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Professional Association of Georgia Educators

September/October 2005

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

PAGE ONE magazine is published five times a year (January, March, May, September and November) by New South Publishing, Inc.; 1303 Hightower Trail, Suite 101; Atlanta, GA 30350; 770-650-1102. Copyright ©2005

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.

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A History Lesson

As we all face this new year, remember you are a professional Georgia educator touching the future. You have both blessing and promise at your fingertips. Go and make it happen!



KEN RUSSELL

Another year. Past successes. New opportunities. New students-adapted strategies. Mixed challenges. All of the above phrases roll across the mental teletype at this time of year. In many ways, this year is like many others, but it's also as fresh as the first year I began teaching. We all have to face these school years retrospectively. Perhaps the best lesson I have learned from my mentors and life experiences is that attitude is mine to influence. Whether positive or negative, it's my call to handle my days and my year accordingly. It is one lesson that I constantly have to remind myself about when looking at that critter I see gazing back at me in the bathroom mirror at 5:30 a.m.!

On behalf of the 61,000 members of PAGE, I welcome you to this year of adventure, of opportunity, and yes, of the definite challenge we all wake up to. In many ways PAGE is facing this year with similar sentiments. It is celebrating its 30th anniversary as a professional educational organization.

It's a time to celebrate, but it's an occasion to realize potential as well. In 1975, several Georgia educators faced with the loss of local control and facing demands to comply with forces from outside Georgia organized themselves into PAGE. Growth has been steady and has reflected competence and integrity. Through the various educational and social transitions of the past years, PAGE has remained the class act that takes the high road in educational concerns.

In the past few years educators have had numerous demands placed upon them from all around. In many respects, it almost seems that we have more to do with less available resources. PAGE has represented those concerns and has picked up the gauntlet to provide professional educators with a variety of educational opportunities. PAGE features a topnotch legislative lobbying team that carries our grass roots legislative agenda into the Gold Dome. In

the last two years, PAGE has developed a professional learning department with a phenomenal list of growth opportunities for all educators. This year PAGE sponsored its first teacher academy and we watched these new teachers prove themselves as teacher-leaders ready to go back into their classrooms and train their students by example.

What is even more exciting about the PAGE story are the educators who made student learning and the quality of educational excellence their primary goal. Individual teachers from around the state have come together through PAGE, and their collective voice is creating change.

As a PAGE member, you are a part of these 30 years of achievement. Thank you for the example you set every day in your schools and community. Let me also encourage you to stay in touch with the PAGE network. Get to know your elected representatives and let them hear your viewpoint frequently.

Finally, as we all face this new year, remember you are a professional Georgia educator touching the future. You have both blessing and promise at your fingertips. Go and make it happen! ♦



PAGE Teacher Academy Will Make a Difference

Teacher Academy and Teachers of the Year Leadership Institute – Two Newest PAGE Programs

Participants at this June's Summer Conference saw something that had never before been seen at any PAGE conference or meeting. They saw the first cohort of Teacher Academy participants presenting, in an entertaining and multifaceted way, all that they had learned in this, their first year.

It was awe inspiring to see those young men and women benefiting from the learning and insights that they achieved this year. They enjoyed each other's company and obviously relished the fact that early in their professional lives, someone had cared enough about them and their future to shower this kind of attention and resources on them.

It was an historic and meaningful moment for PAGE. For the past few years we have been developing our Professional Learning department under the leadership of Dr. Edie Belden. The Teacher Academy has been among the first initiatives undertaken, and all signs are that it is a success. Our first cohort will be entering the second year of work this school year, and we will name the second "class" in September.

We have long known that an extremely high percentage of new teachers leave the profession in their first five years. PAGE wants to address this loss of professionals from our classrooms. Directed by Dr. Ann Stucke, assistant director for research and professional learning, the academy connects high-potential new teachers with information, technology, teaching techniques and skills, and exemplary veteran teachers to help them overcome the challenges that overwhelm new teachers. By preparing novice teachers for the demands and realities of today's classrooms, we believe they will be more effective in the classroom, view teaching as a rewarding and long-term career, and assume leadership roles in creating a culture of change in the profession and in the schools in which they teach.

A second initiative that PAGE will be

announcing soon will be the Teacher of the Year Leadership Institute which will draw upon the expertise and leadership of the state's teachers of the year. Every year in systems across the state a teacher of the year is named. We believe that this cadre of professionals represents an outstanding group of teacher leaders who would benefit greatly from a systematic program that will bring them together, encourage and inspire them and provide them with enhanced professional knowledge and the opportunity to put that knowledge to use. PAGE Past-President Dr. Diane Ray has joined the staff in the position of assistant director for professional learning, and she will be developing this program.

The Teacher of the Year Leadership Institute will be an investment in these teachers that will empower them and provide them with learning opportunities for leadership enabling them to become influential advocates for public education in their communities. Through the use of national and international presenters the Institute will help these gifted teachers enhance their focus on students and the quality of work provided to them. They will learn to use technology to disaggregate student data and improve instruction.

Our Professional Learning Department is beginning to realize the promise we envisioned when it was first created. These are busy and exciting times at PAGE as we move ahead with a full schedule of conferences and workshops in addition to the Teacher Academy and the Teacher of the Year Leadership Institute. Years ago the question was asked of PAGE: When you become the largest teacher organization in the state, what will you do with that leadership position? I believe we have begun to answer that question. ♦

Our Professional Learning department is beginning to realize the promise we envisioned when it was first created.



DR. ALLENE MAGILL



Educators
Look at
the Past,
Present
and
Future of
Education
in Georgia

What's Ahead for Georgia's Schools?

By Lee Raudonis

In the last decade, public education in Georgia has undergone tremendous challenges, including a massive state education reform bill; the federal No Child Left Behind law; development of a new state curriculum; new testing requirements; growth of charter schools and home schools; a major increase in the number of immigrant (ESOL) students; sharp budget reductions; and, recently, a lawsuit filed against the state by low-resource school systems.

In light of these major developments, PAGE ONE asked three education leaders to provide their assessment of the current condition of education in Georgia and also to pick up their crystal ball and project where we will be a few years into the future.

Our guest education prognosticators are Gary T. Henry, professor of policy studies, Andrew Young School of Policy Studies, Georgia State University; Pat Stokes, superintendent of Morgan County Schools, Madison, Ga; and Carl Glickman, University of Georgia professor and professor of social foundations of education emeritus. Glickman is also chair of the Program for School Improvement at UGA and president of the Institute for Schools, Education and Democracy.

Gary T. Henry,
Professor of Policy Studies, Andrew Young School of Policy Studies, Georgia State University:

The future of education in Georgia is precariously uncertain as we approach the 2005-06 school year. After years of constant turmoil and well-publicized political battles, the conflicts have quieted, and the constant churning of policies has ground to a halt. But where this leaves our state in terms of educational performance is in the bottom tier, probably the bottom third of the states, according to NAEP data.

We are not 49th or 50th in education as the newspapers seem to want us to believe

when they publish the SAT results each spring, but we are not posting gains like other southern states, such as North Carolina or Virginia. The best statistical data indicates that just over a quarter of Georgia's students are proficient in math and reading at the 4th grade, where the state's students perform their best. On almost every assessment at the 4th and 8th grade, approximately 30 states post performances that are significantly better than Georgia's and only a handful of states, mainly poor southern neighbors, have students that perform worse.

There are bright spots in the educational performance of Georgia's students. The percentage of 4th graders who achieved a proficient score has jumped from 17 percent in 2000 to 27 percent in 2003. Because the 2004 NAEP results show that the minority test score gap is once again on the decline, attributable to larger improvements among minority youth than white students, this bodes well for Georgia's posting gains in the 2004 data as well.

But 2004 is recent history. What about the future? A stable curriculum and assessment system will lead to improvements in reading, math, science and social studies. Changing curriculum and assessments provides a "shock" to the system, which puts teachers in position of making changes without clear guidance about what is expected of their students and without confidence that their investments of time and effort to change their learning plans will pay off for the coming years. Changes here are in the hands of our state leaders, and if they can avoid tinkering with the system, we could well enjoy performance improvements similar to that high performing state.

Additional incentives that have been triggered by requiring students to pass the state assessment, which has already begun for 3rd and 5th graders, and should encourage teachers and school administrators to focus on the curriculum objectives. These incentives, according to research conducted on Chicago Public Schools promotion policies, should improve performance but the same research indicates that these improvements are less likely for students who do not pass the tests. Gains here are likely, but will only show up on Georgia's NAEP scores if the content of the state assessments is similar to NAEP.

The current policy environment in Georgia emphasizes local control of important instructional decisions. This is good and bad—good where the teachers and administrators assess their students and provide instruction that remedies learning gaps, and bad if these steps are not followed. In all probability, it means that the improvements will be spotty and that it depends on the local board and local leadership. Also, it means that middle school students will still exhibit performance declines relative to their earlier performances and too many high school students will continue to drop out. Data clearly show that middle school performance and high school dropouts are the state's most significant educational issues.

The state could do more and, perhaps, will do more with technical assistance and careful research to determine what really does work to improve student learning. The state can do more to



Gary T. Henry

insure that the gains are more uniform across the state, but with tight state budgets and a department that was nearly hollowed out after years of maltreatment, the progress is likely to be slow in coming without stronger state intervention.

It appears that Georgia is in a position to post gains in student learning, if the curriculum and assessments remain stable for the next 10 years or so. In addition, No Child Left Behind provides a structure that may make local districts more uniformly responsive to students of all types. Less clear is that either the state or federal government will provide the technical assistance, much less exercise the authority to push localities that resist exerting themselves for the best possible outcomes for their students. In other words, expect slow and steady progress as the best of the state's teachers and the best of the state's administrators trigger large

student performance gains, while smaller gains, but gains nonetheless, are achieved in other places.

Pat Stokes, Superintendent of Morgan County Schools, Madison, Georgia

Over the past 39 years, I have witnessed incredible changes in public education in our state. From the perspective of the children, things are much better than they were in 1966. By the same token, some things are much more difficult for teachers.

In 1966, curriculum was driven by textbook publishers, and many school systems did not have the resources to keep textbooks current, even if they had enough to distribute to every child. Now teachers have no choice but to consult the Quality Core Curriculum and testing objectives as they plan instruction. As far as the children are concerned, that is a great improvement. Dinosaurs and the moon are not taught in every grade, and we have a better understanding of what has to be mastered when, so that we can teach more to the children in a more effective manner.

Another major change has come in the form of educational technology that began to influence how we taught in the mid to late 1980s. Now we cannot imagine trying to teach without technology, and I suspect that we have only begun to scratch the surface in terms of its future contributions to education.

