer of help from the business community. The efforts were rarely coordinat-



ed. Over time, districts found themselves overwhelmed with equipment, service, and professional development programs they didn't necessarily want or need and [which] weren't contributing to the bottom line of improved student learning. Today, armed with research on how to improve teaching and learning, dis-

tricts are being much more targeted about the contributions they request from the business community.

Commitments are much more varied now. Businesses continue to be important contributors to volunteer efforts in individual schools, and their donations of time and goods continue to be valued and necessary. Presently, the nation's highest-performing districts regard the traditional avenues for business participation—contributions of goods and services, volunteering, etc.—as an entry point for much greater involvement by individual business leaders over time. In this model, school and district leaders initially cultivate volunteers from the business community through donations of goods and services, Principal for a Day and tutoring programs. Over time, businesses are asked to bring more of their professional skills to the table—through service on school councils and task forces, as volunteer consultants for improving their internal management processes and as public speakers on behalf of K-12 education.

P: Why is education an important issue to you personally?

CD: I strongly believe education is the key to success. I experienced that in my own life and witnessed it in the lives of others. This is a belief I've held for a long time. In fact my speech as salutatorian of my high school class was titled, "Knowledge is

Power-Education the Key to Success.” Also, both my parents were elementary school teachers and principals, which also instilled in me the importance of education in the lives of individuals.

P: What does the business community expect of students, teachers and school administrators today?

CD: The same things they expect in their own companies. The respective parties come to the school willing to learn, to teach and to create an environment where learning is fostered and imparted with a passion. The parties are consistent in delivering quality performance. Schools must be customer focused and results oriented with respect to student performance. They cannot simply be activities based.

P: What do you think of the quality of teaching in America today? How can teaching improve in this country?

CD: We know more today about effective teaching, and what an effective teacher needs to do to make learning happen for a child, than ever before. We need to ensure that this knowledge makes its way into the classroom. This will require dramatic changes in the curriculum and instructional practices of colleges of education, the mentoring programs offered beginning teachers, and the professional development opportunities provided all teachers.

P: Are you concerned about reports of teacher shortages in Georgia, and if so, what do you think should be done about this issue?

CD: Teacher shortages are not unique to Georgia, of course. Through research and effective sharing of national experience, we are beginning to learn some things about tackling this challenge. A competitive level of compensation is important in attracting and keeping teachers. Georgia has made great strides in this area in the past few years, so that we are now nationally competitive. For districts experiencing teacher retention challenges, ensuring their salaries are competitive on a regional basis is important, too. For shortages in academic areas such as math and science where there is great need for qualified teachers, districts must begin to experiment with other means of attracting candidates.

Some states and school districts are tackling the teacher shortage problem by creating their own training programs for prospective teachers. The jury is still out on this issue, but at present most communities seem content to “let a thousand flowers bloom” while we learn more about what’s effective. Georgia has one such program (Georgia TAPP) and school districts such as Atlanta public schools have their own custom program. The question of alternative routes to teacher preparation is a tough one. There is credible research now showing that, taken as a group, teachers who have state certification and who have traveled a traditional route to teaching through a one- or two-year teacher preparation program make a greater impact on student achievement and tend to stay longer in the profession than those who lack such credentials and preparation.

Those in colleges of education tend to support this position. There are lots of arguments in favor of alternative routes, however, and many in colleges of education know that they alone cannot provide all the teachers our nation needs. Educators in rural and urban settings, for example, often argue that teachers recruited from the settings in which they teach have an easier time of becoming effective teachers. Others say that a college major in the subject you teach is crucial to your ability to impact student achievement.

Many school districts across the state start the school year with teacher vacancies. While I am concerned, as we all are, about getting those vacancies filled, the implementation of the federal No Child Left Behind Act creates an even more dramatic challenge for all of us—the need to ensure that all of Georgia’s school children have what NCLB calls a “highly qualified” teacher in their classroom by the 2005-2006 school year.

P: You serve on many non-profit boards. Why were you willing to chair the PAGE Foundation?

CD: Well, for one thing, you had a very persuasive advocate for the program in Barbara Christmas who made it very difficult for me to say no. Just as important, I have a passion for education. I was also impressed with the programs of the Foundation and the position the PAGE

organization takes in support of education reform.

P: What are your goals for the Foundation?

CD: To build upon the solid and successful platforms established by my predecessors. In particular, I want to develop a three-year strategic plan for the Foundation, which would include assessing each of the programs we are currently administering to ensure they are giving us the greatest value and return for our investments and how the programs actually assist in the recruitment of more qualified teachers in the public school systems in this state. Finally, I want to complete the \$1 million first phase of the endowment campaign for the Foundation.

P: What challenges do you see facing the Foundation? How would you like to see the Foundation respond?

CD: The biggest challenge for the Foundation is to increase awareness and visibility in the business community. We need to document the successful outcomes of our programs and develop a communication plan to get that message told in a highly visible manner.

P: How important is it for the PAGE Foundation to collaborate with education leaders and other non-profit organizations in this era of state revenue shortfalls and a depressed economy?

CD: It’s very important, and given the accountability measures set forth in NCLB, it’s a necessity. NCLB has very clear ideas about equity and the need for all school children to have access to a quality education. Organizations such as the PAGE Foundation should be reaching out, sharing information, creating a clear area of competence for themselves and working with other advocates for public education to ensure that its goals are met. Over the next year or so, as NCLB makes itself felt locally, all of us who care about public education will need to be reaching out to the public and the media, in collaboration with educators and other nonprofits, to ensure that everyone keeps their eye on the prize. We can fund our education priorities at the necessary level in this time of revenue shortfalls—it will simply require resolve (and some targeted public communications efforts). ♦

AT&T Foundation Donates \$10,000 to PAGE Foundation

The AT&T Foundation awarded \$10,000 to the PAGE Foundation in support of its Future Educators in Georgia (FEA in GA), Student Professional Association of Georgia Educators (SPAGE) programs and its National Board for Professional Teaching Standards (NBPTS) initiative. PAGE Foundation Board of Trustees Chair Curley M. Dossman Jr. praised AT&T for its continued support of education: "AT&T has a long-held commitment in the area of education, believing that educated citizens improve the quality of life in our community and a highly skilled and talented workforce allows that community to be competitive in the marketplace," Dossman said. "The FEA in GA and SPAGE programs strive to provide the state with the next generation of capable and caring teachers by encouraging young people to pursue education careers, while the NBPTS program allows veteran teachers to analyze and enhance their teaching techniques."

According to Betsy Palmer, AT&T regional vice president of public relations, the company is very familiar with the NBPTS program. AT&T helped NBPTS create the Digital Edge, a web-based project that captures the expertise of National Board

Certified Teachers and addresses technology's role in the classroom. "Studies support [the theory] that the classroom teacher has a primary impact on a student's achievement,"

Palmer said. "We are pleased to join the PAGE Foundation in its efforts to ensure that Georgia has the best prepared teachers in our classrooms, both now and in the future."

The FEA in GA program provides middle and high school students with a meaningful and substantive means for the exploration of teaching as a viable career option. The SPAGE program provides college students with a realistic view of teaching, and offers professional development workshops and overviews of educational issues. The NBPTS program is a demonstration of a candidate's teaching practice as measured against high and vigorous standards. To help candidates who aspire to attain this certification, the PAGE Foundation provides training and peer support from successful National Board

Certified teachers. In addition, the Foundation strives to increase awareness about the NBPTS program, as well as provide financial support to candidates as they go through the certification process. ♦



AT&T Foundation President Esther Silver-Parker (right) and AT&T Regional Vice President of Public Relations Betsy Palmer (left) present PAGE Foundation Chair Curley M. Dossman Jr. (center) with a donation of \$10,000 in support of the FEA in GA and SPAGE programs and the NBPTS initiative.

PAGE Academic Bowl for Middle Grades Marks 20th Anniversary

Originally envisioned in 1983, the PAGE Academic Bowl for Middle Grades became the first program supported by the PAGE Foundation. Since then, literally thousands of middle school students from across the state have participated in this program that encourages them to excel academically, boosts their confidence and self-esteem through high academic achievement and stimulates a competitive spirit.

In honor of our 20th season, we are introducing our new PAGE Academic Bowl logo, designed by contest winner Zachary Melroy, a Henderson Middle School (DeKalb County) Academic Bowl participant. We encourage your middle school to join us as we celebrate our 20th anniversary. The following information is provided for all coaches interested in registering a team:

Early August 2003, interest forms were mailed to all middle schools that did not participate last year.

Mid-August 2003, registration forms and coaches manu-

als were mailed to schools that participated last year or returned an interest form. If you did not receive an interest form and would like to participate, please contact Michelle Crawford, state coordinator.

Nov. 5 is the postmark deadline for registration forms to be returned to the PAGE Foundation office.

Nov. 12 is the late registration postmark deadline.

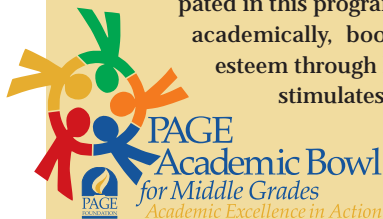
Before Christmas break letters including region assignments will be sent to all registered team coaches.

Regional Competitions will be held **Jan. 10, 2004**.

Jan. 24, 2004, is the date for state Semi-finals Competition. The top two teams from each region advance to this level of competition.

The State Finals will be held on **Feb. 9**, in Atlanta. The top four teams from Semi-finals will compete, and the winning team will be named State Champion.

For more information on the PAGE Academic Bowl for Middle Grades please visit our website pagefoundation.org or contact Michelle Crawford, state coordinator, by phone 770-216-8555, 800-334-6861, fax 770-216-9672 or email mcrawford@pagefoundation.org. ♦



Honor Your Favorite Teacher

Margaret Hylton Jones, President Margaret Jones & Associates and member of PAGE Foundation Board of Trustees

Martha Overholser Hewes Hammonds

I HAD THE PRIVILEGE OF KNOWING MY FAVORITE teacher, Martha Overholser, before I arrived in her classroom. We went to church together, and she was the mother of one of my best friends, Mary. I often

spent the night in their home. As I knew Mrs. Overholser better and better, I developed a greater admiration for her for a number of reasons.

