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September/October 2007

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FEATURES

- 4** A New School Year: Brings Challenges and Opportunities for Georgia Teachers

DEPARTMENTS

- 2** **From the President:** How Will You Make This Year Different From the Last?

- 3** **From the Executive Director:** Back to School

10 Foundation News:

PAGE and the PAGE Foundation Announce 2007 Scholarship Recipients

STAR Program Celebrates 50 Years

Greg Fullerton's Remembrances: 1968 STAR Student Tour of Georgia

2007 PAGE Turning Event Honors Southern Company and David M. Ratcliffe

Ford Motor Company Grant Supports FEA Program

SPAGE Elects Statewide Officers

Honor Your Favorite Teacher

- 17** **Legal:** Reporting Child Abuse

18 Professional Learning:

Professional Insights – Classrooms of the Future: Viewpoints from Teachers, Students and Parents

PAGE Summer Conference: Getting Results in Learning Driven Schools

NEWS AND INFORMATION

25 PAGE Planner

- 27** What Are Your Legislative Priorities?

- 30** 2007-08 PAGE Officers and Directors

On the cover: Fayette County's Whitewater High School Teacher Pamela Kinzly

Photo by Rod Reilly.

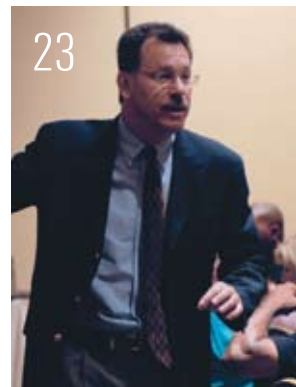
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You are invited to submit articles dealing with current education issues. The editor reserves the right to determine the appropriateness of articles for publication. Articles may be edited to meet space requirements. Georgia educators are encouraged 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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CONTENTS



How Will You Make This Year Different From the Last?

Knowledgeable input from the professionals who spend their days working with students across Georgia on a daily basis can improve legislative outcomes.



JUDY TEASLEY

Most of us are constantly analyzing the effectiveness of everything we do in the classroom. Many times we have thought, or said, “next year when I teach this unit, I am going to...,” and then the fine-tuning and tweaking begins. With the beginning of each new school year comes the opportunity to apply the changes that we deemed necessary last year as we implemented those carefully prepared learning strategies, designed our classrooms to inspire and devised procedures to facilitate the most efficient use of instructional time. We annually repeat this process of improvement for many reasons, not the least of which is the fact that we are professional educators. So what exactly does it mean to be a professional educator?

A quick right click reveals that Professional is synonymous with Expert, Specialized, Proficient, Skilled, Trained, Practiced and Certified. Most of us would probably agree that these terms constitute a good start at describing our labors as educators. The path to certification requires that we demonstrate knowledge and skills applicable to our area of specialization. Routine recertification provides surety of continued training. Effective observation and evaluation by administrators assures progressive degrees of proficient application of the practices expected of professional educators. Surely, having met all of these requirements, professional educators possess the characteristics required to be considered experts in their field. Considering the preparation, the professional development, and the daily practice of our craft, if we are not the experts in education, then who is?

Just as fall is the beginning of the new school year, it is also the beginning of the PAGE quest to formulate legislative priorities. Each January PAGE shares the legislative priorities of its members with the Georgia General Assembly and other elected officials. While it may not seem important at this time, when there so much yet to be done to get our students off to a good start this year, the PAGE legislative priorities are worth your time and effort. Your response can be accomplished with a few mouse clicks and is much less painful than



a committee meeting. In addition to providing input to help identify the legislative priorities, it is most important that you contact the senator and representative from your district and share your insights.

In September of 1999, then state senator, Sonny Perdue told those assembled at a PAGE Legislative Rally that legislators need to hear from teachers who are on the front lines. He emphasized this by saying “We need you more than you need us.” However, the reality of the representative government is that legislators are going to make decisions with or without the input of professional educators. Knowledgeable input from the professionals who spend their days working with students across Georgia on a daily basis can improve legislative outcomes.