We have also seen the focus for instructional improvement shift from a local initiative to a state initiative to a federal campaign. The advantage to being in the spotlight for the past two decades has been the increase in resources and community concern. The disadvantage has been that laymen are convinced that they know better than professional educators how to make our operations more efficient and more effective. No doubt they have some excellent suggestions, and working together we can make some good improvements, but neither group has all the answers. Remember in the early 1980s how business influenced us to consolidate schools into mega-campuses that house thousands at the high school level so that operation costs would be so much less? Costs may have been less, but the unforeseen impact of impersonal high schools located in someone's old cotton field outside of any community has taken its toll on a sense of owner-



Dr. Pat Stokes

ship by students and adults that populate those schools, and we have even seen them split in several locations in Georgia.

The increased mobility of America has aroused a need for education to be more consistent state to state, and the federal government has seized on that need to make education in America a political issue instead of a moral obligation. No Child Left Behind is a noble endeavor, but there is potential to do more damage than good if it is fully implemented as first conceived. We are all currently scrambling to make Adequate Yearly Progress and to meet requirements for highly qualified teachers. Ignoring all the contrived silliness that is embedded in both those efforts, we are paying closer attention to groups of students, trying to close achievement gaps while increasing achievement of all groups at the same time. This is no easy task, but many areas are reporting gains.

The most amazing changes I have seen in 39 years revolve around educating special needs students. In 1966 in the metro system where I began teaching, there were no classes for special needs children. Shortly thereafter, I remember the first class that was formed. We spent time with all our classes explaining about how these children had feelings and wanted to be just like everyone else. In actuality, there was very little interaction among the students at all during those early years. The next watershed event came when the Department of Human Resources

stopped serving students with emotional problems and those with severe, multiple disabilities and sent them to the public schools. Although tensions were high about dealing with these students in regular settings, it was probably the right thing to do.

On the downside, all these changes have been accompanied by a flood of paperwork and recordkeeping. Technology is helping with those requirements, but they are still daunting to the classroom teachers who would rather focus on instruction. In many instances those records can give teachers data to improve instructional planning and delivery, so it is a double-edged sword. Currently available software offers help. The problem with all of this is that someone has to input the data, and the data is only as good as the input.

So where are we? Again and again I hear that Rip Van Winkle would recognize the schoolhouse if he woke up today. I beg to differ. Classrooms are dramatically different today than they were 39 years ago. Children of all races and ethnic persuasions populate those classrooms, and they all use technology that would blow old Rip's mind. Teachers are better trained and are more effective. Administrators have evolved from managers to leaders and have shifted their focus from building maintenance, discipline, and events management to improvement of instruction. Of course, they still have to do all the other duties, they just are not the main focus any more.

We are poised either to succeed extraordinarily or to be forced into extinction. We shall learn in the next five years whether our form of democracy values a quality education for all its children or whether it prefers to educate a few to control the rest.

Public schools will either embrace technological advances or become obsolete in the face of new possibilities to acquire an education without coming to the schoolhouse to get it. The possibility for acquiring an education already exists, but it will become easier and easier over time. One of the most important missing pieces in that scenario is the guidance of the teacher to shape and direct the learning, as well as, the socialization that the schoolhouse offers. Isolated instruction in front of next-generation computer screens cannot provide this. The more isolated learners become, the more marked the social classes will become over time. It is

incumbent upon educators to formulate a vision of public education that incorporates technology and all its possibilities rather than one that limits it to an occasional tool to reinforce traditional instruction.

The federal influence on public education will either revise itself to a more reasonable set of expectations, maintaining the focus on excellence for all, or it will destroy the very system it endeavors to improve. Much has been said regarding an unspoken agenda, but I choose to believe that wisdom will prevail and that adjustments will be made to make the law more manageable for all of us as we strive to educate all the children to their full capacity.

I see promise in the recent focus on families in the media and in our discussions of improving education through parental involvement. Even if we have to revise our traditional definition of family (which is already obsolete), I see a resurgence of improved home influence and involvement in education of children. I foresee increased involvement in governmental programs for children from birth to age five. Chief among those will be an effort to improve both health care and early education. Those two improvements will make early childhood education in grades K-3 extraordinarily more productive.

On the downside, I foresee increased battles over state funding of public education. The lawsuit that has been filed may take years to resolve, and even if it is successful, I have doubts about whether or not the Georgia General Assembly has the will to order its priorities to benefit the children. One of our tasks for the future is to help all of them realize how closely excellent education is tied to excellent economic development. They give it lip service now, but they do not believe it enough to make the sacrifices it takes to make it happen. The old argument is that you don't throw money at a problem to solve it, and I couldn't agree more. My hope is that there will be a cooperative effort to carefully place badly needed money into education in ways that will make a difference. Educators know more about where the needs are than legislators are willing to accept. That hurdle must be overcome, as well.

My overall view is very positive, probably because I have seen so much progress over my career. Much of it has been diffi-

cult to manage, but we have made progress, nevertheless. Who would have thought 225 years ago that a country could undertake a system to educate the children of all the citizens to any level that the citizens desired? We have proven that it can be done; we are just not satisfied with where we are at this point and will have to work harder and smarter to make it even better.

Carl Glickman,
Professor of Social Foundations of
Education Emeritus, and Chair of the
League of Professional Schools,
University of Georgia

After 25 years of working directly with schools in every location in Georgia, I have a difficult time describing how we are doing. If we compare student achievement overall in 2005 with 1950, we are doing much better. However, in the last 20 years, our progress closing the achievement gap between students traditionally well served with those ill served has slowed. Gaps in reference to high school completion rates have been widening.*

We can't run from the fact that our state continues to have one of the highest drop out rates in the country. A recent study by researchers at John Hopkins University found that of all the southern states studied, only Georgia could not identify a single school with at least 40 percent of its students who qualified for free lunch and at least 25 percent of its students black or Latino, that has shown success in moving students from grade to grade successfully over three years (at least 80 percent of the students). We have a distastefully large academic achievement gap among wealthy and poor students and among white middle to upper income students and low-income students, both white and of color (particularly among black and hispanics and recent migrant students). So even if we can sugar coat the optimistic news of rising test scores*, these results camouflage the educational abandonment of many of our young.

As a state, many of our schools and districts are healthy but many are severely ill, and the reason why some are well and others are ill is primarily due to a lack of willingness to confront the devastating effects of unequal resources, inadequate work conditions for teachers, and thinking about education as drilling students to



Carl Glickman

pass a test. We must deal openly with the facts that two-thirds of all student achievement is related to poverty; bright teachers flourish in supportive environments that value their minds (and they resign or flee from schools where they are tightly con-


trolled by external legislated mandates); and engaging students in learning connected to their community is the only pedagogical way to improve schools for all students and our future citizens.

PUBLIC FUNDS

To improve education for all students our state officials must acknowledge that public education is a state function and its purpose is to educate all Georgia students to become informed, equal and independent citizens willing to participate with other citizens to improve their neighborhood, state, region, country and world. Thus the very idea that some school districts have money to burn for purchasing the latest sophisticated equipment and to pay higher salaries to attract and keep the best prepared educators, while other Georgia schools have crumbling roofs, out of date materials, a lack of classroom space and teachers caught in deadening routines, is simply a travesty of the notion of public schools being in "public trust."

If our state representatives can't decide how to fairly provide an adequate financial base to give all students the resources

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needed to excel, then the courts will decide instead, as they have done in other states. The problem here as John Dewey said long ago is, "What the best and wisest parent wants for his own child, that must a community want for all of its children. Any other ideal for our schools is narrow and unlovely: acted upon, it destroys our democracy."

What is needed is to change the funding of schools, address the issue of interesting and challenging learning, and provide a fair test of best practice different from current legislation and mandates. Let's briefly take each in turn.

PUBLIC ENGAGEMENT IN STUDENT LEARNING

A true democracy must have an educated citizenry, and to be truly educated, rather than indoctrinated, one must learn in a democratic environment. This is why, in my mind, democracy must be practiced as an education theory of how people learn best before it can be practiced as a democratic theory of how citizens govern themselves. We cannot educate young students for democracy unless their learning is guided by democratic principles, such as the following principles of democratic

We cannot educate young students for democracy unless their learning is guided by democratic principles.

learning of schools in the University of Georgia's League of Professional Schools; www.leagueschools.com:

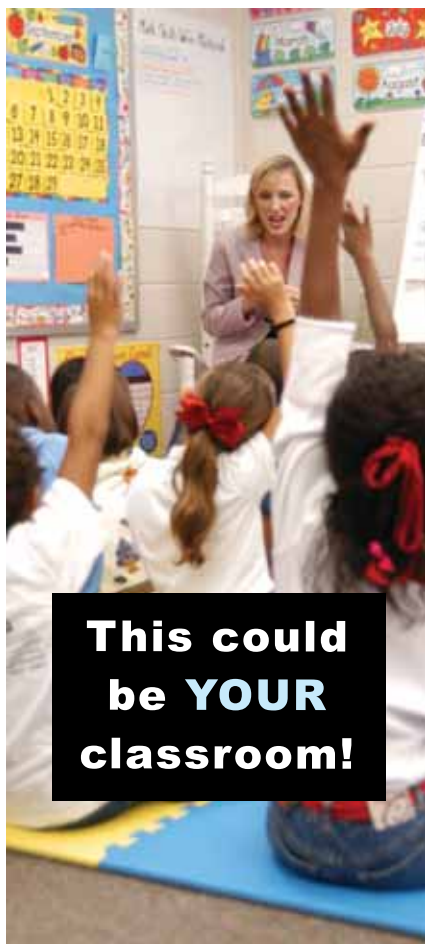
- Students having escalating degrees of choice, both as individuals and as groups, within the parameters provided by the teacher.
- Students actively working with problems, ideas, materials, and people as they learn skills and content.
- Students being held to high degrees of

excellence in both their academic objectives learned and their contributions made to a larger community.

In public schools adhering to such principles, an observer might see kindergarten children using their pre-reading skills and learning of geometric designs to develop illustrated books for families of preschoolers. The observer might also see 11- and 12-year olds using the study of science, ecology and habitats to protect wildlife in their local park or middle school students using art, history and English to develop displays of the history of their own town to become permanent collections in the local library. Meanwhile, secondary students could be working on a range of graduation projects including increasing the census participation in their town, increasing AIDS awareness in their state, developing a new engineering design for a bike path around a restrictive highway, reducing economic and racial stratification in their neighborhoods, increasing work options among the unemployed and conducting scientific experiments of ways to purify the water and conserve the soil of their immediate neighborhood. What one sees is students interested in their learning, seeing day by day the relevance of what they do to their later lives, and knowing that regardless of their circumstances they have an important role in using their education to contribute to others.