Because both of my grandmothers were widowed early and my father had recurring serious illnesses beginning when I was nine years old, I watched with great interest as Mrs. Overholser rebuilt her life after the death of her husband. She moved her two teenage daughters from a smaller community in Tennessee to Nashville where she taught senior English at Harpeth Hall, a girls' preparatory school and my alma mater. At the same time she pursued a doctorate in English at Vanderbilt University.

Mrs. Overholser also impressed me in her commitment to her faith and our church community. She was a deeply spiritual and religious woman, who was the first woman in our Presbyterian congregation elected to serve as an elder or

member of the lay governing board. It seemed to me she excelled at everything she did, including being a wonderful mother.

Reputed to be one of the school's "hardest" teachers among some very good ones, Mrs. Overholser was revered but also liked enormously by her stu-

dents. I looked forward to having her as a teacher. The year I was a student in her class was better than I could have ever imagined or anticipated!

In senior English at Harpeth Hall grammatical errors were not tolerated. My recollection is that you received an "F" for an error. However, maybe it was just that you lost a letter grade for every error in grammar. I'm sure you get my point! I worked in Mrs. Overholser's class to be perfect. I wanted to please her very much.

Because I was dating a young man who was away at college and sharing his reading lists with me, I was reading college junior English material. When she discovered that, she just increased my workload even more. She also knew that I loved to write, so she continued to increase the challenge of my work. I was certainly not the only student in her classes to receive that kind of individual attention. In fact she was in her classroom late into the afternoon after school almost every day, and I used to wonder when she did her own schoolwork!

I developed my love of language in her classroom. She would read poetry to us. I'll never forget the beautiful sound of her voice and her lovely serene smile as she shared passages she loved with us. She had a passion for literature, writing and language, and it was contagious.

The senior research paper was the major event of the year. I have no idea now what my topic was, but I will never forget how hard I worked on the outline, note cards, footnotes, bibliography and organization. I wonder if most doctoral dissertations take that much effort. College and graduate papers after that seemed a breeze!

Martha Overholser made me a writer, prepared me for a very good college and gave me a college major and life's work in communications. I'll never be able to thank or honor her enough.

Four and a half years after Mary Overholser and I graduated together from high school, Mary was killed in tragic automobile accident coming home for the holidays from graduate school. Mary's death was devastating to me. However, I saw her mother, my teacher, cope with and accept again with amazing grace another loss in her family. Not only is Martha Overholser my favorite teacher; Martha Overholser is one of my favorite mentors in life and faith. ♦



Margaret Hylton Jones



Martha Overholser Hewes Hammonds

SPAGE Holds Annual Business Session

Student PAGE (SPAGE) held its annual business session during the PAGE Annual Conference at the Atlanta Marriott Gwinnett Place in June. During the session, SPAGE members elected seven colleagues from various colleges and universities to serve as officers for the 2003-2004 school year. Those elected are:

President—Mandy Gunter,
University of Georgia

1st VP—Shannon Horn, Piedmont College

2nd VP—Rebecca Chapman,
Truett-McConnell College

Secretary—Ellen Maret, University of Georgia

Parliamentarian—Mandy Sloan, Mercer University

Graduate Delegate—Mindy Swain, GA Southern Graduate,
UGA Graduate Student

Past President—Connie Weaver, Kennesaw State Graduate
(automatic appt.)

The statewide SPAGE officers serve as an advisory board to determine direction for the 5,000-member student organization. "By acting as a voice for the pre-service teachers, these officers play a vital role in making SPAGE a valuable and meaningful professional organization for college students in Georgia's teacher preparation programs," commented Mary Ruth Ray, PAGE Foundation director of student groups. Also during the meeting, Ray reported an increase in SPAGE membership of nearly 10 percent as compared to one year ago.



SPAGE officers were sworn in at the Friday evening banquet. Pictured left to right are Mandy Gunter, Shannon Horn, Rebecca Chapman, Ellen Maret and Mindy Swain.

After concluding the business portion of the session, the SPAGE members participated in a seminar based on the book *A Framework for Understanding Poverty* by Ruby K. Payne, PhD.

Led by Dr. Missy Bennett, professor and SPAGE Advisor at Georgia Southern University, the clinic provided a study of information and issues to increase the participants' knowledge and understanding of the poverty culture. Topics included: how economic class affects behaviors and mindsets, why students from generational poverty often fear being educated and the "hidden rules" within economic classes. The students were enthusiastic about learning how they can maximize learning for children from all economic classes.

The SPAGE officers will meet again in November at the PAGE Fall Retreat in Augusta. ♦



Dr. Missy Bennett during SPAGE breakout session

NBPTS News

NBPTS: Over the past several years, several acronyms—NBC, NBCT, NTS and NBTS—have been used in reference to the National Board for Professional Teaching Standards. As of July 1, NBPTS is the official acronym for National Board for Professional Teaching Standards.

Certification for school counselors available in 2003-2004 school year: NBPTS has announced national board certification for school counselors will be available for the 2003-2004 school year. Persons interested in this certification should go to nbpts.org and click on Candidate Resource Center. The Candidate Resource Center will provide several links to additional information. NBPTS also announced that there will not be a joint partnership or certification with the National Board for Certified Counselors. "The National Board concluded that such an arrangement as proposed for one component of one certificate would put assessment comparability across all certificates at risk and would therefore not best serve the interests of the NBPTS assessment program," says a statement on the website. (nbpts.org/news/july03.cfm).

The Principal's Link: As the instructional leaders of schools, it is important that principals be knowledgeable about the NBPTS. The NBPTS webpage provides a concise and convenient way for principals to access this information. Ask your principal to access nbpts.org, click on "I Am" and click on "A

Principal." Increased support for national board certification will result from having principals and central office personnel informed about the process and its requirements.

NBPTS also honors principals that have supported and demonstrated their commitment to better quality teaching and have encouraged teachers to seek national certification. More information can be found about the process using the information above.

NBPTS 2003 National Conference: This year's national conference will be held in Washington, D.C., Nov. 13-16. Registration information is available on the national website at nbpts.org.

2003-2004 Mentoring Dates Announced: PAGE Foundation is offering assistance to National Board Candidates in seven locations across the state. Our goal is to accommodate as many candidates as possible within a reasonable driving distance. You must register to attend the session. Reserve your place online at pagefoundation.org, by selecting on Mentoring Sessions from the drop menu. The purpose of these meetings is to review the progress of candidates' work on their portfolios. A National Board Certified teacher will be on-site to work with the candidates and to answer any questions concerning individual progress. There is no charge for the meetings, and the meetings are open to both members and non-members. ♦

PAGE/SPAGE Scholarship Recipients

The PAGE Foundation has announced the winners of its annual scholarships for teachers and future teachers. Seven veteran educators were awarded \$1,000 each to be used to pursue advanced education degrees. Two additional scholarships were awarded to paraprofessionals seeking teacher certification and seven Student PAGE (SPAGE) members earned \$1,000 scholarships to help them realize their dreams of becoming educators in Georgia.

Mary Ruth Ray, PAGE Foundation director of student groups, commented that the program provides valuable assistance to those students who may not be eligible for HOPE scholarships. "PAGE is a strong advocate of the HOPE scholarship program; however, there are some students who are ineligible for various reasons. We are pleased that the PAGE Foundation scholarships are there for these students to assist them in pursuing their professional development."

The following scholarships are available through the PAGE Foundation. The scholarships are one-time awards of \$1,000 each. To apply, you can download an application from pagefoundation.org or request one from the PAGE office beginning in September 2003. All applications must be postmarked no later than April 30, 2004, in order to be eligible to win.

SPAGE Scholarships (*college students—rising juniors, seniors or graduate students—not currently employed by a school system*)

Scholarship recipients must have a minimum 3.0 GPA, attend college in Georgia and be a member of SPAGE. Recipients must teach in Georgia for three years upon completion of degree.

Categories include:

- **SPAGE Undergraduate Scholarship**
- **S. Marvin Griffin Scholarship**
- **Dr. John Robert and Barbara Moore Lindsey Scholarship**—

Must be enrolled or committed to enroll in Georgia Southern University.

- **SPAGE Graduate Scholarship**—Must be pursuing an advanced degree in education and not yet employed by a school system.

PAGE Scholarships (*teachers, administrators and support personnel*)

Scholarship recipients must have a minimum 3.0 GPA and be a member of PAGE. Recipients must teach in Georgia for three years upon completion of degree.

Categories include:

- **PAGE Graduate Scholarship**—Must be pursuing an advanced degree in education or be a provisionally certified teacher pursuing professional certification.
- **H.M. and Norma Fulbright Scholarship**—Must be serving as a Future Educators of America in Georgia (FEA in GA) chapter advisor or a PAGE Academic Bowl team coach.
- **Jack Christmas Scholarship**—Must be pursuing an advanced degree in elementary education or reading.
- **Support Personnel Scholarship**—Must be employed as support personnel within a Georgia school system and pursuing teacher certification. ♦

2003 PAGE Foundation Scholarship Recipients



Jack Christmas Graduate

Elisha Wright Lindner, 4th Grade Teacher, West End Elementary, Rome City Schools—Attending Berry College, Rome



H.M. and Norma Fulbright Scholarship

Andrew Jackson Preston, Social Studies Teacher, Ware County Magnet School, Ware County Schools—Attending Valdosta State University, Valdosta



PAGE Graduate

James Tracy Vaughn, Special Education Teacher, Ashworth Middle School, Gordon County Schools—Attending University of Georgia, Athens



PAGE Graduate

Anna Ridgway Brown, Language Arts Teacher, Hart County Middle School, Hart County Schools—Attending Nova Southeastern University, Columbia, S.C.