Goethe was not referring to public school when he wrote, “Knowing is not enough; we must apply. Willing is not enough; we must do.” However, his words are applicable to educators in Georgia. It is not enough to be knowledgeable experts; we must be active experts, willing to complete one more task to ensure the best possible learning experiences for our students. Begin by rating the proposed legislative priorities and contacting your legislators. Then stay in contact with your legislators, they need the benefit of your expertise as they make laws that will effect everything that happens in your classroom.

Have a great year and remember you are the “Expert, Specialized, Proficient, Skilled, Trained, Practiced and Certified Professional.” Continue to do your best for your students and make time to educate your legislators. Imagine the difference it could make! ♦

Back to School

As the school year begins, all of us in education feel a sense of optimism and possibility that is an American tradition. Rested and refreshed from time away from school, we once again start the year with a “clean slate.” Hopefully the psychic bumps and bruises from last year are forgotten or at least healed. In much the same way, the students who enter our classrooms across the state have a “clean slate,” and while they may not visibly project a sense of optimism and possibility, it is our job to nurture both aspects if we are to help them be successful in our classrooms.

This “back to school” issue of *PAGE One* features the voices of your education colleagues from various parts of Georgia. We asked them to comment on what they saw as the major accomplishments of the past few years—and comment, too, on what they see as the major challenges educators face. I know you will enjoy reading their views and hope you will relate to the stories they tell.

We learned about one educator facing a personal challenge of significance this fall. Lisa Moore, a first-grade teacher at Garrison Pilcher Elementary School in Thomas County, was severely injured in a car accident last spring. In this issue we report on her struggles to recover and get back to her classroom in an article that is a moving tribute to the dedication teachers feel and the satisfaction they get from the knowledge that the work of education is truly rewarding work.

I hope that you have entered your school and classroom with a renewed sense of purpose this year, and that you take full advantage every day of the chance you have to shape young minds. Having worked in education as a paraprofessional, teacher and administrator, I am not unaware of the difficulties and challenges you face daily—sometimes hourly. But the voices we heard around the state as we prepared this issue of the magazine encouraged all of us that despite it all, most educators see the cup as half full (or more) and take their responsibilities very seriously. The story on Ms. Moore also reminds us not to take a single day for granted.

The year ahead promises to be active and busy at both the state and national level, and as always, we will be representing our nearly 70,000 members with the positive professionalism that is our hallmark. We’ll also be reporting to you regularly on our website, through our listserv and via email. As you read this, the PAGE delegation will be returning from Washington D.C., where the reauthorization of No Child Left Behind has moved into uncertain waters, given the competing legislative currents and battles on immigration and the war in Iraq. Add to this the competitive rhetoric of a presidential campaign and you can readily see why we will continue to need staunch education advocacy in Washington and Atlanta.

Stay tuned and have a great year. ♦

I hope that you have entered your school and classroom with a renewed sense of purpose this year, and that you take full advantage every day of the chance you have to shape young minds.



DR. ALLENE MAGILL

A New School Year

Brings Challenges and Opportunities for Georgia Teachers



*Another year lies before us like an unwritten page,
an unspent coin, an un-walked road.*

~Esther Baldwin York

By Lee Raudonis

A great deal has changed in Georgia's schools in the last 15 years. The number of students has increased by almost half a million. The number of teachers has grown from less than 75,000 to more than 115,000. Teacher salaries have risen from significantly below the national average to the highest in the Southeast. Both the state and national government have implemented controversial accountability programs. Hundreds of new school buildings have been constructed throughout the state. Technology in schools has mushroomed, from virtually none in 1992 to huge (though, uneven) investments in devices such as communications satellites, computers, Internet connections, interactive white boards and wireless interactive notepads.

And now, another school year has begun. For the most part, the Georgia teachers we heard from seem hopeful that the changes that have occurred in the past—and those still underway—will help make this new academic year a positive one for their students, colleagues and themselves. While recognizing the serious challenges they face, they appear much more focused on the opportunities.