In the rules and regulations of the act, Title I, No Child Left Behind, it states that states, districts and schools should use scientifically based best practices. The term scientifically based means that an educational program should be adopted only if it has been carefully studied with control or quasi-control groups with similar student populations using programs different than the tested one. The idea is that there must be a controlled study before a program has a scientific basis for further and wider use.

Recent federal and state legislation has the future of public education in a box by ignoring its own criteria for using education practices. The current legislated rules, regulations, testing requirements and single definition of adequate yearly progress force all educators, students and schools in Georgia to be assessed the same way, to use the same measures and formulas and to comply with yearly state-driven curriculum and state standardized tests. The irony of all this is that these regulations about accountability and assessment in



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Georgia (and other states as well) have not been scientifically validated. With the lack of openness to different assessments, formulas and ways of trying to reach all students successfully, we have a non-validated system of uniform regulations that excludes all other notions, labels all our schools, determines all results, and gobbles up all our resources. Eventually, it will implode upon itself.

All successful corporations know that to survive, there must be advance work of design teams to develop, create, pilot and use new systems, new products and new services ahead of what already exists. Without such inventions of “prototype work of the future,” a corporation will find itself quickly obsolete.

Yet, we have the most important public institution to the future of America with no allowance to test “prototype work” of new forms of assessments, different grade level configurations, new forms of curriculum and new ways of gauging overall achievement and closing of the achievement gap. What is good for the goose is good for the gander. The federal government and the state should not be advocating scientifically based programs for others if they are unwilling for their own legislation to be tested against new and different ways of promoting learning. The future success of all students in Georgia is dependent on opening up our current system to responsible and brave districts and schools that believe they have a better way to assess and teach, and for students to learn.

CONCLUSION

Georgia can improve education for all its students if it deals squarely with public purpose and adequate funding as well as encourages active and engaging learning on the part of students and teachers, and supports the testing of new forms of education, assessment and accountability in comparison to its current legislative practice.

If we can do the above, we may indeed become the land of the free and the home of the brave, we should not settle for anything less.

Whether viewed from the perspective of teachers, parents, principals, professors or superintendents, the only certainty regarding the future of public education in Georgia appears to be the lack of certainty. Whether, as Gary Henry predicts, the state can expect slow and steady progress or, as

The only certainty regarding the future of public education in Georgia appears to be the lack of certainty.

Pat Stokes foresees, we are poised to succeed extraordinarily or be forced into extinction, only time will tell. Likewise, it may be several years before the issues of adequate funding and active and engaging learning are addressed to the point that Carl Glickman’s observations can be tested. Meanwhile, as Pat Stokes observes when describing the challenge of undertaking a system to educate the children of all the citizens to any level that the citizens desired: “We have proven that it can be done; we are not satisfied with where we are at this point, and we will have to work

harder and smarter to make it even better.”

FOOTNOTES

* We as a state are doing much better with students from affluent communities. I have been a professor at the University of Georgia for more than two decades, and each year our entering class of students is smarter, better prepared academically, and more serious about their learning. These students can compete with any students at any private, prestigious college in the country. Most of these students are white and from well educated and middle to upper income parents or caretakers. They enter college and maintain their HOPE scholarships for all four years (even though their parents have ample wealth to pay for their tuition). A disproportionate number of these students are from the northern, wealthier towns and suburbs of Atlanta.

** Results of scores on single tests are dubious at best given that test makers disavow the validity of their use as indicators of improved learning, sole criteria for promotion and graduation of students, and for determining adequate yearly progress. ♦



Scientific-Atlanta Foundation

Awards \$10,000 to PAGE Foundation



Scientific-Atlanta Community Relations Manager Renee Byrd-Lewis (center) presents a \$10,000 donation to PAGE Foundation President Tom Wommack (left) in support of the Future Educators of America (FEA) in Georgia program. Joining Wommack in receiving the Scientific-Atlanta Foundation gift is Mary Ruth Ray (right), manager of students groups for the PAGE Foundation.

The Scientific-Atlanta Foundation donated \$10,000 to the PAGE Foundation in July to support continued expansion of the Future Educators of America (FEA) in Georgia program, according to PAGE Foundation President Tom Wommack.

Operating from its global headquarters in Lawrenceville, Ga., Scientific-Atlanta is one of the world's leading manufacturers and suppliers of products, systems and services that help broadband providers connect consumers with a world of integrated, interactive video, data and voice services.

"Scientific-Atlanta has found that investing in the community and especially its education system is good business. By growing the communities in which we live and work, we also grow our company," remarked Scientific-Atlanta

Community Relations Manager Renee Byrd-Lewis when the donation to the PAGE Foundation was announced. Byrd-Lewis added that the rapid growth of the FEA program in Georgia, especially in Gwinnett County, was a significant factor in the decision to award funds to the PAGE Foundation.

"We called upon the people we know and respect in the Gwinnett County School System," remarked Byrd-Lewis. "They expressed their support for FEA and described the significant commitment their entire school system has made to establishing FEA chapters in every middle and high school. Their endorsement of the FEA program and the obvious need to make sure every Georgia child has a highly-qualified teacher now and in the future convinced

us to support this worthy initiative."

In receiving the Scientific-Atlanta Foundation donation, Wommack noted that the grant funds are needed and arrive at an important time.

"To expand FEA chapters to every school system in the state requires a consistent focus by members of the foundation staff and Gil Parrish, our contract consultant. We have made great gains since Gil came to work with us, and this generous Scientific-Atlanta grant allows us to keep Gil in the field calling upon school systems that do not have FEA chapters today," said Wommack.

"Through our work with FEA we are helping local school systems develop the next generation of teachers from among today's capable students. This is really important work because teacher shortages are growing in Georgia, and our ability to provide a quality education in the future for all children could be in jeopardy.

We welcome the opportunity to work with Scientific-Atlanta, and thank them for their generous support." ♦

PAGE Foundation Kicks off 22nd Season of Academic Bowl

This year marks the 22nd season of the PAGE Academic Bowl for Middle Grades. In early August, packets were sent to every middle school in the state. If you coach a middle school Academic Bowl team and did not receive the registration information, please visit our website at www.page-foundation.org to download a registration form. If additional assistance with information is required, please call State Coordinator Michelle Crawford at (800) 334-6861, or in Atlanta at (770) 216-8555.

The dates for this year's competition are:

- Registration Deadline.....Nov. 4
- Late Registration Deadline.....Nov. 11
- Regionals.....Jan. 7
- Semi-finals.....Jan. 21*
- Finals.....Feb. 11

*Please note that the January Duke TIP SAT test date is normally the same Saturday as our semi-finals competition. If you have 7th graders who are interested



in taking the SAT, please encourage them to register for the December test date. ♦

Honor Your Favorite Teacher

By Phil Jacobs, President, Planned Communities Services, BellSouth Corporation

Mr. Dickson changed my life. Before he accurately identified my dyslexia, most people thought I wasn't very bright.

He was my 7th and 8th-grade English teacher at the Landon School, an all-boy prep school in Bethesda, Md. Surrounded by a high percentage of gifted boys, I stood out. I was embarrassed when I struggled to read simple passages out loud. My comprehension was terrible.

In a time when learning disabilities were not commonly identified and treated, Mr. Dickson recognized that I had a reading disorder. He saw the symptoms of it in me after attending a seminar on dyslexia and how it impeded reading ability and comprehension.

In retrospect, these are two important qualities that made Mr. Dickson an excellent teacher. He continuously sought to learn more about his profession. By keeping abreast of the latest teaching techniques and issues affecting learning, he was able to identify my dyslexia. And he took the time to know and care about each of his students. It would have been easier for him to let me continue to struggle. But he didn't.

He recommended to my parents that they enroll me in a remedial reading program to retrain my brain. There, I finally learned not just to read, but to like it.

I started out reading out loud, slowly, word-by-word with my finger following on the page. Once I'd mastered that, my instructor gave me peppermints to eat so I couldn't read out loud. I read silently, with my finger still tracing each word. I worked up to being able to read silently without my finger emphasizing each word for me.

Not every student learns the same way. It can't be assumed that if a student doesn't thrive under one fashion of teaching that they won't under another. In my case, once Mr. Dickson identified that I just needed to be taught a different way, I went from being a poor student to one who succeeded.

Untreated, dyslexia can be devastating to verbal skills. When I learned the proper way to read, my vocabulary, speaking skills and comprehension flourished. But, since I'd struggled with my reading through the 8th grade, I was behind my peers.

Mr. Dickson again intervened. He suggested to me and to my parents that I repeat the 8th grade.



Phil Jacobs



Mr. Dickson

I was scared. I didn't want the stigma of being left behind. But, Mr. Dickson talked to me and explained the reasons I should. In the end, I decided that repeating the 8th grade was the right choice.

In tackling a difficult subject with me, Mr. Dickson had again demonstrated his commitment to teaching and just as important, his commitment to ensuring that he reached out to an individual student. And in doing so, he changed the course not just of my educational experience, but really my entire future.

I graduated from the Landon School in 1969 and attended Denison University in Ohio. At Denison, I earned a Bachelor of Arts degree in English. In fact, I hosted a sports show on college radio and had hoped to make a career as a sports broadcaster. Who would have thought the 8th grader who struggled to read in class was capable of that?

I know it seems simple, but I challenge educators to consider adopting Mr. Dickson's techniques. Continuously learn more about your profession and what impacts learning. Know your students. Practice teaching methods that reach out to all learning styles. Talk to your students. Reach out to them as individuals.

Mr. Dickson officially retired from the Landon School, but still teaches a Shakespeare class and recently celebrated his 50-year anniversary with the school. I know I am not the only student who benefited from his talent and unwavering dedication during his tenure. That was just his style. He wouldn't let us fall between the cracks and be left behind.

Phil Jacobs is the President of Planned Communities Services for BellSouth Corporation and a PAGE Foundation trustee. For his leadership in BellSouth and extensive community involvement, Georgia Trend magazine named Jacobs the Most Respected CEO in Georgia for 2005. He currently serves as the board chair of the Georgia Partnership for Excellence in Education and the Georgia Department of Economic Development. He serves on the boards of the Georgia Chamber of Commerce, the United Way of Metropolitan Atlanta, the Georgia Aquarium, the CDC Foundation and the Woodruff Arts Center Board of Trustees. ♦

PAGE and the PAGE Foundation Announce 2005 Scholarship Recipients

PAGE and the PAGE Foundation have announced the winners of its annual scholarships for experienced and aspiring 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 six student PAGE (SPAGE) members earned \$1,000 scholarship to help them realize their dream of becoming educators in Georgia.