PAGE Graduate

Judy D. Carter, 2nd Grade Teacher, Eastanollee Elementary, Stephens County Schools—Attending University of Georgia, Athens



PAGE Graduate

Melissa Bailey Ball, Counselor, Glenwood Primary School, Floyd County Schools—Attending State University of West Georgia, Carrollton



PAGE Graduate

Candace C. Oliver, Kindergarten Teacher, Lavonia Elementary, Franklin County Schools—Attending Piedmont College, Demorest



PAGE Support Personnel

Tammy J. Gresham, Paraprofessional, Pike County Elementary, Pike County Schools—Attending Gordon College, Barnesville

2003 PAGE Foundation Scholarship Recipients continued



PAGE Support Personnel
Cassandra Renee Clark, Paraprofessional,
 Whitesville Road Elementary, Troup
 County Schools—Attending Columbus
 State University, Columbus



SPAGE Undergraduate
Allison Bigwood Lightsey, Secondary
 English Education Major—Attending
 Georgia Southern University, Statesboro



S. Marvin Griffin SPAGE
William Shane Russell, Early Childhood
 Education Major—Attending Georgia State
 University, Atlanta



SPAGE Undergraduate
April Janel Curlee, Early Childhood
 Education Major—Attending LaGrange
 College, LaGrange



S. Marvin Griffin SPAGE
Anee Lauren Braswell, Early Childhood
 Education Major—Attending Middle
 Georgia College, Dublin / Georgia
 Southern University, Statesboro



SPAGE Graduate
Mindy L. Swain, Math Education Major—
 Attending Georgia Southern University,
 Statesboro



*John Robert and
 Barbara Moore Lindsey Scholarship*
Jessica Marie Callan, Early Childhood
 Education Major—Attending Georgia
 Southern University, Statesboro



SPAGE Graduate
Branda Jolley Farrow, Early Childhood
 Education Major—Attending Georgia
 Southwestern State University, Americus

SCHOLARSHIP ELIGIBILITY CRITERIA

APPLICANTS FOR ALL PAGE OR SPAGE SCHOLARSHIPS MUST MEET THE FOLLOWING CRITERIA, INCLUDING SPECIFIC CRITERIA FOR INDIVIDUAL SCHOLARSHIPS:

PAGE SCHOLARSHIPS

Applicants must:

- Be a PAGE member.
- Be pursuing an advanced degree in education or initial certification.
- Submit an essay (maximum of two typewritten pages) concerning how you plan to meet the challenge of educating children today.
- Agree to teach in Georgia for three years.
- Submit three recommendation forms (must be included with application).
- Have a 3.0 GPA or higher.

SPAGE SCHOLARSHIPS

Applicants must:

- Be a SPAGE member.
- Have a 3.0 GPA or higher.
- Submit current official transcript.
- Be an upcoming junior or senior or graduate student.
- Submit an essay (maximum of two typewritten pages) stating your philosophy of education, including reasons for wanting to become a teacher.
- Agree to teach in Georgia for three years.
- Submit three recommendation forms, one of which must be from a college professor.

Each scholarship is a one-time cash award of \$1,000, payable to the winner's college or university.

Download an application from www.pagefoundation.org or request one from Michelle Crawford at 770-216-8555 / 800-334-6861 or mcrawford@pagefoundation.org. ◆

SPAGE Members at Kennesaw State University Recognized as Outstanding Student Teachers

Two SPAGE members were honored last May at Kennesaw State University's (KSU) Student Teaching Seminar. Rachel Hackmann, president of KSU's SPAGE chapter and Julie Kohler, also a SPAGE member, tied for the distinction of being named "Student Teacher of the Semester."

Each semester at KSU, a Collaborating Teacher can nominate his/her outstanding student teacher for the "Student Teacher of the Semester" award. The performance of each student teacher is based upon his or her knowledge of the subject matter, ability to facilitate learning and professionalism with P-12 students, parents, colleagues and the community. A Professional Teacher Education Committee selects one or two outstanding student teachers based on the application and the supporting documentation including recommendations from P-12 students, work samples of P-12 students, lesson plans, etc. The winners receive a special gift and their names on a plaque in Kennesaw Hall on the Kennesaw State University campus. Congratulations to these two outstanding SPAGE members on their accomplishment! ◆

2003-2004 Praxis II Workshops

Praxis II Workshops, sponsored by SPAGE and the PAGE Foundation, continue to be a valuable benefit to our PAGE and SPAGE members. If you plan to take the Praxis II this school

year, be sure to register to attend a workshop near you. PAGE offers two types of workshops—half-day and full-day.

Half-day Workshops: Half-day workshops are approximately three hours in length and are appropriate for anyone preparing to take any Praxis II exam, regardless of subject area. The workshop covers how the Praxis series of exams differs from other standardized tests and how to prepare for your Praxis test(s). Registration is required in advance.

Full-day Workshops: Full-day workshops feature a general session much like the half-day workshop, but shorter. This session is followed by breakout sessions in various subject areas. The number of registrants in a particular subject area will determine if the subject area is offered. Early registration increases the possibility that the class will be offered.

Registrants will be notified if a class is cancelled due to a low number of participants.

NOTE: Please check the PAGE Foundation website pagefoundation.org for dates and locations of the 2003-2004 workshops. Online registration is also available.

Praxis II Frequently Asked Questions (FAQs)

Q: My friend wants to come to the workshop but is not a PAGE/SPAGE member. Can he/she pay a fee and attend?

A: Our workshops are a service we provide to our members. At this time we are limited to providing this service to members only.

Q: Can you recommend a study guide?

A: PAGE does not endorse any particular study guide. There are several sources of information we can suggest. First is the Educational Testing Service (ETS), the publishers of the Praxis series. The Praxis website is ets.org/praxis/index.html and click on the ETS Store. Unfortunately, many subject areas do not have study guides available for them, but the website will show guides available. The Public Service Employees Network lists available Praxis study guides from a variety of sources on its website at pse-net.com/TSGLibraryEd.htm.

Other online bookstores carry study guides. There are several sources of information that are not available in their stores. Visit a bookstore's website and conduct a search under the keyword "Praxis II." Please note that more specialized guides take longer to ship, sometimes six weeks or more. There are several guides available through individual consultants in Georgia. A general guide is available from Rodney Estrada. You can e-mail him at restrada@alltel.net. His guide will also be available at all PAGE workshops. Education Leadership guides are available from Fred Haws at fhaws@yahoo.com. These guides will be available at the full-day PAGE Workshops. Finally, a study guide is available for those preparing to take the Praxis II Music exam. E-mail inquiries to Bob Tolton at musicpraxis2000@aol.com.

Remember, these exams are designed to assess would-be teachers on knowledge that is traditionally gained through a comprehensive teacher-preparation program. No study guide can teach in a few pages what represents months or years of thorough teacher education.

Q: Will a breakout session in my area be offered at the full-day workshops?

A: The number of people who register in your subject area will determine whether or not we offer that subject area. The areas typically offered are Early Childhood, Middle Grades, Special Education (all areas in one session), Education Leadership, Secondary Math, Secondary Science and Secondary Social Studies. This is a sample list, not a guarantee.

Q: How much does the workshop cost?

A: The workshop is a complimentary service to our members. There is NO fee. If a study guide is offered at the workshop, the cost is determined by the author. PAGE does not profit from the sale of any study guides.

Q: What is a passing score for my exam?

A: Each state sets its own scoring criteria for certification in that state. For specific information on certification in your area, visit the Georgia Professional Standards Commission website gapsc.com.

Q: What are the exam dates and how do I register to take the Praxis?

A: Dates and registration information are available at the ETS website ets.org/praxis/index.html.

If your question is not answered here, you can e-mail it to Mary Ruth Ray the PAGE Foundation director of student groups at maryruth@pagefoundation.org. ♦

Your future starts here . . .



- Located in the heart of downtown Atlanta
- 53 degree programs
- 143 full-time faculty
- Over 90% pass rate on the Georgia Teacher Certification Test
- Wide variety of programs in teacher education, counseling, educational leadership, and sports-related fields
- Alternative Preparation Programs for those seeking a career change
- Several Master's-level courses also available at Georgia State's Alpharetta Campus
- International student teaching and Study Abroad opportunities available



COLLEGE OF EDUCATION



For more information visit our web site or call:

<http://education.gsu.edu>
404-651-2539

PAGE Annual Conference

Focused On Measuring Student Achievement



The Atlanta Constitution's Pulitzer Prize-winning Cartoonist Mike Luckovich drew in the opening luncheon audience as he used humor to explain what inspires his daily editorial cartoons.

Measuring the impact of quality teaching on student achievement was the topic that brought PAGE members and leaders from across the state to the annual conference June 27 and 28 at the Gwinnett Place Marriott. The two-day event featured an inspirational speech by the 2003 National Teacher of the Year, Dr. Betsy Rogers, an Alabama educator honored in April by President George W. Bush at a White House ceremony April 1. Dr. Rogers pleased participants when she opened her remarks by indicating that she is a member of Alabama's independent teacher organization. She also shared her commitment to the education of all children, particularly those who come from disadvantaged backgrounds.

State Superintendent of Schools Kathy Cox was on hand to update participants on her plans to reorganize the Department of Education and restore it to a service oriented resource for school systems. She also spoke at Friday evening's banquet and shared her vision of how Georgia can lead the nation in improving student achievement in the next few years.

Harris Mynatt, who recently retired as state coordinator of the PAGE STAR program, was honored during the conference for his dedicated service to PAGE and to the many teachers and students who are recognized each year for their academic excellence and inspiring classroom work through the PAGE STAR program.

The Atlanta Journal-Constitution's Pulitzer Prize winning editorial cartoonist Mike Luckovich began the two-day conference at the Friday luncheon session, providing participants with an inside look at the editorial side of the newspaper, the way he selects his topics and the reactions of his readers. Friday afternoon sessions of the conference included updates from representatives of the Professional Standards Commission as well as the Teacher Retirement System.