Jennifer Sadler, a third-grade teacher at Porter Elementary School in Macon, is one of these teachers: "I look upon the year 2007-2008 as one with great opportunities for educators across the state of Georgia," she says. "As a veteran teacher in this state, I have embraced the many changes that have been put in place during the past 15 years. These changes have challenged both administrators and teachers to look closely at the methods they use to lead and instruct Georgia's children.



Dalton High School English Teacher Mary McNealy

“Among the most recent positive changes in our state are the new Georgia Performance Standards. Children are no longer given rote memorization activities to learn skills that have no depth or application to the real world. Children are now being taught to ‘show’ their knowledge, apply their knowledge and demonstrate a level of understanding that earlier generations of children were never challenged to do.”

With this opportunity, however, she acknowledges that there are also challenges. “One missing piece to the puzzle of implementing these new standards is the money to allow elementary school teachers the time to plan cooperatively with their grade level on a daily basis,” Sadler says. “Planning time is given to middle grades and high school teachers on a daily basis. Teachers who instruct children on six different subject areas a day, not including the integration of technology, must be given the time to work with one another to plan effective lessons. Without this in place, the quality of instruction will not be what these children deserve.”

Richard Thomas, PAGE director and 18-year veteran who teaches gifted and regular education science in the eighth grade at Gray Station Middle in Jones County, has a similar concern about implementing the new performance standards. “I feel as though my greatest challenge in the next few years will be to implement all the changes into my content area of science related to the new GPS standards,” he says. “The state expects us to teach without providing funds for computers and other technology-related materials. In addition, we are expected to teach these new GPS standards without adequate science supply money.”

Another frequently mentioned challenge involves the education of ESOL students, a growing population in the state. “As an ESOL teacher, I think my greatest challenge and opportunity is going to be finding ways to help our ESOL students learn academic English more quickly, as well as to adapt to the U.S. school culture,” says Colleen Surette, an ESOL social studies teacher at Centennial High School in Fulton County. “Research has proven that it can take between five to seven years for ESOL students to fully understand academic English. However, high school is only four years, so we don’t have the luxury of waiting for them to fully understand. This leaves us in a bind. I am constantly trying to improve my teaching skills and understanding of what best helps my students while helping meet AYP. There must be a way to help them integrate into regular classrooms more quickly, but it will

take time to find that way. No research has proven that it can provide 100 percent comprehension in less than five years, but I believe that further work and study will help us to find a way.”

Surette sees other opportunities in her work. “I think teachers outside of ESOL

often do not understand how long it takes students to learn English, nor do they recognize the role culture plays in understanding. One of my greatest opportunities is to be an ambassador for my students and help other teachers realize what a resource these students are. We live in a global age, yet as Americans we often only pay attention to our own perspectives. To hear what other cultures believe and do will help our students function better as citizens of this global society. In addition, further understanding of a variety of cultures may help teachers to find a technique more sensitive to ESOL students, which may in turn lead to a general improvement in teaching.

“And last, my greatest challenge and opportunity is to help ESOL students feel more ownership in their school and participate more in extracurricular activities. Many of our students work to help support their families, but many of our students do not participate outside of school because they feel so disenfranchised. To find a way to reach out to the families and the students, to get more parental involvement, would make high school a richer experience for these students. I believe it would also provide a more diverse and stimulating environment for native speakers as well.”

Principal Debbie Freeman and her staff at Dalton High School in Dalton, Ga., are quite familiar with the challenges of educating non-English speaking students, but they believe strongly that the greater the challenges, the greater the opportunities.

“We have a very diverse student body of 1,600, including over 50



Dalton H.S. Teacher Nancy Hallsworth (left), Principal Debbie Freeman (center) and Assistant Principal Ron Ward (right).

percent Latino students,” explains Freeman. “In 2003, just 56 percent of our students graduated. In 2006 and 2007, that percentage rose to 73. We see an opportunity to increase this percentage in 2008 and then again in each future school year.”