A panel of judges consisting of practicing and retired educators from across the state scored the applicants on the basis of academic achievement, record of school and community service, recommendations and essay. Mary Ruth Ray, director of PAGE Foundation Scholarship Program, 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," said Ray. "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, use the application available for download from www.pagefoundation.org beginning in September 2005. All applications must be postmarked no later than April 29, 2006, 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 a college in Georgia and be a member of Student PAGE (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.

2005 PAGE Foundation Scholarship Recipients

Jack Christmas Scholarship

Valerie Elizabeth King, 3rd grade teacher, Big Shanty Elementary School, Cobb Co. Schools—Attending Kennesaw State University, Kennesaw—Pursuing M.Ed. in Early Childhood Education



H.M. and Norma Fulbright Scholarship

Melanie Pannell Bradberry, 7th grade teacher, Oconee County Middle School, Oconee County Schools—Attending University of Georgia—Pursuing M.Ed. in Reading Education



PAGE Graduate

Jamie Franklin Barragán, Spanish teacher, Buford Academy, Buford City Schools—Attending Georgia State University—Pursuing Ed.S. in Teaching and Learning



PAGE Graduate

Rylan Kathleen Taylor Smith, economics & social sciences teacher, Swainsboro High School, Emanuel County Schools—Attending Georgia Southern University, Statesboro—Pursuing M.Ed. in School Counseling



PAGE Graduate

Beth Kirkeby Bennett, 5th grade teacher, Allatoona Elementary School, Bartow County Schools—Attending Nova Southeastern University, Orlando, Fla.—Pursuing Ed.S. in Instructional Leadership



PAGE Graduate

Cathy H. Falzone, 4th grade teacher, Sara Harp Minter Elementary School, Fayette County Schools—Attending Lincoln Memorial University, Harrogate, Tenn.—Pursuing Ed.S. in Leadership and Administration



PAGE Graduate

Philip Melvin Brown, middle school teacher and coach, Echols County Middle School, Echols County Schools—Attending Valdosta State University, Valdosta—Pursuing Ed.S. in Educational Leadership



PAGE Support Personnel

Amelia "Amy" Elizabeth Miller, paraeducator, Futral Road Elementary School, Griffin-Spalding School System—Attending Mercer University, Henry County—Early Childhood Education Major



John Robert and Barbara Moore Lindsey Scholarship

Ashley Lynn Gregory, Early Childhood Education Major—Attending Georgia Southern University, Statesboro



PAGE Support Personnel

Rita Marie Gunter, Bus Driver, Fayette County School System—Attending Mercer University, Douglas County—Middle Grades Education Major



SPAGE Undergraduate

Christin Eileen Barnes, Secondary English Education Major—Attending Mercer University, Macon



SPAGE S. Marvin Griffin

Kathryn Marie Ward, Early Childhood Education Major—Attending Mercer University, Eastman Campus



SPAGE Undergraduate

Katherine Brown Backes, Early Childhood Education Major—Attending Valdosta State University, Valdosta



SPAGE S. Marvin Griffin

Kelly Leigh McGonigle, Middle Grades Math & Language Arts Education Major—Attending Clayton State University, Morrow



SPAGE Undergraduate

Amber Leigh McGowan, Early Childhood Education Major—Attending Columbus State University, Columbus



SPAGE Elects Statewide Officers

In June Student PAGE (SPAGE) held its annual business session during the PAGE Summer Conference at the Atlanta Marriott Gwinnett Place. During the session, SPAGE members elected seven colleagues from various colleges and universities to serve as its slate of officers for the 2005-06 school year:

President - Elizabeth M. Getha, Augusta State University

1st Vice President - Nikki S. Lee, Mercer University, Macon

2nd Vice Presidents - Anne M. Pollock, Mercer University, Atlanta

Secretary - Katie Greene, Mercer University, Atlanta

Parliamentarian - April Radomski, Covenant College, Walker County

Graduate Delegate - Ashley Wheelus, graduate of Wesleyan College

Past President - Shannon Horn, graduate of Piedmont College (automatic appointment)



Front row, left to right: Nikki Lee, Ashley Wheelus, April Radomski.
Back row, left to right: Shannon Horn, Elizabeth Getha, Anne Pollock, Katie Greene.

The statewide SPAGE officers serve as an advisory board to determine direction for the 7,500-member student organization. "By acting as a voice for the pre-service teachers, these officers play a vital role in making SPAGE a vicarious and meaningful professional organiza-

tion for college students in Georgia's teacher preparation programs," commented Mary Ruth Ray, State SPAGE Director.

The SPAGE officers will meet again at the PAGE Fall Conference in Savannah this November. ♦

FEAST Conference Offers Students Insights to “Teachers as Leaders”

The second annual FEAST (Future Teachers of America Summer Training) conference was held June 6-8, 2005, at the Georgia College and State University campus in Milledgeville, Georgia. This year's program focused on “Teachers as Leaders,” with guest speakers 2003 National Teacher of the Year Dr. Betsy Rogers, 2003 Florida Teacher of the Year Randy Scott and Senior Vice President and PAGE Foundation Trustee Bennie Boswell talking with students about the important role of educators as leaders. The conference was funded through donations from AT&T Foundation, BellSouth, Copeland Insurance Services, PAGE, The UPS Foundation and Wachovia.

FEAST also welcomed PDK International's FEA National Director Erin Young and Dr. Christian Chéreau, director and district VII representative of PDK International. Young invited FEAST participants to attend the 2006 FEA National

Conference, which will be held at the Hyatt Regency in Atlanta on Feb. 17-19, 2006.

FEA student members had the opportunity to learn more about the qualities needed to become an excellent educator through workshop sessions led by the faculty of the John H. Lounsbury School of Education. FEA chapter advisors attended sessions on advisor training and the creation of an FEA website.

The two-day conference also featured outdoor team-building activities, a picnic, poolside activities, an ice cream social and skits. An annual highlight of the conference is the FEAST banquet, this year featuring guest speaker Bennie Boswell. As a former educator, Boswell spoke from personal experience about the responsibility educator's have to connect with all their students and foster leadership in their students. ♦



Featured Speakers: 1. Bennie Boswell, Senior Vice President, Wachovia 2. Dr. Betsy Rogers, 2003 National Teacher of the Year 3. Randy Scott, 2003 Florida Teacher of the Year 4. Erin Young, FEA National Director, PDK International 5. Dr. Christian Chéreau, Director and District VII Representative of PDK International 6. Robert Maxson, Georgia Professional Standards Commission

Students learned...

1. How to Make Slime! South Gwinnett High School FEA Member Belinda Dennis successfully masters the sticky concoction during the 2005 session.
2. “The Who, What, When, Where, How and Why of Teaching” with GC&SU Instructor Becky McMullen.
3. Trust: Students weigh in on working together as they balance on top a bed of nails strategically placed on Randy Scott, 2003 Florida Teacher of the Year.
4. Teamwork: Working together can build a stronger bridge.
5. Invention: Building a better mousetrap during the Junkyard Wars competition.

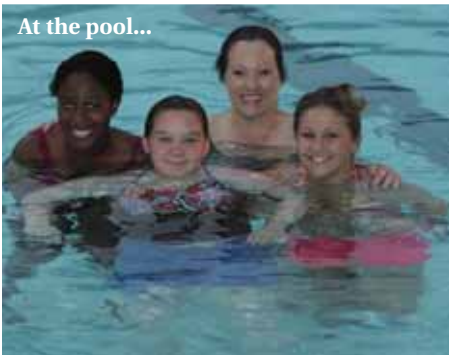


Advisors learned...

1. Whether the egg is raw or hard-boiled, thanks to Bleckley County High School FEA Advisor Andrea Williams.
2. How to create your own FEA website, as instructed by Chuck Sears, FEA Advisor, Norcross High School in Gwinnett County.



Everyone had fun...



2005 FEAST attendees included: Casey Allen and Andrea Williams (advisor) of Bleckley County High School; Brooke Hallows and Teresa Hughes (advisor) of Gainesville High School; CeCe Cain of Morgan County High School; Jasmine Underwood and JoAnn Wren (chaperone) of Grayson High School; Jamie Taylor and Glinda Twilley (advisor) of Henry County High School; Sandra Thompson (advisor) of Marietta High School; Linda Dotson (advisor) of Murray County High School; Shirley Bouie of Carver High School; Belinda Nyarku and Blanca Gomez, of Norcross High School; Belinda Dennis, Dupe Adebayo and Stacy McLean (advisor) of South Gwinnett High School, Ashley Harkins, Jennifer Sullens, and Patsy Lewis (advisor) of White County High School; Tondrea Harris, Brittany Hill, April Pilkerton, Marcos Gomez, Tylisha Hill, Alicia Benton (advisor) and Clovis Barber, (advisor) of Willie J. Williams Middle School; Charis McWhorter, Mary Hobbs, Yachi Battle, Brittany Primas, Kenyatta Simmons, Tamara Devereax and Cora Warren (chaperone) of Hancock Central High School; and Crisiauna Nelson and Monique Nelson (chaperone), both out-of-state guest participants. Also pictured are Mary Ruth Ray and Michelle Crawford of the PAGE Foundation staff.



Professional Insights



DR. EDIE BELDEN

Creating a Quality Volunteer Program

By Dr. Edie Belden

Most schools or school systems have a volunteer program of sorts. It is rare, however, that a school has analyzed its existing program with a focus on the needs of its students and the utilization of the resources available in the community. Several emerging and converging phenomena in society and in communities have the potential for providing the foundation of an exemplary volunteer program.

A phenomenon that is generally recognized among educators, local citizens and corporate executives alike is that today's public schools have perhaps the greatest diversity of students at anytime during our nation's history. In today's schools there is a multiplicity of languages and cultures, children in the regular classroom who are mentally or physically challenged, and growing numbers of children are latchkey, in foster care or in extended family situations. There are also very bright, articulate children who need to be academically challenged and socially enriched. All of these students need

special attention—the presence of an adult role model. Tutoring, mentoring, and career guidance are only a few of the needs.

Another trend in society is that many older citizens now have an income level that does not require them to work after retirement leaving them with many hours of unfilled and unfocused time. Many small businesses and corporations require employees to work with schools on a regular basis through the commitment of a designated number of hours. Some civic clubs also offer as part of the community outreach programs special services to schools. Lastly, many families feel disconnected from the schools and are seeking ways to be more involved in their children's lives. Succinctly stated, there are more children in our public schools that need special help and attention than teachers have the time or expertise for, given the current class size and diversity. Secondly, there are many able, but unsolicited, providers of assistance in the communities. Some schools are using these phenomena to create powerful, articulated, coordinated volunteer programs.

A quality volunteer program has standards, requirements and procedures. The beginning of a new school year is an appropriate time to assess the quality and effectiveness of the volunteer program in your school.