Noted researcher Dr. William Sanders keynoted the Saturday morning session. Over the past 18 years, Dr. Sanders and his colleagues have developed a way to measure the influence that school

systems, schools and teachers have on the academic progress of students. By following the academic progress of each student over time, using sophisticated statistical methods, Dr. Sanders has demonstrated that factors relating to sustained academic growth can be measured in a fair, objective, and unbiased manner. His presentation was well attended and participants included area educators who had been invited specifically for this session. ♦

Harris Mynatt, who is retiring as state coordinator for STAR, receives a crystal star award from Juliana Naleway State STAR assistant and Tim Callahan, director of public relations, in recognition of his decade long service to PAGE.



Annual Meeting to Improve Teaching and Learning



Representative Greg Morris (left) is awarded the 2003 PAGE Outstanding Legislator Award by Tom Wommack (right).



Participants listened intently as Dr. William L. Sanders discussed the research basis and implications for educators of his Value-Added Assessment program.



Outgoing PAGE President Preston Howard was honored with a gavel plaque, presented to him by incoming president Deena Hoch as leadership of PAGE passed to her at the annual business meeting.



PAGE President Deena Hoch (left) joins 2004 National Teacher of the Year Betsy Rogers (center) and 2003 Georgia Teacher of the Year 2004—and PAGE member—Col. Robert Guy.



Teachers of the Year (left to right) Col. Robert Guy, Lorraine Johnson, Mark Stallings and Dr. Betsy Rogers are pictured with new PAGE President Deena Hoch and new PAGE Executive Director Allene Magill.



McDuffie County PAGE leader Susan McFayden with State School Superintendent Kathy Cox.



What Are My Rights in a Reduction in Force Situation?

Given the state of the economy and the current budget crisis that Georgia is facing, many local school systems are going to be forced to make some hard financial decisions that could result in a reduction of employees or a “reduction in force” (RIF). Many teachers may be under the false impression that as long as they have rights to continued employment under Georgia’s Fair Dismissal Law, otherwise known as “tenure,” they are immune from being affected by an RIF. As explained in this article, that impression or assumption is false.

Pursuant to Georgia’s Fair Dismissal Law, a teacher who accepts a school year contract for the fourth consecutive school year from the same local board of education may be demoted

If you are a teacher who has tenure and you are in a school system that intends to implement a RIF, you still have certain rights.

or the teacher’s contract may be non-renewed only for the eight reasons set forth in the Code. O.C.G.A. section 20-2-942(b)(1). One of the eight reasons that a tenured teacher may be non-renewed is “to reduce staff due to loss of students or cancellation of programs.” O.C.G.A. section 20-2-940(a)(6). This is generally referred to as an RIF. There is case law that interprets the meaning “loss of students or cancellation of programs.” For example, the Georgia Court of Appeals has held that the elimination of a system-wide administrative position is included in the meaning of “cancellation of programs.” *Curry v. Dawson County Bd. of Educ.*, 212 Ga. App. 827, 442 S.E.2d 919 (1994).

If you are a teacher who has tenure and you are in a school system that intends to implement a RIF, you still have certain rights. First, if the system intends to non-renew your contract and use RIF as its grounds, you must be given

notice of such intention to non-renew in writing. The notice must state that you have the right to certain procedural safeguards, specifically the right to have notice of the reasons for the action against you and the right to a hearing. (Please contact the PAGE legal department if you receive such a letter).

If the teacher desires to assert these rights, the teacher must request a hearing within 20 days from the date the notice was mailed. The teacher must send by certified or overnight delivery a written request to the superintendent. It is important to remember that although a tenured teacher is entitled to a hearing, the board may still have a legitimate ground to non-renew a teacher to reduce staff due to loss of students or cancellation of programs; therefore, a hearing may be fruitless.

The teacher may also have certain rights granted to certificated employees under the school system’s local policies. Many school systems have an RIF policy. If so, that system must follow its own policy in deciding which employees to let go in an RIF situation. If the system fails to follow its policy, the teacher can use that fact to contest the non-renewal in a hearing. Many questions can be answered by the local policy, for example: “Which teachers will be laid off, is seniority to be a consideration, and, does a teacher have the right to claim another teaching position?” (If there is a local school board policy, the PAGE legal department will need to review it).

In addition to non-renewal or demotion of a tenured teacher, a teacher’s contract can also be terminated due to an RIF. This means that even if a teacher is renewed and signs a contract for the next school year, the school system could at a later date make the decision to implement an RIF and have grounds to terminate teachers or other school employees it may not need. PAGE encourages members to check with our attorneys on any issue, including RIF. ♦

2003-2004 PAGE Officers and Directors

Terms of Office

Officers

The president, president-elect, secretary and treasurer are elected by the PAGE Delegate Assembly and serve for a period of one year.

Board of Directors

PAGE board members are elected by the Delegate Assembly during the annual conference for a three-year term on a staggered basis.