At Dalton, the goal is to provide all students with opportunities that may not have been available to their parents or older siblings, or in previous years.

“Our goal is to see all students succeed at a high level,” says Freeman. For example, we want more students who receive Exceptional Student Services (ESS) to earn their diplomas, and

more of all of our students to earn diplomas with dual seals so that they are equipped for college or a meaningful job when they graduate.”

To turn challenges into opportunities, the Dalton faculty has developed several strategies for meeting the needs of different student groups. Mary McNealy, an English teacher, works in the “college-in-sight” program. “This past year (2006-2007) was the first year of the program,” says McNealy. “We identified 51 ninth-grade students who would be the first in their families to earn a high school diploma and go on to college, and then we grouped them together in a ‘cottage’ for five periods a day to help them make the transition from grade eight to grade nine. They attended lunch and two elective classes in the main building, but were otherwise kept together with the same classmates and teachers. Obviously, a lot of close relationships are built.”

Another component of the “college-in-sight” program is a service/learning component. Each ninth grade student is made a “big buddy” to help mentor a “little buddy” at the local elementary school. “This gives our students the opportunity to be role models for their ‘little buddies,’” says McNealy, “and it gives us, their teachers, the opportunity to see them in a setting outside the classroom. If our students are not doing well in their classes, we can point out to them that they can’t be good role models for their ‘little buddies’ if they are not working as hard as they should.”

For the new school year, the “college-in-sight” teachers have a new group of ninth graders, but they are also teaching last year’s class as 10th graders. “All of the research indicates the importance of getting students successfully into the 10th grade,” says McNealy. “Hopefully, we have done that, but we want to provide them with a little more help along the way to graduation and college.”

Another major focus at Dalton is career technology, and it is not just for “non-college-bound” students. “Career technology is for everyone and includes manufacturing and engineering courses, culinary arts, web design, graphic arts and much more,” explains Nancy Hallsworth, a graphic arts teacher. “At present, 60 percent of our graduates earn dual seal diplomas, which means that they have taken four years of technology courses in addition to their academic courses. Our goal would be for virtually every student who gradu-



ates to have a dual seal diploma, but, unfortunately, the ‘dual seal’ is being discontinued. “Still, we hope that students will take four years of a technology focus, so that they will have the skills they need when they graduate to enter the work force or continue their education at a technical college or traditional college.”

Students receiving exceptional student services (ESS) are also a serious focus at Dalton. “We have significantly increased the number of co-teaching classes in order to help our ESS students meet the regular academic objectives while also helping provide a quality education for all students,” explains Melissa Quick, a certified ESS teacher who co-teaches with a subject area teacher.

“We teach the regular curriculum, but we teach it at different paces and in ways that all students can eventually learn. The results have been outstanding, including a significant increase in the number of ESS students graduating with a regular diploma (many of whom may have graduated with a special education diploma five or 10 years ago.) In fact, the results have been so outstanding for ESS that this year we have expanded the co-teaching approach to ELL (English Language Learner) classes as well.”

Even with all of these efforts, there are some students who seem to be slipping through the cracks, so Assistant Principal Ron Ward, who spent 20 years in the mental health field, has launched NOVANET, a computer-based program founded on national standards that allow students who have failed a course to fill in the gaps by retaking the class at their own pace.

“When they experience success in this program, they begin to experience it in their regular classes, too,” Ward says. “More than 300 students earned one or more credits this year through the NOVANET program.”