SCHOOL SYSTEM POLICY AND PROCEDURES

Every school system having a volunteer program needs a board approved policy addressing the existence and scope of the volunteer program. The policy should be accompanied by procedures which spell out in detail the mission or goals, standards, and requirements of the volunteer program. The Mentoring Act of 2000, which became law on July 1, 2000, states: "Every

child in this state is encouraged to have a caring adult who, along with parents and teachers, is able to offer support, friendship, encouragement, and motivation to help the child excel academically and lead productive lives... Untapped human resources exist in local communities throughout the state that can provide many children with an additional caring, positive role model or mentor.”

While this law is grant-driven, the underlying principles and requirements are consistent with quality volunteer programs. The Mentoring Act of 2000 can be accessed at www.legis.state.ga.us/legis/1999_00/leg/fulltext/sb290_ap.htm.

Topics and information presented in this article will also be helpful in formulating and developing a quality volunteer program.

PURPOSE, MISSION AND GOALS

A volunteer program must have a stated purpose or mission and goals. Some purposes include: to support academic achievement, to assist teachers in providing basic skills in instruction, to enrich quality of instruction, to enhance interpersonal experiences for students, and to assist school staff with support services. [1] Another aspect of the purpose or mission of a volunteer program is strengthening school-community relations. Anderson School District in South Carolina has stated it this way: “We make a living by what we get, we make a life by what we give. One of life’s greatest gifts is the opportunity to give. Volunteering to serve others is the rent we pay for the space we occupy in this world.” [2]

Examples of goals for a volunteer program include:

- Increasing parent involvement and interest in public education;
- Encouraging other segments (senior citizens, non-parents) of society to contribute to the betterment of the schools and its students;
- Providing assistance to teachers and other educators;
- Improving communication between schools and the communities they serve; and
- Fostering a better understanding of the diversity, problems and achievements of today’s schools

A volunteer is a person who works regularly in schools to support the efforts of a professional person and serves without compensation or employee benefits.

WHO CAN BE A VOLUNTEER?

It is important to define the concept of volunteer and the scope of responsibility. Generally speaking, a volunteer is a person who works regularly in schools to support the efforts of a professional person and serves without compensation or employee benefits; however, there are other requirements for the job which vary from school system to school system. Some of the most common, listed for various schools systems, include: tuberculosis clearance, positive attitude, ability to work cooperatively with school personnel, adequate communication skills, and an ability and willingness to participate regularly. One of the most recent requirements is that a prospective volunteer submit to a background check and fingerprinting. The National Child Protection Act (1993) authorizes states to establish procedures requiring organizations serving youth, the elderly and individuals with disabilities to request a nationwide criminal history background on prospective employees and volunteers. Georgia law does not require that volunteers be fingerprinted, but this requirement is being increasingly added to board policies and applications throughout the country. If this requirement is added, volunteers should be informed and told that similar investigations are done routinely in the certification of teachers. [3]

In addition, some school systems require that the volunteer always work within the auditory and visual proximity of the teacher and are prohibited from telephoning students, visiting them at

their homes, transporting students to and from events, or meeting students off school grounds. [4]

Almost all school systems reference the importance of a volunteer respecting a child’s privacy and remaining confidential about classroom and school matters. Volunteers do not have access to school or permanent records. [4] [5]

JOBS FOR VOLUNTEERS

School systems can be too limiting in their volunteer program. The program is often limited to the elementary school level or at least concentrated at that level. A quality volunteer program provides jobs for volunteers at all levels and for a variety of interest. Some of the more interesting jobs found on various school system websites include: writing coach, literacy pal, school garden coordinator, technology buddy, special events volunteer, bilingual tutor, music tutor, art assistant, field trip assistant, lunch buddy, first day friends and storyteller. These are in addition to the usual math and reading tutor or mentor. Some of these jobs require nothing more than conversation skills while others require specialized skills. [6] [7] [8].

Regardless of the job, it is important to match the interest and comfort level of the volunteer to the school level and to the skills the job will require. Volunteers who are matched with young children who do not like the noise and activity of young children or the volunteer who is matched with high school students and does not understand the bravado and “I don’t care attitude” of a non-reader will soon drop out of the volunteer program. Strom and Strom recommend that volunteers should be able to choose their jobs. [9] The dropout rate among volunteers is higher when they are placed in a position rather than being allowed to choose their placement. When the volunteer does not keep his/her commitment, students often perceive this to be rejection.

TRAINING FOR VOLUNTEERS

A quality volunteer program must have training for its participants. The training should include information on:

- Child growth and development, specifically behavioral characteristics at each grade level;
- School policies on dress, use of inap-

appropriate language with children, appropriate; contact, medication, first aid and use of board approved instructional materials;

- Procedural rules and regulations, such as student use of phones, hall passes;
- Parking spaces, fire drills, eating and smoking at the school, wearing of ID badges;
- Demonstrations by teachers on how specific tasks are to be done.

The training should be very specific about what volunteers are allowed to do and not to do. Volunteers must understand that they supplement and support the professional staff. They do not have the authority to discipline students, have access to student records or databases, diagnose students' needs, evaluate achievement, counsel students or discuss student progress and concerns with parents. Volunteers must understand if they engage in these activities, their services to the school may be terminated.

Volunteers must also have a procedure for reporting incidents in school when they feel actions are inappropriate or put a student at risk. This must be a written procedure, discussed with the volunteers, and volunteers should be given a copy. [2] [4] [5] [9].

RECOGNITION OF VOLUNTEERS

It is important to recognize volunteers for the contributions they have made to the school or school system. Systems having a quality volunteer program recognize their volunteers annually; some recognize all volunteers; some recognize only volunteers that have performed in an outstanding manner. Others recognize volunteers by categories such as parent, students who tutor or mentor, seniors (older adults), civic organizations, business/industry, and volunteer program organizers. Having the school staff and the volunteers nominate persons/businesses for these awards builds a sense of pride in and commitment to the volunteer program. It says to the participants and to the community that the school values the contributions made by the volunteers. [10]

Most school systems require the maintenance of a service log by every volunteer. At the end of the year the hours and minutes are compiled. The hours logged are in thousands of hours. Some school systems take the median hourly wage of non-certificated staff members working in the district and multiply the median wage times the total number of hours worked. While

the procedure for determining the economic impact of the volunteer program is somewhat simplistic, the amount of good will and positive public relations is incalculable.

ASSESSING YOUR PRESENT VOLUNTEER PROGRAM

The Ball Foundation has created a self-assessment tool that can assist local school systems in determining the strengths and weaknesses of their present programs. The instrument is a Likert Scale using 1-4 ratings. The respondent is asked to assess the volunteer program on mission, written policy for volunteers, budgeted funds, written position descriptions, reference check of potential volunteers, health screenings for volunteers, orientation and training sessions and a host of other topics. [11]

The Building Bridges Project website has valuable information and links on partnership checklists, skills checklists, hints for volunteers, sample lesson plans, career exploration material and local and national partnerships. [12]

MANAGING A VOLUNTEER PROGRAM

The demise of school volunteer programs is very frequent. The general consensus is that it is labor intensive. School systems seeking to improve or maintain the vitality of their volunteer program employ a Volunteer Coordinator. The person has the responsibilities of coordinating all volunteer activities, providing training for the volunteers, and developing new partnerships with community and corporate leaders. According to the Report on the State of Volunteer Centers in 2003, a Volunteer Coordinator's median salary is approximately \$38,000 excluding benefits. [13]

There are also several software packages on the market that can schedule volunteers by events, dates and time, send reminders to volunteers, record and monitor total volunteer hours, and match volunteers to events.

VALUE OF VOLUNTEER PROGRAM

One of the most valued outcomes of a volunteer program is that it will develop new and positive perceptions toward today's youth and their schools. With more than 75 percent of the public having no direct connection to the schools, citizens only know what they read or hear from the mass media. Practically every day's news-cast or newspaper carries some story that

puts public schools in an undesirable light. Through school volunteers, public schools can have first-hand accounts of the professionalism of the teachers in the classroom, the time and effort put into helping children learn, and the overall superior quality of the children taught. ♦

ENDNOTES

1. Administrative Procedures, San Diego Unified School District, Partnerships in Education Program, School Volunteer Programs, Revised 9-13-04.

2. Anderson School District, [Anderson, South Carolina] Community Involvement-Volunteering. www.anderson5.net/comminv/Volunteer.htm.

3. National Child Protection Act (1993). www.casenet.org/library/juvenile-justice/ncpa93.htm

4. Volunteer Program, Mora Public Schools, Mora Minnesota. www.mora.k12.mn.us/Mora/volunteers.html

5. Handbook for Volunteers, Jefferson Elementary School, Valley City, North Dakota. [www.jefferson.valleycity.k12.nd.us/JeffersonElementary/handbook/volunteerhand.html](http://jefferson.valleycity.k12.nd.us/JeffersonElementary/handbook/volunteerhand.html)

6. Special Helpers in Public Schools. York Schools. [York, Maine] www.yorkschoools.org; click on Volunteer Program.

7. Tulsa Public Schools Needs School Volunteers! [Tulsa, Oklahoma] www.tulsaschools.org/volunteer1.shtml

8. Berkeley School Volunteers. Berkeley Public Foundation. [Berkeley, California] www.bpef-online.org/volunteers.html

9. Strom, R. & Strom, S. Establishing School Volunteer Programs. Child and Youth Services, 20 (1/2), 1999, 175-188.

10. Outstanding School Volunteer Recognition 2004. St.Vrain School District (Longmont, Colorado), 2004. www.stvrain.k12.co.us./indexmain.htm

11. Education Initiatives. The Ball Foundation. www.ballfoundation.org/ei/tools/volunteer/phase3.html

12. Building Bridges Project. www.buildbridges.net/educators/index.htm

13. Report on the State of Volunteer Centers in 2003. Office of Planning, Research and Evaluation, Points of Light Foundation, 2005, p. 17. www.pointsoflight.org/downloads/pdf/resources/research/2004_VC_Survey_Report.pdf www.pointsoflight.org, click on report.

New Dates for Praxis Workshops

Are you preparing to take a Praxis exam? PAGE offers preparation workshops for Praxis I and Praxis II for our members. The Praxis I workshops are all-day sessions that cover reading, writing and mathematics. We have contracted with ARS (Academic Resource Services) to provide the workshops and have negotiated a deeply discounted rate for PAGE and SPAGE members. The PAGE-sponsored Praxis I workshop will be \$35 to cover the price of the materials. For more information about the Praxis I Combination Series workshop please visit the ARS website at www.arspraxis.org.