Deena Hoch
President
Bibb County



Preston Howard
Past President
Marietta City



Dr. Diane Ray
President-Elect
Cobb County



Vickie Hammond
Secretary
Oconee County



Hosie Waters
Treasurer
Macon County



Renae McCullough
Director, District 1
Chatham County



Susan Lanier
Director, District 2
Decatur County



Raymechia Smith
Director, District 3
Muscogee County



Tim Mullen
Director, District 4
Gwinnett County



Mary Carzoli
Director, District 5
Fulton County



Joanna Wheelus
Director, District 6
Henry County



Kenneth Russell
Director, District 7
Dalton County



Kathy Corwin
Director, District 8
Camden County



Catherine Strickland
Director, District 9
Hall County



Judy Teasley
Director, District 10
Columbia County



Lamar Scott
Director, District 11
Elbert County



Richard Thomas
Director, District 12
Houston County



Luann Avery
Director, District 13
Dublin City



Jan Godwin
Director, District 14
Cook County

Congratulations 2004 Local System Teachers of the Year

* Indicates PAGE member

Pamela P. Johnson

Appling County Middle School, Appling County Schools

* **Angela G. White**

Willacochee Elementary School, Atkinson County Schools

Mary Leathers

Centennial Place Elementary School, Atlanta Public Schools

Nicole M. Stephens

Blandy Hills Elementary School, Baldwin County Schools

Scott Wheatley

Banks County High School, Banks County Schools

* **Dione M. Massey**

Holsenbeck Elementary School, Barrow County Schools

Keith Hooper

Woodland Middle School, Bartow County Schools

* **Amanda Roberts**

Ben Hill Elementary School, Ben Hill County Schools

* **Karen Young**

Berrien Elementary School, Berrien County Schools

Toni L. Brockman

Lane Elementary School, Bibb County Schools

* **Nancy F. Herrington**

Bleckley County High School, Bleckley County Schools

Freida N. Miller

Bremen High School, Bremen City Schools

Lauri W. Parrott

Quitman Elementary School, Brooks County Schools

* **Martha F. Simmons**

Bryan County Elementary School, Bryan County Schools

* **Amy Porter**

Buford Elementary School, Buford City Schools

* **Lisa Minick**

Statesboro High School, Bulloch County Schools

* **Cynthia L. Brogan**

Burke County Middle School, Burke County Schools

Aimee W. Freeman

Henderson Middle School, Butts County Schools

* **Michelle F. Knight**

Calhoun Elementary School, Calhoun City Schools

Carol C. Thompson

Calhoun County Middle School, Calhoun County Schools

Rebecca Curry

St. Marys Elementary School, Camden County Schools

* **Rebecca M. Thrift**

Metter High School, Candler County Schools

* **Ronna G. Bush**

Central Middle School, Carroll County Schools

Brenda S. Holcombe

Carrollton High School, Carrollton City Schools

* **Angela J. Roper**

Cartersville Elementary School, Cartersville City Schools

Heather S. Malone

Cloud Springs Elementary School, Catoosa County Schools

* **Christie Calhoun**

Summerville Middle School, Chattooga County Schools

* **Cindy Crews**

Bascomb Elementary School, Cherokee County Schools

Christine Register

Barnett Shoals Elementary School, Clarke County Schools

* **Tina M. Harper**

Lillie E. Suder Elementary School, Clayton County Schools

Mary A. Lasseter

Mount Bethel Elementary School, Cobb County Schools

Darlene G. Reynolds

Stingfellow Elementary School, Colquitt County Schools

Lorraine W. Hall

Evans Middle School, Columbia County Schools

* **Timothy C. Mitchell**

Commerce Middle/High School, Commerce City Schools

* **Sheila Humber**

Cook Primary School, Cook County Schools

Dale M. Sizemore

Newnan High School, Coweta County Schools

* **Myra R. Turner**

Southwestern Elementary School, Crisp County Schools

Darlene Rogers

Dade Elementary School, Dade County Schools

* **Krista M. Paige**

Roan School, Dalton City Schools

* **Lynn E. Culpepper**

Dawson County Middle School, Dawson County Schools

* **Cara M. Cassell**

Decatur High School, Decatur City Schools

Naomi E. Mithen

Potter Street Elementary School, Decatur County Schools

Brenda Roberts

Marbut Elementary School, DeKalb County Schools

Ellen B. Lane

Lincoln Fundamental School, Dougherty County Schools

* **Reed Durbin**

Chapel Hill High School, Douglas County Schools

* **Kathy H. Christian**

Dublin High School, Dublin City Schools

* **Bronwyn Ragan-Martin**

Early County High School, Early County Schools

Jennifer S. Lyerly

Marlow Elementary School, Effingham County Schools

James F. Beall

Elbert County Middle School, Elbert County Schools

Glenn D. Turner

Emanuel County Institute, Emanuel County Schools

Jenny Lanier

Claxton High School, Evans County Schools

* **Patricia W. Adams**

West Fannin Elementary School, Fannin County Schools

* **Lucy Wicker**

Peebles Elementary School, Fayette County Schools

* **Connie Pollitz**

Coosa Middle School, Floyd County Schools

Laura J. Link

North Forsyth High School, Forsyth County Schools

* **Angelia L. Josey**

Franklin County High School, Franklin County Schools

Susan K. Messer

Ridgeview Middle School, Fulton County Schools

* **Bonnie S. Martin**

Centennial Elementary School, Gainesville City Schools

* **Tamara L. Land**

Elijay Elementary School, Gilmer County Schools

* **Allison W. Reynolds**

Glascok County Consolidated School, Glascock County Schools

M. Susan Arnold

Oglethorpe Point Elementary School, Glynn County Schools

Amy K. Stewart

Gordon Central High School, Gordon County Schools

* **Raina G. Cauley**

Washington Middle School, Grady County Schools

* **Demetrus E. Mercier**

Greene County High School, Greene County Schools

Wanda Stuckey

Griffin High School, Griffin-Spalding County Schools

* **Terry J. Burns**

Rock Springs Elementary School, Gwinnett County Schools

* **Robert W. Ivey**

Habersham Central High School, Habersham County Schools

* **Janet E. Hughes**

Sardis Elementary School, Hall County Schools

June T. Sanders

Haralson County Middle School, Haralson County Schools

Phyllis N. Johnson

Harris County High School, Harris County Schools

* **Anna R. Brown**

Hart County Middle School, Hart County Schools

Jennie W. Freeman

Heard County Middle School, Heard County Schools

* **Kimberly Emanuel**

Union Grove Middle School, Henry County Schools

* **Kathy S. Casey**

Warner Robins High School, Houston County Schools

Jan Waldorf

West Jackson Intermediate School, Jackson County Schools

* **Amy M. Scroggs**

Jasper County High School, Jasper County Schools

* **James E. Howard**

Jeff Davis High School, Jeff Davis County Schools

Tobie Bass

Jefferson Elementary School, Jefferson City Schools

Terri S. Dudley

Wrens Elementary School, Jefferson County Schools

* **Willie A. Haynes**

Jenkins County High School, Jenkins County Schools

* **Regina Brookins**

Johnson County Elementary School, Johnson County Schools

Theodore C. Clements

Lamar County Elementary School, Lamar County Schools

* **Tammy H. Fraser**

Lanier County Elementary School, Lanier County Schools

Judy B. Rowland

West Laurens High School, Laurens County Schools

* **Jaimie R. Murdock**

Lee County Primary School, Lee County Schools

* **Kenneth R. Brown**

Snelson Golden Middle School, Liberty County Schools

* **Heather Yarbrough**

Lincoln County High School, Lincoln County Schools

* **Deborah G. Taylor**

Hahira Elementary School, Lowndes County Schools

Judy L. Davis

Lumpkin County Middle School, Lumpkin County Schools

* **Sandra L. Seymour**

Ila Elementary School, Madison County Schools

Jerid S. Morisco

Park Street Elementary School, Marietta City Schools

* **Merry L. Taylor**

Marion Middle School, Marion County Schools

* **Natalie D. Wilson**

Thomson Elementary School, McDuffie County Schools

- Susan S. Douglas**
McIntosh Middle School, McIntosh County Schools
- * **Elizabeth B. Hilton**
Manchester High School, Meriwether County Schools
- * **Jan Teresa P. Calhoun**
Miller County High School, Miller County Schools
- Donna Johnson**
Mitchell County Primary School, Mitchell County Schools
- * **Jane K. Walker**
Hubbard PreK, Monroe County Schools
- * **Joyce Palmer**
Montgomery County High School, Montgomery County Schools
- * **Laura James**
Morgan County High School, Morgan County Schools
- * **Kara S. Leonard**
Murray County High School, Murray County Schools
- Mary R. Moreland**
J. D. Davis Elementary School, Muscogee County Schools
- * **Jeffery W. Johnson**
East Newton Elementary School, Newton County Schools
- * **Robert A. Guy**
Oconee County Middle School, Oconee County Schools
- Barbara S. Maddox**
Oglethorpe County Primary School, Oglethorpe County Schools
- * **Sally Brock**
Dobbins Middle School, Paulding County Schools
- Jane W. Johnston**
Peach County High School, Peach County Schools
- * **Cathy S. Brinkley**
Pelham High School, Pelham City Schools
- Melvina R. Carlan**
Jasper Elementary School, Pickens County Schools
- * **Sue Dixon**
Blackshear Elementary School, Pierce County Schools
- * **Shannon McCrary**
Pike Primary School, Pike County Schools
- Dale Tuck**
Cedartown High School, Polk County Schools
- * **Janet E. DeLoach**
Pulaski County Elementary School, Pulaski County Schools
- D. J. Sheppard**
Putnam County High School, Putnam County Schools
- * **Catherine Funkhouser**
Clayton Elementary School, Rabun County Schools
- * **Frances Brewer**
Goshen Elementary School, Richmond County Schools
- * **Kathryn S. Stilger**
Honey Creek Elementary School, Rockdale County Schools
- Mary S. Holcomb**
Rome High School, Rome City Schools
- Jeffrey A. Graham**
Windsor Forest High School, Savannah-Chatham County Schools
- * **Barbara H. Brown**
Screven County Middle School, Screven County Schools
- * **Joyce Huggins**
Seminole County Elementary School, Seminole County Schools
- * **Suzanne W. Witt**
Social Circle Primary School, Social Circle City Schools
- Tamera C. Todd**
Big A Elementary School, Stephens County Schools

- Maria D. Webb**
Stewart County Elementary School, Stewart County Schools
- * **Lisa B. Hernandez**
Sarah Cobb Elementary School, Sumter County Schools
- * **Sherry DuBois**
Taliaferro County School, Taliaferro County Schools
- * **Lynda S. Howard**
Glennville Elementary School, Tattnall County Schools
- William Wood**
Telfair County Middle School, Telfair County Schools
- Mary A. Browner**
Lillie Cooper Primary School, Terrell County Schools
- * **Laura L. Kornegay**
Thomas County Central High School, Thomas County Schools
- Joni W. Moore**
Upson-Lee North Elementary School, Thomaston-Upson County Schools
- Karin C. Brown**
Len Lastinger Primary School, Tift County Schools
- * **Meredith T. Brodnax**
Toombs County High School, Toombs County Schools
- Morton A. Hayes**
Trion High School, Trion City Schools
- * **Catherine W. Sargent**
Troup High School, Troup County Schools
- Vicki D. Sherling**
Turner County High School, Turner County Schools
- Leila V. Redding**
Twiggs County Middle School, Twiggs County Schools

- * **James W. Sharrock**
Union County Elementary School, Union County Schools
- Gnann A. Moser**
Valdosta High School, Valdosta City Schools
- Elizabeth D. Parson**
Vidalia High School, Vidalia City Schools
- Shirley White**
North LaFayette Elementary School, Walker County Schools
- Cynthia Leach-Helms**
Walnut Grove Elementary School, Walton County Schools
- * **Holley S. Todd**
Ware County School of Agricultural, Forestry, and Environmental Sciences, Ware County Schools
- * **Tanya Ansley**
M. E. Freeman Elementary School, Warren County Schools
- * **Belinda I. Wansley**
T. J. Elder Middle School, Washington County Schools
- Jan Peel**
Screven Elementary School, Wayne County Schools
- * **Rachel J. Speegle**
Webster County Elementary School, Webster County Schools
- Susan R. Dunn**
Jack P. Nix Primary School, White County Schools
- Carla E. Maret**
Eastbrook Middle School, Whitfield County Schools
- * **Janet H. Pharr**
Washington-Wilkes Primary School, Wilkes County Schools
- * **Gerry W. Sutton**
Worth County Primary School, Worth County Schools

Free reverse mortgage consumer guide

Live in your home
& get paid for it!

Tap into your home value with a reverse mortgage. The tax-free money used is not repaid until you no longer occupy your property. You will continue to own your home. Minimum age is 62 for all borrowers.

For a free reverse mortgage consumer guide, that explains this federally insured program, call Dennis Pigg, CSA*, at **770-434-9486** or **800-838-3147**.

Speakers Available for Groups

SAFEMORTGAGE, INC.

Georgia's Oldest Independently Owned Reverse Mortgage Lender

2655 South Cobb Drive, Suite 1 • Smyrna, GA

"Your Reverse Mortgage Source, Your Reverse Mortgage Solution"®

In Home Statewide Service In GA, SC & AL

Visit our WEB SITE at www.safewaymortgage.com

A Georgia Residential Mortgage Licensee, # 6400, HUD approved lender, AL, GA & SC
Member National Reverse Mortgage Lenders Assoc.
*Society of Certified Senior Advisors



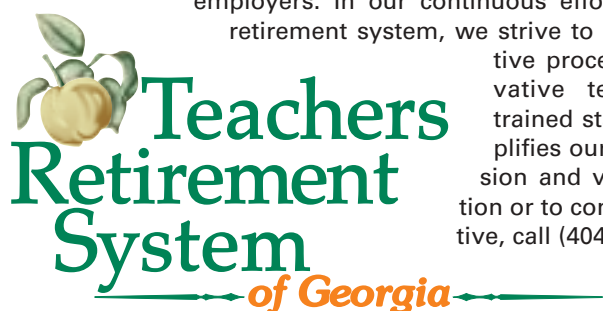
Thank You For Calling TRSGA!

The Teachers Retirement System of Georgia (TRSGA) proudly announces the opening of its new call center—dedicated to providing excellent customer service to active members, retirees and business partners. Each time a person calls TRSGA, he/she will speak directly with one of our seasoned representatives anxious to assist.

Because we care about our customers, we decided the best way to get people accurate and timely information was through the implementation of a call center. Callers will no longer have to listen to a menu to guess where it is they need to go. A friendly, knowledgeable customer service representative (CSR) will greet each caller and ensure requests are handled professionally.