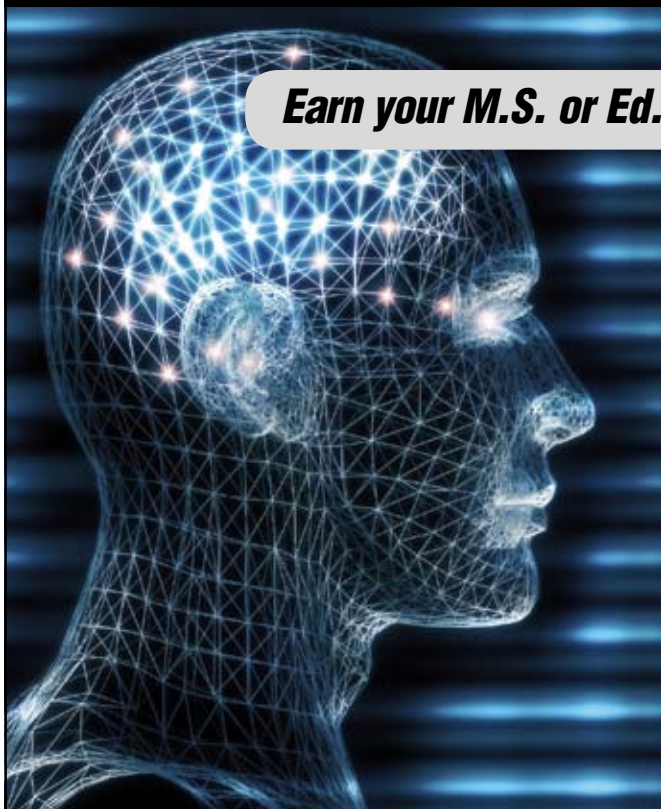
“We also have a collaborative effort with the local juvenile court, through which kids on probation attend two-hour classes twice a week (4:30 – 6:30 p.m.), with both transportation and snacks provided,” Ward continues. “Roberto Rojas is the coordinator of the program, and kids who had never passed anything before are passing. We have expanded this program again this year.” And, there is more.

“We want to make sure that we meet the needs of all of our students and that we continually encourage them to achieve at a higher level,” says Freeman. “That is why we are also focusing this year on increasing the number of students taking Advanced Placement and International Baccalaureate classes.”

In summing up her goals for 2007-08, Freeman says, “My goal is to help make this a true learning community where instruction is data driven and focused on continuous improvement. We know the challenges, but we emphasize the opportunities.”

If meeting the needs of a diverse student population is a major challenge at some schools in the state, keeping up with technology seems to be an almost universal challenge for teachers and administrators.

“In my opinion, the most daunting challenge we face as teachers



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Students from Whitewater High School in Fayette County.

today is literacy, specifically, technological literacy,” says Rebecca Warren, a media specialist at Rising Starr Middle School in Fayetteville, Ga. “First, students of the 21st century are the most technologically savvy and educated in history, and they expect their educational experiences to be just as stimulating and exciting. As teachers, we must stay informed and educated so that we can understand and offer interesting and innovative techniques in our teaching methods.”

According to Warren, technology is a double-edged sword. “It can be fantastic and at the same time horrendous,” she says. “The fantastic part is the opportunity for gathering and organizing information. The horrendous part is the opportunity for gathering and organizing information. No, that second statement is not a mistake. We are constantly engaged in a learning curve just to keep up with the latest and greatest software or new websites or gadgets, and keeping them organized both figuratively and literally.”

“In addition, technology is great when it is working correctly. It is dreadful when it is not. Technology has forced us to be in a perpetual state of learning and maintaining. If our individual counties do not have the funding necessary to provide technology specialists at each school, we are at a definite loss. My plan for overcoming the deficits in technology is ongoing in that I am an advocate for workshops that teach and inform, and individualized collaboration in which teachers (and often students) are connected. Additionally, I keep myself current by reading professional literature, collaborating with colleagues and attending conferences that address the most up-to-date educational topics.”

And, keeping a positive attitude about technology is essential. “When someone at my school needs technical help and calls one of the media specialists, it is important that we keep a positive attitude of helpfulness about us when Mrs. Smith calls for the eighth time for help to “make the video projector come on.” Just the idea that Mrs. Smith or Mr. Jones can’t properly turn on equipment, and all the while Mary and John are sitting in her class sending text messages back and forth, makes this situation more and more bizarre. Did you know that the number of text messages sent and received every day exceeds the population of the planet? And yet we still need help turning on our equipment.”