PAGE Praxis II workshops, provided by Estrada Consulting, are approximately three hours long 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 specifically for Praxis II tests. A subject area-specific question and answer period follows the general presentation. There is no fee to attend. Optional study guides will be available for \$15 each.

In order to attend a PAGE Praxis workshop, you must register in advance. Online registration is available at www.pageinc.org. Registration closes at noon, five days before the workshop date. Please try to register as far in advance as possible; seating is limited.

Workshop dates are specified below. For locations and registration information, log onto www.pageinc.org. Click on Professional Learning.

Praxis I Workshops Dates:

2005

Saturday, Sept. 3 - Clayton State University
 Saturday, Sept. 10 - East Georgia College
 Saturday, Sept. 24 - Valdosta State University
 Saturday, Oct. 1 - Kennesaw State University
 Saturday, Oct. 22 - Brewton-Parker College
 Saturday, Oct. 29 - Reinhardt College

2006

Saturday, Jan. 14 - Darton College
 Saturday, Jan. 28 - Augusta State University
 Saturday, Feb. 11 - Georgia Highlands College
 Saturday, Feb. 18 - Kennesaw State University
 Saturday, March 11 - Reinhardt College
 Saturday, March 18 - Atlanta Christian College
 Saturday, March 25 - Clayton State University
 Saturday, April 8 - Brewton-Parker College
 Saturday, April 22 - Kennesaw State University

Praxis II Workshop Dates:

2005


Thursday, Sept. 1, Columbus State University
 Thursday, Sept. 8, Clayton State University
 Wednesday, Sept. 28, Berry College
 Saturday, Oct. 22, Kennesaw State University
 Saturday, Oct. 29, Augusta State University
 Thursday, Nov. 10, University of West Georgia

2006

Thursday, Feb. 16, Brewton-Parker College
 Saturday, Feb. 18, Kennesaw State University
 Thursday, Feb. 23, Atlanta Christian College
 Thursday, April 6, Columbus State University
 Saturday, April 8, Brewton-Parker College


Thursday, April 20, Kennesaw State University
 Thursday, May 18, Georgia Highlands College
 Thursday, May 25, Brewton-Parker College
 Thursday, July 20, TBD

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Two Events, One Theme— PAGE Summer Conference 2005

PAGE continues to expand professional learning opportunities to all educators across the state and strong evidence of that was found at the PAGE Pre-Conference and Summer Conference 2005.

Prior to the Summer Conference, PAGE held its first pre-conference, Mentoring Matters. Thirty-eight educators from across the state were trained by Dr. Laura Lipton in skills and techniques that will enable them to assist their colleagues in becoming effective teachers. Dr. Lipton sees mentoring as a learning-focused relationship meaning that mentoring is about nurturing learning and being involved with a colleague's professional growth and effectiveness as a teacher. The pre-conference was held over a three day period to meet the state standard for awarding Professional Learning Units (PLUs), one PLU for every 10 hours of instruction. Attendees received two PLUs for attending the pre-conference. One attendee summed up the three days by saying, "This was a great workshop. Everything is useful to me."

PAGE opened the Summer Conference with Dr. Shelley Billig, whose keynote address immediately validated the theme, "Nurturing Learning and Involvement." Dr. Billig, a renowned researcher in service learning, presented compelling data that



Dr. Shelly Billig, vice president, RMC Research, discusses Impacting the Future Through Service Learning.



Tom Wommack's daughter and internationally acclaimed singer Kathleen Bryant treated the audience to her acappella version of "The Lord's Prayer."

service learning improves academic achievement because it connects the student to the worlds of work, community and society. The concurrent sessions offered educators a choice of topics ranging from the legislative committee meeting, to the presentation of new retirement information by the Georgia Teachers Retirement System to the real-life implementation of service learning in Nursery

Road Elementary School in Columbia, S.C. The Nursery Road Elementary School faculty, with the leadership of their principal, Dr. Mary Kennerly, wanted their diverse student body to have a better understanding of citizenship's responsibilities and its freedoms. Using the First Amendment Program, their students wrote class and school constitutions, conducted a voter registration among high school seniors at

Dr. Ann Stucke (front) with her 2005-06 Teacher Academy participants.





Diane Ray presents gifts of appreciation to retiring PAGE directors Luann Avery (left) who has served on the board since 1996 and Jan Godwin, (right) who served on the PAGE board since 2002.



Tabitha Martin, who serves on the PAGE Professional Learning Committee and teaches at Centennial Place Elementary School in Atlanta, introduced the panel for Saturday's presentation, "Striking Gold – Discovering Nuggets through Service Learning."



Tricia Hamilton, 5th-grade teacher at White County Middle School, tossed "gold nuggets" (candy) into the crowd, during her presentation with colleagues Lynda Byrd and Michelle Gunnin



Jason Kamras, 2005 National Teacher of the Year, gave a poignant keynote address.

the nearby high school, and broadcast daily to the school's citizens—its students.

The Friday night banquet was preceded by two distinguished events. The Teacher Academy, Class of 2006, presented through multi-media, testimonial and parody the

major concepts and strands of learning they have focused on during their first year in the academy. They received a standing ovation. Immediately before the banquet, a reception for all conference attendees was held to celebrate the 30 plus years of professional service to Georgia educators. At the banquet, Jason Kamras, 2005 National Teacher of the YEAR, shared his story of teaching in an inner city school in Washington, D.C. He raised math test scores by writing a hands-on curriculum featuring familiar places in Washington D.C. and doubling instructional time.

Two presentations on Saturday Morning continued to emphasize the importance of nurturing learning and involvement. Dr. Peter Levine, emphasized the important civic mission of



Swearing in of the 2005-06 officers and directors

Professional Learning



The gavel is passed from outgoing PAGE President Dr. Diane Ray to current president Ken Russell.

schools. He said, "Teachers must recognize that individuals do not automatically become free and responsible citizens. Students must be educated—nurtured in their learning and involvement—to participate in civic engagement." Schools are critical to carrying out the civic mission because they are the only institution with the capacity and mandate to reach the current and future generations

Teachers from White County Intermediate School (Tricia Hamilton, Michelle Gunnin, and Linda Byrd) provided the closing program session by sharing highlights of their service learning activities. These teachers shared their personal knowledge, expertise and commitment to service learning through stories, artifacts, and a powerful PowerPoint presentation. Their presentation was aptly titled, "Striking Gold! Discovering Nuggets through Service Learning," but it was conference attendees who struck gold because of the wealth of information shared by this dynamic trio at the Summer Conference.

The benefits of the PAGE Summer Conference are best summed up by one attendee, "This was my first time at a PAGE conference. I have met many wonderful educators and PAGE staff. It has reinforced my professional goals for involvement in PAGE and in my school and classroom." ♦



Representative Ben Bridges (District 7), receives his Outstanding Legislator award from (left to right) Margaret Price, PAGE Legislative Services Manager, Dr. Allene Magill, PAGE Executive Director and Tom Wommack, PAGE Director of Legislative Services.



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WHAT ARE YOUR LEGISLATIVE PRIORITIES?

PAGE Wants To Hear From You...

PAGE is a democratically run association, relying on input from its members at the local level. Please review PAGE's Tentative Legislative Priorities that were discussed at the 2005 Summer Conference. The legislative priorities will be finalized at the Fall Conference. PAGE lobbyists will work for these priorities at the 2006 Georgia General Assembly.

Please rate each item from 1 (lowest) to 4 (highest) on the ballot below and fax to the PAGE office (770) 216-8589 by **Oct 15, 2005**.

1 - unimportant 2 - could be considered but not necessary 3 - important 4 - very important

I. STUDENT LEARNING & ACHIEVEMENT

Through the QBE Formula, provide the following:

_____ A. Fully implement the lower pupil-teacher ratio as mandated by current Georgia law by providing for the required teachers and permanent facilities.

_____ B. Enable districts to employ paraprofessionals in grades 1-8 for the purpose of enhancing the academic program, permitting teachers to focus on the instructional needs of individual students.

_____ C. Provide students with art, music and physical education teachers in grades K-8 at the rate of at least one of each for every 345 students (five-year phase-in).

_____ D. Preserve the middle school program by allowing for a curriculum that includes the core subjects but also provides for music, the arts, physical education, and connections.

_____ E. Fully implement and fund the Early Intervention Program.

II. ATTENDANCE & STUDENT SERVICES

Through the QBE Formula, provide the following:

_____ A. At least one school counselor for every 400 students in grades K-8 (*In addition, funding formula to include Special Education and Gifted*).

_____ B. At least one school social worker for every 1,200 students.

_____ C. At least one school psychologist for every 1,200 students.

_____ D. Expand the alternative education program to include Grades K-5.

LET YOUR VOICE BE HEARD!

III. ATTRACTING & RETAINING QUALITY EDUCATORS

_____ A. Improve state support of the State Health Benefit Plan to reduce the rate of premium increase and maintain the integrity of the plan.

_____ B. Add educator and state employee representation on the Department of Community Health Board of Directors.

_____ C. Ensure that Georgia teacher salaries reach and remain above the national average and lead the Southeast by increasing the state base scale by ten percent.

_____ D. Add steps to the state teacher salary scale to extend salary steps through 30 years.

_____ E. Continue enhancement of salaries and retirement benefits of educational-support personnel in the Public School Employees Retirement System.

_____ F. Provide for optional retirement with full benefits after completing 25 years of creditable service in the Georgia Teacher Retirement System (five-year phase-in).

_____ G. Increase the TRS multiplier from 2% to 2.5% (five-year phase-in).

IV. PROFESSIONAL LEARNING

_____ A. Provide increased program expansion and state support for the Teacher Support Specialist Endorsement Program.

_____ B. Make the National Board salary incentive program available to certified counselors, audiologists, social workers, and school psychologists.

_____ C. Provide additional support for professional learning and leadership opportunities for educators.

PAGE POSITIONS (Do Not Rate)

Support...

- Continued support of the National Board Teacher Certification Program.
- Utilizing alternative sources of funding for public education.
- Maintaining a state salary scale for certificated personnel.
- Application of the Fair Dismissal Act to all educators.
- Use of retired teachers to alleviate Georgia's teacher shortage.
- Transfer of full experience from one school system to another for all personnel.
- Increase funding for technology (*hardware and software*).

Oppose...

- Using Georgia lottery proceeds to supplant existing resources for educational purposes and programs.
- Collective bargaining, legalized meet and confer, legalized permissive professional negotiations, binding arbitration, strikes, sick-outs, school closings and other militant tactics.
- Diverting K-12 public school tax dollars to private schools or home schools.
- Merging the Teachers Retirement System of Georgia with the Employees' Retirement System of Georgia.
- Investing Teachers Retirement System funds or Employees' Retirement System funds into venture capital.