Our CSR's possess a vast amount of experience and have successfully completed a rigorous training program where they acquired the expertise to provide our customers with the information needed. Each representative understands the importance of providing gracious, accurate and timely customer service.

TRSGA is committed to providing exceptional service in the administration of pension benefits and services to our members, retirees and employers. In our continuous effort to become the model retirement system, we strive to utilize efficient and effective processes supported by innovative technology and a fully trained staff. This call center exemplifies our commitment to our mission and vision. For more information or to contact a TRSGA representative, call (404) 352-6500.



- Looking for the latest information on education issues and legislation?
- Want to find new grant sources for classroom projects?
- Interested in reading about innovative teaching techniques that are working for your fellow educators?

Then you need a FREE subscription to Teacher Connection!

Teacher Connection is a free, quarterly newsletter created just for educators. Each edition features a different education issue or trend, along with classroom grant information, interesting web links and sources for information about Georgia's education system.

Published by the Georgia Partnership for Excellence in Education, this newsletter is devoted to helping teachers get the best possible information about their profession. Don't miss out on the next edition hitting mailboxes in September!

To sign up for this free newsletter, e-mail your mailing address to sgeorgcink@mindspring.com or via mail to:

GPEE
Attention Shannon Geordecink
235 Peachtree Street Suite 900
Atlanta, GA 30303

Mailing information will only be used for *Teacher Connection*. In order to protect your privacy, we will not sell this information or share it.

Teacher Connection is also available online at the Georgia Partnership for Excellence in Education's website, www.gpee.org.

PAGE Planner 2003-2004

September 2003

- 1** Scholarship Applications Available
- 10** PAGE Georgia Academic Decathlon (GAD) Coaches & Coordinators Workshop Holiday Inn Conference Center, Macon, Georgia
- 16** PAGE Foundation Board of Trustees Annual Meeting
- 25** East Central Ga. Legislative Rally, Thomson High, Thomson, 5-7:30 p.m.

October 2003

- 2** Southeast Ga. Legislative Rally, Sybil's Restaurant, Jesup, 5-8 p.m.
- 9** North Georgia Legislative Rally, Sugar Hill Elementary, Gainesville, 5-8 p.m.
- 15** GAD Registration Deadline
- 21** Southwest Ga. Legislative Rally, Colquitt Co. High, Moultrie
- 25** Central Ga. Legislative Rally, Bonaire Middle, Bonaire, 9 a.m.-2 p.m.

November 2003

- 5** PAGE Academic Bowl Middle Grades Registration Deadline
- 7-9** PAGE Fall Retreat (SPAGE Members Invited)
- 12** PAGE Academic Bowl Late Registration Deadline
- 14** PAGE GAD Advisory Board Meeting
- 21** FEA in GA Fall Conference (Savannah)

January 2004

- 10** PAGE Academic Bowl Regional Competition
- 24** PAGE Academic Bowl Semi-Finals

February 2004

- 9** PAGE Academic Bowl State Finals
- 10** SPAGE/PAGE Day on Capitol Hill
- 27-28** PAGE GAD State Competition (Test C)

March 2004

- 9** FEA in GA Day on Capitol Hill (Atlanta)

April 2004

- 14-17** USAD Competition – Boise, Idaho
- 30** Deadline for PAGE Scholarship Applications

June 2004

- 7-11** FEA in GA Summer Institute (Milledgeville)

WHY THEY KEEP COMING BACK

Continued from page 7

burden is on me to explain why some students who are chronically absent, ill prepared and unmotivated fail because the assumption is that their lack of success is my fault. Still, I have never seriously thought about not coming back, though I am skilled in business and technical communication including photography. I am in the classroom by choice, not because I have no marketable skills or options."

Is there one predominant factor that motivates teachers to return year after year in spite of all of the opposing reasons?

"For me, the one central motivating factor is, without a doubt, the students," says Herrington. "I have often heard it said that teachers make a difference in the lives of their students. I believe this to be true, and there is no doubt that students make a difference in the lives of their teachers. I have been profoundly touched by so many students that I never considered giving up my profession."

"The central motivating factor for me as a teacher is knowing this is what I'm supposed to be doing with my life," says Bodie. "I think if I were not a teacher, I'd be involved in a career that had teaching aspects anyway."

"To boil it all down," says Perry, "relationships are the key for me, and developing people to serve others is what keeps me coming back. Some relationships with former students span 15 years or half of the students' lives."

Researchers conducting the Georgia Teacher Retention Study heard similar stories.

"I like kids. If I didn't, there is no way that I'd be doing this job," says a new social science teacher in northeast Georgia.

"What makes me feel good, I think, is just the fact that I am there, and I can see changes in the students. I see them learning and that makes me feel good everyday," explains a new Early Intervention Program teacher in east Georgia.

Another thing that keeps teachers in the classrooms is the strong support they receive from their administrators and colleagues.

"The people with whom I work keep me where I am," explains a kindergarten teacher in south Georgia. "We work well together, we enjoy each other and we have good working relationships."

Summer vacation is over, and thankfully for Georgia's 1.4 million students, more

"I have often heard it said that teachers make a difference in the lives of their students. I believe this to be true, and there is no doubt that students make a difference in the lives of their teachers."

Laura Herrington

than 90 percent of their teachers have returned to their classrooms. They have come back for another 190 days of faculty meetings, lectures, lessons, disciplinary actions, testing, parent meetings, sporting events and all of the other activities (and challenges) that are part and parcel of their chosen profession.

Why have they returned?

According to Cyndy Stephens, director of the Division for Educator Workforce Research and Development of the Georgia Professional Standards Commission, "Most teachers choose to stay because they are career professionals who work

with no blinders. Their eyes are on long-held commitments that are instrumental in the learning progress, developmental growth and instructional environment for Georgia's school-aged children and youth," she says. "Their priority is to be effective and pivotal in every student's school achievement and long-term citizen success, to maximize student learning and to stay the course of commitment in spite of the yearly challenges of changing student populations, funding and policy, improvement and accountability and other school workplace conditions."

Or perhaps it was because in May—even after a grueling, stressful year—Georgia's teachers knew that the beginning of the next school year would provide a fresh start. A new school year is like a new planting season for farmers or the beginning of a new season for the players on a professional sports team. Hope springs eternal. All things are possible.

As Laura Herrington says, "I have never thought about not returning, no matter how difficult the closing of a school year might have been. I know the next year will not be the same. Change is something you can always count on in education." ♦

Teachers, take a step up in your career.

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

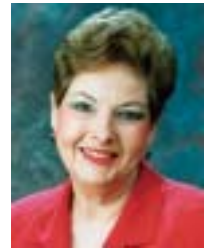
- * **M.Ed. in Early Childhood, Middle Grades or Special Education (Learning Disabilities, Behavior Disorders or Interrelated)**
- * **Ed. S. in Early Childhood or Middle Grades Education**

Classes offered one night a week or on alternating weekends.

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

www.brenau.edu





Parental Involvement = Student Achievement

It is not only an educational axiom that children do better in school when their parents are interested and involved in their education, over three decades of research corroborate it. One of the most recent and comprehensive publications is “A New Wave of Evidence, the Impact of School, Family, and Community Connections on Student Achievement (2002),” authored by Anne T. Henderson and Karen L. Mapp. It is available free of charge at wsedl.org.

RESEARCH OVERVIEW

A synthesis of the research indicates that the most powerful societal predictor of a student’s

house or back to school nights); a scheduled meeting with the teacher (parent-teacher conference), a school event (class plays, sports, science fairs); or acted as a volunteer or committee member. The findings are as follows:

In 1996 and 1999, at least 90 percent of children had parents who participated in at least one of the activities. Parents in both years were least likely to participate in an activity that required substantial amounts of time—volunteering for a committee or classroom activities.

Parents participated more frequently and in more than one activity when children were in the elementary grades.

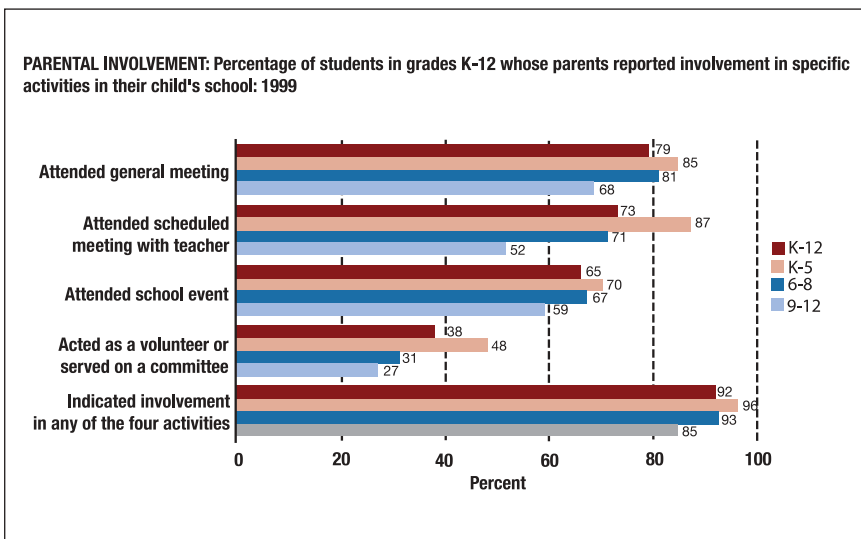
At every level of education (elementary, middle, high), parents with more education and higher income levels participated more often and in a greater variety of activities.

Parents of Caucasian students were more likely to participate than Hispanic or African-American parents. Hispanic and African-American parents participated at approximately the same levels.

NO CHILD LEFT BEHIND

Since its passage in 1965, Title I of the Elementary Secondary Education Act (ESEA), has contained language requiring schools to involve parents in the learning of their child(ren). The re-authorization of ESEA, a.k.a. No Child Left Behind (NCLB), in 2002 strengthens the language and requirements of school systems and schools. NCLB requires that parents must be involved in the joint development and approval of a parental involvement policy and the policy must be written in an understandable, uniform format, in a language that parents can understand. NCLB also requires that meetings be held at convenient times for parents to review the policy and that Title I funds may be used to provide transportation or child care for parents attending such meetings.