Fortunately, because of educators like Rebecca Warren, technology has come to be viewed in increasing numbers of schools as much more of an opportunity than a challenge.

One example is Warren’s neighboring Fayette County school, Whitewater High School, a brand new facility where technology rules. “I am one of two media specialists at Whitewater High School,” says Gail Harrell. “Our school graduated its first senior class last year (2007). We started with just ninth graders and added a grade each year. The first year we were in temporary quarters and we moved into



a new building in our second year. Mr. Greg Stillions was our principal from the start, with a faculty mostly comprised of volunteers. As we planned the new building, Mr. Stillions was determined that the latest and best technology would be available to teachers and students.”

“Mr. Stillions is a teachers’ principal,” says Kelly Baker, the school’s head media specialist. “He views his job as providing teachers with the tools they need to be successful, and he is committed to keeping technology current. For example, our new

“Interwrite” pads are great teaching tools,” Baker says. “They help keep students interested and teachers organized.”

And how do they work? “The Interwrite pads work in concert with teacher computers and LCD projectors,” Harrell explains. “While moving around the classroom teachers can use wireless technology to connect to computer files, the school website, the Internet, streamed videos, cable TV and closed circuit channels. All of this is projected on a screen in real time in the classroom. Students may be asked to participate at a moment’s notice, by demonstrating work using the pad and projecting it to the class. Writing is captured as print and lessons can be retained for homebound and absent students. In this technology classroom, no lesson plan is lost; instead they are saved to files.”

In Jacqueline Mullen’s math class, for example, Mullen is much more a part of the class than in the “old days” when the teacher had to stand at the front of the room at the chalkboard. With her Interwrite pad in hand, Mullen moves up and down the rows of students while she graphs problems that are transmitted instantly (and wirelessly) by computer via a video projector to a screen in the front of the room. She can also hand the pad to a student to solve a problem without having to “go to the board” in front of the whole class.

Pamela Kinzly, another math teacher, is an enthusiastic supporter of the new technology. “I think it is more interactive for students, which keeps them more engaged than a chalkboard, overhead projector or even an interactive white board. Also, there are a lot of

continued on page 29



Whitewater High School Students

Dedication Matched only by Determination

Teacher Beats Odds to Return to Classroom

By Lee Raudonis

On a foggy February morning (Feb. 2, 2007), Lisa Moore, a first-grade teacher at Garrison Pilcher Elementary School in Thomas County, was driving her usual route to work when a speeding, out-of-control car crossed the centerline and hit Moore's car head-on. Her injuries were so serious that she was life-flighted to Shands Hospital in Gainesville, Fla., one of the nation's top trauma centers.

The doctors discovered that virtually every bone in Moore's body was broken, including both arms and both legs, all of her ribs, her collarbone and her pelvis. Fortunately, however, neither her spine nor her head was injured.

Lisa feels very fortunate to be alive. "My orthopedic surgeon says that I set a new record for having the most broken bones in a single accident and surviving," she says. "My goal is to set another record by recovering faster than anyone else has from such serious injuries."

Lisa spent a total of three months in the hospital—a month and a half at Shands and a similar amount of time in her local hospital. And then she faced countless hours, days, weeks and months of physical therapy. "The doctors told me that I might not be able to walk for six months or a year, but I was determined to get on my feet as soon as I could."

With the help of a walker, Lisa was up on her feet in about two months, but she still needs the walker and also depends on other technology to help do the job that she loves—teaching bright-eyed first-grade students.

Principal Karen Kugelmann, says the entire Pilcher family did everything possible to make Lisa's return a reality. "Lisa has always been an absolute dynamo, and when she vowed to return in the fall, in spite of her serious injuries, we wanted to do all we could to make it possible," says Kugelmann. "Fortunately, our school is handicap accessible, and we already had available a motorized chair that Lisa could use when she arrived at school."

Kugelmann's other concern was finding some assistive technology to help Moore present lessons to her students. "Lisa is right-handed and that arm was badly injured in the accident," Kugelmann says. "The doctor says that it may take a year or more before she has full use of her arm and hand, so until then, we felt that she needed some assistance, such as a voice-recognition computer and video

projector. We want to find what works best for her and the students."