The PAGE Legal team (left to right) General Counsel Jill Hay, Staff Attorneys Margaret Price and Leonard Williams, Legal Assistant Winona Hartung, Assistant General Counsel Margaret Elliott and Director of Legal Services Tom Wommack

The PAGE Legal Team: Your Legal Team

By Lee Raudonis

Imagine yourself in one of the following situations:

- You have just administered a Criterion Reference Competency Test (CRCT) to a class of third-graders when you spot two fourth-grade students slugging it out in the hallway outside your classroom. You quickly place a book over the answer sheets you have just collected and run out into the hall to break up the fight. You are gone only two minutes, but when you arrive back at your class, the principal is standing at your desk with a scowl on her face, and she informs you that you are being reprimanded for violating testing procedures by leaving the answer sheets unattended. Given the circumstances, you do not believe that you deserve to have a reprimand in your files, but what can you do about it?
- You and another teacher, who just happens to be the relative of a board member in your school system, both teach second grade. She has a total of 15 children in her class. You, on the other hand,

have been assigned a class of 30 students. What can you do about this situation?

- There is a very disruptive child in your eighth grade class who you have requested be removed to an alternative learning environment, only to have the child's par-



Jill Hay and Margaret Price review recent case law for educators.

ents tell your principal that you should be reprimanded for failing to properly address the child's special needs. What can you do to improve the learning environment in your classroom?

- You are a school bus driver who has arrived at the last stop on your route, but there is no parent waiting for the final rider, a child in the first grade. You wait 15 minutes, but no one arrives. You wait 15 additional minutes and still, no one arrives. The child claims that she has a key and wants to be let off the bus so she can go home and use the bathroom. Instead, you take the child back to school and have the office call her parents. The next day you find out that the parents have filed a complaint against you for not leaving the child at her house. What should you do?
- You have just received a letter from the Georgia Professional Standards Commission asking for an explanation regarding an issue that could lead to suspension of your teaching certificate. How should you answer the letter?

Although these examples are all fictitious, they are similar to many real issues faced by PAGE members each school year—the kinds of issues that keep PAGE’s four full-time in-house attorneys and 60+ network attorneys extremely busy.

“In an average month, our office receives approximately 500 inquiries (phone calls and e-mails) from PAGE members concerning legal matters,” says General Counsel Jill Hay. “The type of issues differ somewhat depending on the time of year. For example, at the beginning of the school year most of the questions involve matters such as class size and teaching assignments, while toward the end of the year, contracts are the major concern. And in the spring, we hear from a lot of members regarding accusations of testing procedure violations.”

Still other issues that generate contacts to the legal services department include such matters as student violence, parent-teacher conflicts, principal-teacher conflicts, certification issues with the Professional Standards Commission and accusations of inappropriate behavior or inappropriate relationships with students.

“The vast majority of the questions we get involve issues relating to employment, including termination, suspension and reprimand,” says Hay. “Only a very small percentage involve any alleged criminal behavior by PAGE members or any lawsuits against members. However, our PAGE members do face criminal charges involving potential jail time and civil lawsuits demanding large sums of money from time to time.”

Even though most legal issues do not involve criminal charges or expensive lawsuits, they often do concern a member’s employment security and work environment. For that reason, PAGE’s legal services team believes that every member’s legal issue deserves to be taken seriously and handled promptly.

“One of the major differences between PAGE and the other education organizations is that our members actually talk to an attorney immediately or within 24 hours of contacting our office,” Hay explains. “Members of the other major teacher organization must first explain



Staff Attorney Leonard Williams taking one of the hundreds of legal calls that come into the PAGE office every week.

their case to a local union representative who then writes up the facts and decides whether to forward the file to an attorney.

“In one situation, I had a call from a PAGE member whose wife was a member of another organization. He asked if we could give them some advice, because the local union representative was away on vacation and his wife could not find anyone who would listen to her. We believe very strongly that our members should be able to talk to an attorney on the same day that they contact us.”

Another hallmark of the PAGE legal team is sensitivity to the long-term effects of the advice they give and actions they take. Because most legal issues involve matters related to employment and in-school relationships (with administrators, other teachers, parents and students), PAGE attorneys seek the least disruptive solutions possible.



Assistant General Counsel Margaret Elliott prepares for a speaking engagement

“We like to work behind the scenes to resolve problems in the most professional and positive way possible, because it does no one any good to create or exacerbate a rift in the workplace,” PAGE attorney Margaret Elliott explains. “Once you create a rift among colleagues, you often have created something you can’t fix.”

For this reason, PAGE attorneys spend a

lot of time reviewing letters and documentation, assisting members in making their cases to administrators.

“Our goal is to help members resolve problems at the lowest level and as easily as possible,” says Hay. “We attempt to help the member work through the proper chain of command, first, and then if the problem remains unresolved, we get involved more directly, which may include assigning the case to one of our network attorneys in the member’s area of the state. These

are all excellent attorneys who are experts in education law.”

When there is an issue affecting an entire school system, PAGE’s legal department will speak on behalf of PAGE members regarding the issue.

“For example, the board of education in one local system wanted to require that all employees be paid through direct deposit,” says Elliott. “PAGE talked with the board attorney who advised the board that they could not impose such a requirement.

“Another school system decided to pay their employees only on the last day of each month, which meant that teachers would not receive their checks for some months, such as April, until after a long holiday break. We were successful in getting this practice changed per the local school board policy.”

PAGE’s legal team also provides a considerable amount of useful information to members on current legal issues and how to avoid having legal problems.

“Our philosophy is that an ounce of prevention is definitely worth a pound of cure,” says PAGE attorney Leonard Williams. “We produce articles for PAGE ONE magazine and speak at PAGE conferences and school system events to keep our members informed about current issues and provide them with the information they need to avoid having legal difficulties.”

“For example,” says Elliott, “one of the current major issues involves the administration of standardized tests, particularly the CRCT. Teachers are being watched very carefully in regards to how they handle these tests, so we tell teachers to pay very close attention to what they are

Continued on page 27

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



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Atlanta Symphony

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Atlanta, GA 30309
(404) 733-4870
atlantasymphony.org

CNN Studio Tours

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

Elachee Nature Science Center

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

Georgia Aquarium

Downtown Atlanta
georgiaaquarium.org

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woccatlanta.com



THE PAGE LEGAL TEAM

Continued from page 25

doing. If they have been told to ‘clean up the answer sheets,’ they should have another teacher watching them so that someone just walking past their room won’t be able to accuse them of changing answers.

“And even though most accusations of ‘inappropriate behavior’ by teachers are not true or are blown out of proportion, teachers—especially young males—need to be extremely careful how they conduct themselves. Sometimes they try so hard to be liked by their students that they may cross lines that they should not cross,” Elliott said.

How important is it for PAGE members to have access to legal representation?

“I believe it is extremely important,” says Hay. “When I started at PAGE in 1994, PAGE had approximately 28,000 members and no attorney on staff. Now we have approximately 61,000 members and four full-time attorneys plus our network attorneys. It is an inescapable fact that the number of legal issues confronting educators has increased dramatically, from cer-

tification issues, to testing issues, to issues of student conduct, including violence against teachers. Even though most PAGE members thankfully do not need an attorney in a given year, the legal issues facing professional educators today have never been more numerous or more complex. Having someone available—if needed—to help navigate through complex legal waters has never been more important.”

And what is the one piece of advice that PAGE’s lawyers would like to leave with all PAGE members?

“Don’t wait until it is too late to contact us,” the attorneys agree. “If you believe your principal or a parent is about to take some action against you, or if you ever receive a letter from the Georgia Professional Standards Commission raising any questions about your certification, call PAGE before you respond. The time to call PAGE is before, not after, you have provided information or engaged in a confrontation.”

“We are your lawyers,” says Hay. “Do not hesitate to contact us.” ♦

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We hope you have met and worked with your membership services representatives (MSRs). They are critical members of the PAGE staff, working full time to recruit, serve and retain PAGE members in their respective areas of the state. Please refer to the map below for the name and toll-free telephone number of the membership services representative who is serving your system.



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Flintstone, 7th District
888-413-1098
706-820-9777
423-280-6776 cell



Sonja Jackson
Marietta, 5th District
888-413-1087
770-428-1727



Jean Cooper
Demorest, 9th District
877-564-4971
706-344-8428 cell



Heather Grafton
Chamblee, 3rd District
770-458-3132



Elizabeth Kidd
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770-402-0238



Rachel C. Jones
Athens, 10th District
888-583-1789
706-583-8002
706-308-6519 cell



B.J. Jenkins
Riverdale, 6th District
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770-412-1017
770-815-7660 cell



Jimmy Jordan
Monticello, 11th District
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706-207-8612 cell



Wendy Pooler
Macon, 12th District
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478-788-8407
478-960-4831 cell