NCLB requires that schools have a plan for implementing the policy. The plan must address the responsibility of the school in providing a high quality curriculum and an effective learning environment. It must address the



Source: U.S. Department of Education, NCES, National Household Education Survey Program (NHES), 1999 (Parent Interview Survey)

achievement in school is not income or social status, but the extent to which the student’s family is able to: (1) create a home environment that encourages learning; (2) express high, but not unrealistic expectations, for achievement; and (3) become involved in their child’s education at the school and in the community (sdcoe.k12.ca.us/notes/51/partstu.html).

The U.S. Department of Education, National Center of Education Statistics (NCES), conducted the National Household Education Surveys Program in 1999. Parents were asked if they had participated in the following parental involvement activities: general meeting (open

parents' responsibility for supporting their child's learning by engaging in activities such as monitoring attendance, homework completion and television watching. The school's role is to provide opportunities for parents to learn these skills and to become more knowledgeable about the curriculum and school operations. Communication between parents and teachers must at a minimum include annual conferences at the elementary level, frequent reports to parents and opportunities for parents to volunteer in or observe their child's class.

A new and important component of NCLB is the requirement to build the capacity for involvement for both parents and school faculty. Parents are to receive materials and training on state academic standards and academic assessments; instruction on ways to monitor their child's progress; and how to work with educators to improve their child's achievement. Parents can also receive training in literacy and technology as a way to help their children. Teachers and principals are to receive training in the value and helpfulness of

parents, ways to work with parents as equal partners, how to implement parental programs and ways to build ties between the parents and the school. (ed.gov/legislation/ESEA02/pg2.html).

BUILDING THE CAPACITY FOR PARENTAL INVOLVEMENT

Building the capacity for parental involvement must have at its core the development of trust, collaborative relationships among teachers, families and community members. Professional development for teachers and learning centers for parents are often necessary to break-down the barriers of mistrust, racial tension, poverty and language.

Training for educators must include the recognition of and the respect for familial needs and the cultural differences of families. Teachers must be willing to share decision-making roles and acknowledge the contributions parents make to their child's achievement. The administration and faculty must be proactive in engaging all families and not just the ones who are most readily available or school friendly.

Several researchers (Lareau, 1996; Kellaghan et.al, 1993; Henderson & Berla, 1997) concluded that training for parents should not focus on a re-orientation of familial or cultural values or compensating for deficiencies, but on parent-teacher relationships that provide the parent with specific responsibilities for affecting the achievement of their child. Such responsibilities include:

- **Developing a supportive home environment.** Parental training should include information on nutrition, children's health, adolescent needs, age-appropriate discipline techniques, hygiene and other similar topics.

- **Communicating with the child about school.** Parent-child discussions about the events of the school day, the assignments given, progress reports sent home by the teacher, and other school related activities demonstrates to the student that school is important and his/her progress is a parental concern and interest.

- **Volunteering in the child's school.** Volunteering is one of the most effective ways of helping a family become more

New J. Smith Lanier partnership brings PAGE members big insurance benefits.

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



The program offers:

- Discounted personal lines products
- Quality service from an independent agent
- A comprehensive menu of products including homeowners, auto, boat, jewelry, personal umbrella and recreational vehicles.

You can contact us for a quote several ways:

- Call J. Smith Lanier & Co. at 1-800-226-4518
- Fax — 1-706-576-5607
- Website — www.jsmithlanier.com
- Email — ccostello@jsmithlanier.com

Or you can visit the PAGE website at www.pageinc.org and click on the insurance option.

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



J. Smith Lanier & Co.

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

© 2002 EHA JSCO-0016

RESOURCES

If you would like to learn more about any of the research cited in this article, please visit the web links listed below. These websites will have the studies or research quoted in this article in their entirety, and may serve as a jumping off point for further study.

- "A New Wave of Evidence, the Impact of School, Family, and Community Connections on Student Achievement (2002)" authored by Anne T. Henderson and Karen L Mapp, sedl.org
- U.S. Department of Education's "No Child Left Behind" Act, Part A: Basic Program Requirements, ed.gov/legislation/ESEA02/pg2.html
- San Diego Dialogue, "The Learning Curve for School Reform," sandiegodialogue.org/k12.htm

familiar and comfortable with the school's policies, operations, curriculum and staff. Schools should offer a continuum of volunteer activities ranging from a minimum amount of time to a significant contribution of time.

• **Learning at home.** Most parental participation in a child's education occurs at home. Schools should aim to increase the parent's understanding of the curriculum

and skills needed at each grade or level. Teachers may find it helpful to include a parent tip on homework assignments. The tip tells the parent how he/she might help the student with the assignment. Parental reading to a child or with a child continues to correlate significantly with student success.

• **Decision-making.** Parents must be systematically informed of their child's

progress. Parents need to participate regularly in conferences and discussions about their child's progress. Unfortunately parental decision-making is often confined to the high school years when students are asked overnight to select courses and develop a four-year academic plan or when a child's Individual Education Plan (IEP) is developed. Schools must develop roles and policies for participatory parental decision-making so that parents understand its significance and the context in which they may contribute.

• **Enlisting the assistance of the community.** Many teachers do not live in the community in which they teach. Asking parents to identify, contact and/or enlist the aid of community-based organizations, after school services, family support services and other such groups can enrich the school environment and students' and families' lives. Parents serving as ambassadors in their community give the school a more positive image and enhance the status of the school in the community (sandiegodialogue.org).

RESTRUCTURING PARENTAL INVOLVEMENT

The increasing diversity of the student population, the rise of non-traditional family structures and the demands of educational reform necessitate schools changing their perceptions, practices and policies on parental involvement. The change in focus must be from a parent focus to a family focus. The family focus must be broadened to a neighborhood focus and be based on the idea that it takes a whole village to raise a child. Parental involvement must be more inclusive and seek out families of students who may be at-risk. Family priorities and family strengths must be used to forge stronger academic bonds that connect the school, the student and the parents.

Each school and its community will have to develop, test and refine its own strategies for increasing parental involvement. However, parental involvement is essential for improving student achievement and sustaining societal support for public education. Involving parents in the education of their children not only raises academic achievement of today's students, but transmits the promise and the legacy of public education to the next generation of parents and learners. ♦



HIGH museum of art

Don't miss an exciting **FREE** high school admission opportunity—**Worldspan Wednesdays.**

In conjunction with the historic exhibition *Verrocchio's David Restored: A Renaissance Bronze from the National Museum of the Bargello, Florence*, made possible in Atlanta due to the generous corporate support of Worldspan, the High Museum of Art is pleased to offer Worldspan Wednesdays, an invitation to Georgia high school students for free admission each Wednesday from November 22, 2003 through February 8, 2004. Advance reservations are required. For details, call Tour Scheduling at 404-733-4468 or e-mail schooltours@woodruffcenter.org.

This exhibition is organized by the High Museum of Art.

Generous support is provided by **worldspan**.

Support for conservation is provided by Steinhauslin Bank and Progetto Città. Additional support is provided by the National Endowment for the Arts and the Samuel H. Kress Foundation. Andrea del Verrocchio, *David* (detail), ca. 1465, bronze, 47 1/2 inches high, National Museum of the Bargello, Florence.

Are You a Retired PAGE Educator?

PAGE ONE magazine is looking for retired educators to contribute articles and story ideas bi-monthly for a new column.

If you have stories to tell, advice for other retired educators, or any pertinent information to share with our readers, please contact Erica Driver at 1-800-334-6861 or edriver@pageinc.org.

Are You a PAGE Paraprofessional or Support Person?

If you are a paraprofessional, school office worker, school bus driver, food service employee, custodian or provide and other support services for the school—we want to hear from you!

PAGE ONE magazine would like to include more of your success stories article ideas, tips for your colleagues, etc. If you would like to be a contributor to PAGE ONE, please contact Erica Driver at 1-800-334-6861 or edriver@pageinc.org.

2003 PAGE LEGISLATIVE RALLIES

Thursday, Sept. 25

East Central Georgia
Thomson High School, McDuffie County
Thomson
5 – 7:30 p.m.

Thursday, Oct. 2

Southeast Georgia
Sybil's Restaurant
Jesup
5 – 8 p.m.

Thursday, Oct. 9

North Georgia
Sugar Hill Elementary School,
Hall County
Gainesville
5 – 8 p.m.

Tuesday, Oct. 21

Southwest Georgia
Colquitt County High School
Moultrie
5 – 8 p.m.

Saturday, Oct. 25

Central Georgia
Bonaire Middle School, Houston County
Bonaire
9 a.m. – 2 p.m.



WILD SCIENCE!

Field trips to overnights -- Zoo Atlanta has a program just right for you and your students! Make the zoo a part of your lesson plan this year!

- ◆ All Zoo Atlanta education programs are correlated with the QCC's bringing science to life with hands-on, inquiry based learning activities.
- ◆ Choose from several staff development unit (SDU) courses that assist teachers in meeting their goals for certification renewal.
- ◆ Register for EdZOOcational programs at Zoo Atlanta on-line at www.zooatlanta.org



Troy State University Phenix City Campus

Degree Programs by:
Tape ~ Weekends ~ Evenings

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

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

Visiting International Faculty: A Daily Cultural Exchange

Janet Livingstone teaches French in the Model Foreign Language Program at Fickett Elementary School in Atlanta. On St. Patrick's Day this year, she gave her students a lesson about the culture of Ireland in the French language. Livingstone didn't need to look up the information about Ireland in an encyclopedia or on the Internet. She is a native of the Emerald Isle and her tales of giants, traditions and musical instruments are stories she has heard since she was a child.

Livingstone is one of 355 teachers from countries such as Ireland, England, Australia and many others who are currently working in Georgia as part of the Visiting International Faculty (VIF) program. VIF is a U.S. government-recognized exchange-program sponsor that matches talented teachers from around

director in Georgia, school districts advise VIF of the number of exchange educators they want and then VIF provides the educators to the schools in two ways. The first is traditional placement where candidate files are sent to districts and district personnel may interview the candidates via phone and recommend them for placement. A second method is through placement fair/interview trips where districts are invited to travel with a VIF team to interview candidates face to face and recommend them for placement in districts. Once districts have selected their candidates, principals come in to offer placement in the schools.

The VIF experience can be invaluable to the participating teachers. As Livingstone explains it, "The VIF experience has been a uniquely marvelous time for me. During my education in Ireland, all of my teachers hailed from the local area. The only exceptions to this were foreign language assistants in high school, who gave me a whole new perspective on the world and language learning. This was sufficient to give me a desire for travel and cross-cultural experiences, such as serving as an English language assistant in France, teaching in the Paris suburbs for some years and organizing activities for international students in Ireland."

"Firsthand experience has shown me that an encounter with people from other cultures is an enriching and unforgettable experience. For several years, I had worked with students on summer internships in France and had gleaned some insights into American life through these friends. The opportunity to teach in the U.S. through VIF opened the door to a cultural and professional exchange that I would not otherwise have been able to have. I firmly believe that we are all lifelong learners. Working and living in the U.S. has enabled me to continue to grow in my profession and to be able to serve my students better."

Livingstone believes the interaction with teachers from other cultures is of tremendous benefit to students.

"I see daily evidence of this in my own students as they think of new questions to ask," she explains. "This can only serve as a positive influence in their life and education. My classes are now familiar with Paris and the surrounding areas. However, thanks to one



Pictured from left to right: Claire Cochran, Georgia teacher support representative; Mary, Jessie, Georgia regional director; Governor Sonny Perdue; Janine Tracey, VIF participant from the UK (Cascade ES-APS); Bryan Rooney, Georgia associate regional director; Michelle Hunter, Georgia placement specialist

the world, who are dedicated to educational excellence and the ideals of cultural exchange, with select primary and secondary schools in the United States and the United Kingdom. The result—classroom success—and teachers, students and community members with a new, more global perspective.

VIF brought its first international teachers to North Carolina in 1989 to teach Spanish and French. Georgia has been a VIF participant since 1999. Currently, most VIF participants in Georgia are teaching in the City of Atlanta, DeKalb, Fulton and Gwinnett County public schools, but nine other districts are also participating.

According to Mary Jessie, the VIF regional

of my friends who teaches English in Northern France, Fickett Elementary now has a link with two small elementary schools in rural France. Our project takes place within the framework of our school reform model, Co-net. Students have been engaged in research and are asking questions about their new French friends' lives. The opportunity to exchange letters will help each group of children seek to try to understand and be tolerant of different ways of life."

Livingstone says her overall assessment of the VIF could not be more positive.

"The VIF program is innovative, creative and has been beneficial to me. I greatly value the opportunities I have had to work with gifted individuals in all areas of my life in the U.S. and to have met charming people of all ages who have shared their world with me," she says. "It has been a privilege to have been allowed to share both my French and Irish worlds with them. I look forward to more fascinating experiences to follow."

VIF's thorough selection process



VIF participants Catherine Erskine (left) and Hyacinth Richards (right) from Jamaica

includes a detailed application with essays, verification of credentials, professional references, criminal background checks and personal interviews. VIF is highly selective, with only one in 10 applicants accepted. VIF requires participating teachers to be fluent in English, have a university degree or teaching diploma equivalent to a U.S. bachelor's degree and have teacher training and experience at the elementary or second-

ary level. Over the history of the program, VIF teachers have had a success rate of more than 90 percent, as determined by host school districts. More than 80 percent of VIF teachers receive "outstanding/superior" or "above average" ratings from host districts.

Any school or school system interested in finding enthusiastic teachers such as Janet Livingstone should visit vifprogram.com. ♦



The Best Educators Never Stop Learning.

Graduate Degree Programs in Education

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

1.888.488.7537
argosyu.edu



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

Argosy University is accredited by the Higher Learning Commission and a member of the North Central Association (NCA)
(20 North La Salle Street, Suite 2400, Chicago, IL 60602 www.ncahlc.org 1.312.263.0456).

© 2003 by Argosy University

830-08/03

Members in the News

VETERANS AFFAIRS TEACHER OF THE YEAR

West Bainbridge Middle School Teacher of the Year Alicia Gordon has been named Veterans of Foreign Wars 2002-2003 State Teacher of the Year.

Gordon, who teaches 6th-grade English and reading, was recognized by the VFW for teaching citizenship education topics regularly and promoting patriotism throughout teaching. She was honored recently at the state VFW convention in Macon, where she received a plaque and a check for her accomplishments.

Gordon has worked for the past 11 years with the YMCA clubs in Georgia, which allowed her the opportunity to get involved with youth in government programs. Four people in Gordon's life who were inspirational were her late father Dewey C. Smith, who served in the U.S. Navy; her father-in-law Dorsey D. Gordon, who served in the U.S. Marines; and her nephew and his wife who serve in the U.S. Air Force. She accepted the award in their honor.

Nearly 1,000 teachers are nominated from every state, the District of Columbia and overseas for this recognition each year.



Alicia Gordon

"Being selected has been such a great honor," Gordon said. "As I looked out over the audience at the state convention, I was humbled by these men and women who served their country in time of war and in times of peace."

UNION COUNTY TEACHER WINS NATIONAL AWARD

State Superintendent of Schools Kathy Cox announced in April that Wynn Mott, PAGE member from Union County, was the 2002 recipient of the National Science Foundation's Presidential Award for Excellence in Mathematics and Science Teaching.

Others winners included Debbie Kohler of Cherokee County, Brenda Clifton of Coweta County and Terrie L. Kielborn of Paulding County.

The award is the nation's highest commendation for K-12th grade math and science teachers. Each recipient received a \$7,500 grant to promote math and science education and an expense-paid trip to Washington, D.C., where they will attend seminars and meet with lawmakers and education policy makers.

Mott teaches physical science at Woody Gap School, Georgia's last school serving K-12th grade. He also helped create Georgia's End-of-Course test in physical education.

FORMER PAGE EXEC RECOGNIZED

The Georgia Association of Educational Leaders (GAEL) presented the 2003 Fulbright Distinguished Service Award to Dr. Barbara Christmas, former PAGE executive vice president, at the GAEL Summer Conference.

The Fulbright Distinguished Service Award is presented annually to the GAEL member who personifies the leadership characteristics as modeled by the group's first executive director, the late H.M. Fulbright.

In presenting the award, GAEL officials noted Dr. Christmas' multi-faceted experiences as an educator. She has served as a classroom teacher, principal, curriculum director and school board member, roles which provided her a unique perspective on educational issues. "Barbara is a vision-

ary thinker with an innate ability to see the big picture as it relates to education," said GAEL Executive Director Jim Puckett. "She has encouraged many aspiring leaders through her professionalism and her dedication to the role of educational leader. Her successes as an education leader are reflected in the many teachers and educational leaders who are successfully serving in schools and systems across Georgia. She will continue to be an exemplary role model for those who aspire to leadership roles."

COWETA TEACHER HONORED BY BUSH

Brenda Clifton, Ruth Hill Elementary School first-grade teacher, was honored in Washington, D.C., on March 20 as a recipient of the 2002 Presidential Award for Excellence in Mathematics and Science Teaching.

U.S. Rep. Phil Gingrey together with President Bush, presented Clifton with the award at a State Department dinner that evening. "I am very proud to announce that one of our own has won this very prestigious award. Science and technology are a cornerstone of our nation's success and the road to that success begins with our teachers," Gingrey said.

Clifton, who was last year's Teacher of the Year in Coweta County, said that she "always wanted to teach first grade." She said that when she became a teacher, she began using hands-on activities to make mathematics fun for her students. Clifton uses "centers" with math activities

where students move from one spot to another honing various skills.

The first-grade teacher has worked at Ruth Hill Elementary for three years. "Brenda is an exceptional educator," said Betty Smith, assistant principal. "It's a great honor to win this award."



Dr. Barbara Christmas

OOPS!

In the May/June issue of *PAGE ONE*, under the headline "Georgia Middle School Association Region Two Team of the Year," we printed that the team from Richards Middle School, Muscogee County was Region Two Team of the Year." It should have read, "Richards Middle School, Gwinnett County." We apologize for the error. ♦

PAGE Fall Retreat

Friday – Sunday
Nov. 7-9, 2003

Radisson Riverfront Hotel –
Augusta

For room reservations
call (800) 333-3333 or
(706) 722-8900.
Deadline Oct. 7, 2003

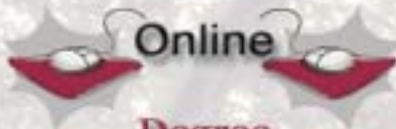
Speaker:
Colonel Robert A. Guy
2004 Georgia Teacher of the Year

To register online go to
pageinc.org
or call (800) 334-6861
Reservation Cut-Off Date
Oct. 7, 2003



College of **EDUCATION**

*Bringing
UGA to you*



Online

Degree

M.Ed. in Adult Education

Add-on Endorsements

L5 - Educational Leadership

SETWEB

Special Education Training on the Web
Special Education

ESOL

English to Speakers of Other Languages
Language Education

GCE

Gifted and Creative Education
Educational Psychology

Off-Campus



THE UNIVERSITY OF GEORGIA
at **GWINNETT**
GWINNETT UNIVERSITY CENTER • LAWRENCEVILLE

Check with individual departments for more information.

For more information, visit our web site at
www.coe.uga.edu or contact us at (706) 542-6446.

For information on UGA at Gwinnett, visit our web site at
www.uga.edu/gwinnett or contact us at (678) 407-5302.