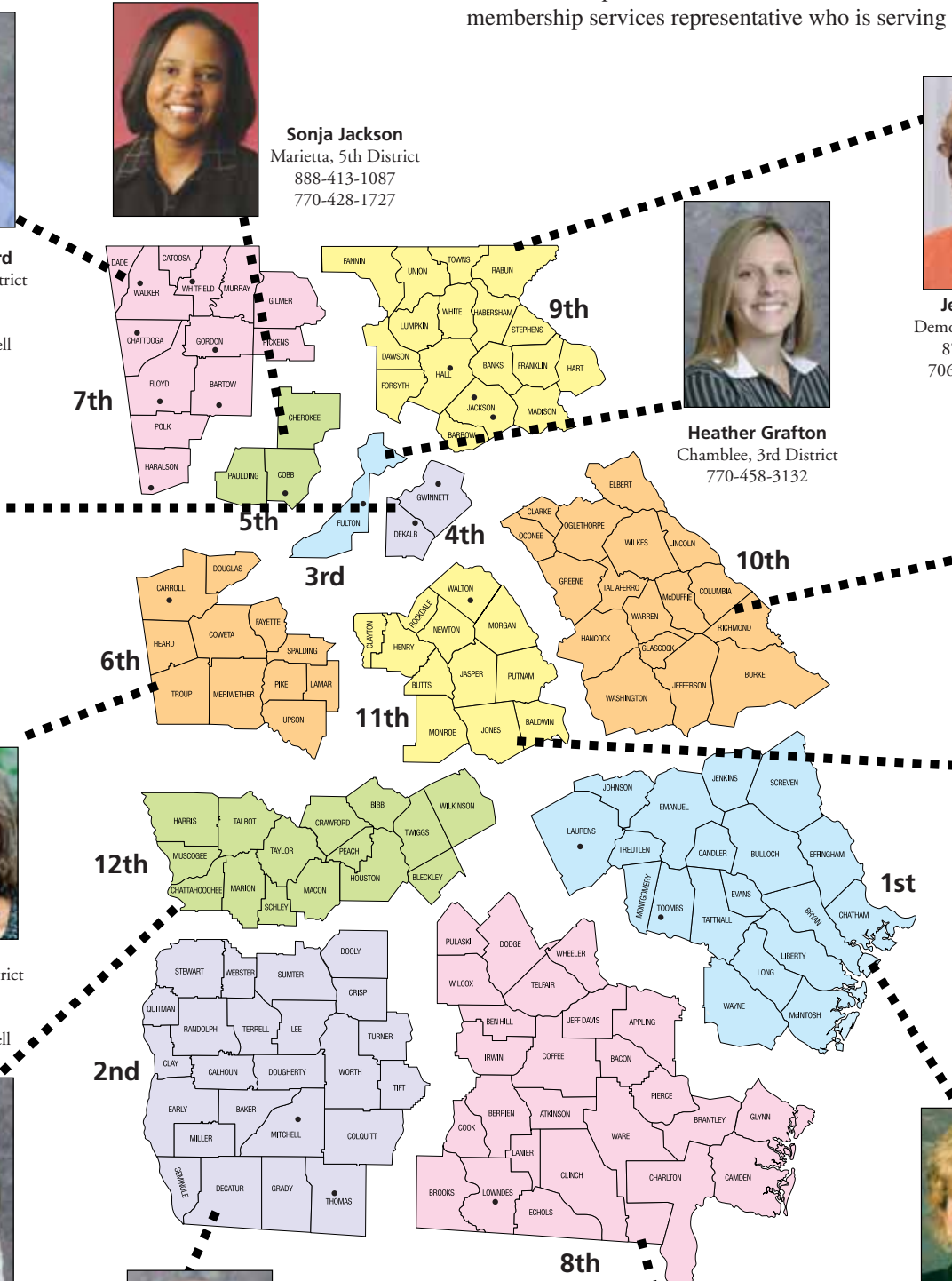
Larry Rawlins
Cairo, 2nd District
888-413-1093
229-377-2183
229-378-0230 cell



Kenneth Colson
Hahira, 8th District
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229-794-8102
229-563-5364 cell



Linda Woods
Glennville, 1st District
800-506-0704
912-654-9617
912-237-2600 cell



Effective July 1, 2005

2005-06 PAGE Officers and Directors

Terms of Office

Officers

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

Board of Directors

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



Ken Russell
President-Elect
Dalton City



Anna Brown
President-Elect
Hart City



Vickie Hammond
Secretary
Oconee County



Lamar Scott
Treasurer
Elbert County



Tronya Fulcher
Director, District 1
Screven County



Vickie Joiner
Director, District 2
Lee County



Mary Carzoli
Director, District 3
Fulton County



Tim Mullen
Director, District 4
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David Brown
Director, District 5
Paulding County



Mike Smith
Director, District 6
Fayette County



Vickie Reed
Director, District 7
Murray County



Kathy Corwin
Director, District 8
Camden County



Catherine Strickland
Director, District 9
Hall County



Judy Teasley
Director, District 10
Columbia County



Richard Thomas
Director, District 11
Jones County



Raymechia Smith
District 12
Muscogee County



Hosie Waters retired this summer after 43 years as an educator, 12 of which were spent as Macon County School Superintendent. Hosie has been an integral part of PAGE where he served as state treasurer for the past six years. He was recognized for his years of service to Macon County schools at a retirement luncheon, held in July at Macon County Middle School.

(Left to right) Tom Wommack, Dr. Allene Magill, Hosie Waters, Mary Louise Waters and Dr. Diane Ray.

New Employees

PAGE Past-President Dr. Diane Ray joined the staff in the position of assistant director for Teacher Leadership Development. Recently Dr. Ray retired from Cobb County schools with 32 years of experience as a teacher and principal. Her responsibilities include facilitating the National Board Certification program, Praxis I and II workshops, and the development and implementation of the Teacher of the Year Leadership Institute.



Dr. Diane Ray

Beverly Treadaway became a permanent PAGE employee in April, as administrative assistant to the executive director. She comes to PAGE with over eight years of inside sales, customer service and administrative experience. She also has an extensive background in meeting planning. Her attention to detail and level of professionalism made her the ideal candidate for this high profile position.



Beverly Treadaway

Jessica Minyard joined the PAGE Staff in July. She is an integral part of the Member Services department, where she works as mail room manager. In addition to handling the daily influx of mail, she also manages large mailings, such as renewals, handles check processing, and updates member data. Prior to coming to work at PAGE, she spent six years as administrative assistant for ARRIS, a telecommunications company. She is currently completing her Associates Degree in Business Administration from Georgia Perimeter College.



Jessica Minyard



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PAGE Planner

2005-06

September 2005	December 2005	March 2006
<p>24 NBPTS Workshop – Callanwolde Fine Arts Center, Atlanta</p> <p>30 Teacher Academy – Session I, Macon, Ga.</p>	<p>2-3 Teacher Academy – Session II, Macon, Ga.</p> <p>3 NBPTS Workshop – Northside High School, Columbus</p> <p>8 Leadership Institute for 2005-06 District Teachers of the Year, TBA</p> <p>10 NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; Ellijay, North Georgia RESA; Kingsland, St. Marys Elementary School; Callanwolde Fine Arts Center, Atlanta; and Columbia County Admin. Complex</p>	<p>3-4 Teacher Academy – Session IV, Macon, Ga.</p> <p>4 NBPTS Workshop – Callanwolde Fine Arts Center, Atlanta</p> <p>4 Leadership Institute for 2005-06 District Teachers of the Year, Georgia Southern University</p> <p>9 Leadership Institute for 2005-06 District Teachers of the Year, TBA</p> <p>11 NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; and Kingsland, St. Marys Elementary School</p> <p>14 FEA in GA Day on Capitol Hill</p> <p>14 “Brain-Based Research – Research and Strategies for Your Students” Drive-in Conference Fort Valley State University</p> <p>15 “Brain-Based Research – Research and Strategies for Your Students” Drive-in Conference Georgia Southern University</p> <p>16 “Brain-Based Research – Research and Strategies for Your Students” Drive-in Conference Oglethorpe University</p> <p>18 NBPTS Workshop – Ellijay, North Georgia RESA and Northside High School, Columbus</p> <p>25 NBPTS Workshop – Bibb Co., Macon State College and Callanwolde Fine Arts Center, Atlanta</p>
October 2005		
<p>1 Teacher Academy – Session I, Macon, Ga.</p> <p>1 NBPTS Workshop – Northside High School, Columbus</p> <p>8 NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; Ellijay, North Georgia RESA Columbia Co. Admin. Complex; and Kingsland, St. Marys Elementary School</p> <p>13 Leadership Institute for 2005-06 District Teachers of the Year, University of Georgia</p> <p>14 GAD Registration Deadline (last date to submit test order)</p> <p>14 Leadership Institute for 2005-06 District Teachers of the Year, Kennesaw State University</p> <p>14 NBPTS Workshop – Columbia Co. Admin. Complex</p> <p>17 Leadership Institute for 2005-06 District Teachers of the Year, Georgia Southern University</p> <p>18 FEA in GA Fall Conference</p> <p>18 “Using Instructional Data to Achieve and Maintain AYP” Drive-in Conference Albany State University</p> <p>19 “Using Instructional Data to Achieve and Maintain AYP” Drive-in Conference Clayton State University</p> <p>20 “Using Instructional Data to Achieve and Maintain AYP” Drive-in Conference Oglethorpe University</p> <p>21 Leadership Institute for 2005-06 District Teachers of the Year, Valdosta State University</p> <p>22 NBPTS Workshop – Callanwolde Fine Arts Center, Atlanta</p> <p>31 GAD Deadline for registration refund</p>	<p style="background-color: #800000; color: white; text-align: center; padding: 2px;">January 2006</p> <p>7 NBPTS Workshop – Kingsland, St. Marys Elementary School and Northside High School, Columbus</p> <p>7 Academic Bowl Regionals</p> <p>9-14 GAD District-level Competition (Test B)</p> <p>11 Leadership Institute for 2005-06 District Teachers of the Year, Georgia Southern University</p> <p>14 NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; and Callanwolde Fine Arts Center, Atlanta</p> <p>18 Leadership Institute for 2005-06 District Teachers of the Year, Kennesaw State University</p> <p>19 Leadership Institute for 2005-06 District Teachers of the Year, University of Georgia</p> <p>19 GAD Deadline – submit Wild Card score sheets</p> <p>20 GAD Notification to teams – Wild Card Invitational</p> <p>21 Academic Bowl Semi-finals</p> <p>21 NBPTS Workshop – Ellijay, North Georgia RESA and Columbia Co. Admin. Complex</p> <p style="background-color: #800000; color: white; text-align: center; padding: 2px;">February 2006</p> <p>2 GAD Hotel Reservations – Deadline</p> <p>3 GAD State Competition – Deadline for Registration</p> <p>3-4 Teacher Academy – Session III, Macon, Ga.</p> <p>4 NBPTS Workshop – Northside High School, Columbus</p> <p>11 Academic Bowl Finals</p> <p>11 NBPTS Workshop – Turner Co. Specialty School, Ashburn; Bibb Co., Macon State College; Ellijay, North Georgia RESA and Columbia Co. Admin. Complex</p> <p>14 PAGE Day on Capitol Hill</p> <p>18 NBPTS Workshop – Kingsland, St. Marys Elementary School</p> <p>22 Leadership Institute for 2005-06 District Teachers of the Year, Kennesaw State University</p> <p>23 Leadership Institute for 2005-06 District Teachers of the Year, University of Georgia</p> <p>24-25 GAD State Competition (Test C)</p> <p>25 NBPTS Workshop – Bibb Co., Macon State College</p>	<p style="background-color: #800000; color: white; text-align: center; padding: 2px;">April 2006</p> <p>1 NBPTS Workshop – Kingsland, St. Marys Elementary School</p> <p>8 NBPTS Workshop – Turner Co. Specialty School, Ashburn</p> <p>15 NBPTS Workshop – Bibb Co., Macon State College</p> <p>26 PAGE State STAR Banquet</p> <p>26-29 USAD Competition – San Antonio, Texas</p> <p>29 PAGE Foundation Scholarship application deadline</p> <p style="background-color: #800000; color: white; text-align: center; padding: 2px;">May 2006</p> <p>13 NBPTS Workshop – Turner Co. Specialty School, Ashburn</p> <p style="background-color: #800000; color: white; text-align: center; padding: 2px;">June 2006</p> <p>20-22 PAGE Pre-Conference</p> <p>23-24 PAGE Summer Conference</p>





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