In August, Lisa will face students for the first time in her career from the perspective of someone who is disabled. "I am sure I will have a different perspective on many things," she explains. "For example, trying to teach and model writing as someone who is also learning to write (with my left hand) should help me better understand the difficulties my students have. And, trying to teach from a wheelchair should also be a different kind of challenge, because I am so accustomed to moving freely around their desks and work areas."

From the beginning of her long road back to recovery, however, Lisa never doubted that she would return to her beloved Pilcher Elementary, home of the "Wee Bees," when school started again in the fall, and her colleagues never doubted it either.

"I am sure that some of her doctors and therapists may have doubted that Lisa could



Lisa Moore and her first grade class at Garrison Pilcher Elementary school.

return to school this fall, but her colleagues know her determination and love of teaching," says 33-year veteran educator Suzanne Martin Moore (no relation to Lisa). "That is why we have been confident from the beginning that she would make it back."

And how does Lisa feel to be back? "It is very exciting to get back to the classroom so I can do what I enjoy so very much," she says. "This is what I have been looking forward to and thinking about through all of the difficulties of the past months." ♦

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PAGE and the PAGE Foundation Announce 2007 SCHOLARSHIP RECIPIENTS

PAGE and the PAGE Foundation names 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 classified support personnel seeking teacher certification, and eight Student PAGE (SPAGE) members earned \$1,000 scholarships to help realize their aspiration to become Georgia educators.

A panel of judges consisting of practicing and retired educators from across the state scored the applicants on the basis of academic achievement and recommendations, as well as the applicants' beliefs about how learning occurs, how to overcome classroom challenges and skills and competencies needed by teachers. Mary Ruth Ray, who directs the PAGE Foundation Scholarship Program, commented that interest in the scholarship program is growing. "In the past five years, the number of applications we have received has more than doubled, and this year yielded a record number of applicants. As a result, the process is growing more competitive, and we congratulate this year's outstanding recipients."

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 pagefoundation.org beginning in September 2007. All applications must be postmarked no later than April 30, 2008, 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**
- **SPAGE S. Marvin Griffin Scholarship**
- **SPAGE Dr. John Robert and Barbara Moore Lindsey Scholarship**—must be enrolled or committed to enroll in the Education Program at Georgia Southern University.
- **SPAGE Betty J. Phillips Scholarship**—must be rising college junior or senior majoring in secondary education in one of the following fields: social science, political science or history.
- **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 Association of Georgia (FEA of 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.

2007 PAGE Foundation Scholarship Recipients

PAGE Jack Christmas Graduate Scholarship

Beverly Dozier Hardaway

2nd Grade Teacher, North Columbia Elementary School, Columbia County Schools
Attending Augusta State University, Augusta, Ga.
Pursuing M.Ed. in Early Childhood Education



PAGE Graduate Scholarships



John Martin Bucsko

Spanish Teacher, Holcomb Bridge Middle School, Fulton County Schools
Attending University of Georgia, Athens, Ga.
Pursuing Ph.D. in Linguistics

Jessica Marie Callan

4th Grade Teacher, Bel Air Elementary School, Columbia County Schools
Attending Augusta State University, Augusta, Ga.
Pursuing Ed.S. in Teaching and Learning



Kelli Elizabeth DeGuire

8th Grade Teacher, Sonoraville Middle School, Gordon County Schools
Attending Kennesaw State University, Kennesaw, Ga.
Pursuing M.Ed. in Adolescent Education

Rochelle Lofstrand Hamby

Science Teacher, North Springs High School, Fulton County Schools
Attending University of Georgia, Athens, Ga.
Pursuing Certificate in Leadership



Jaqueline H. Shoemaker

Primary School Teacher, Oconee County Primary School, Oconee County Schools
Attending University of Georgia, Athens, Ga.
Pursuing Ph.D. in Early Childhood Education

PAGE H. M. and Norma Fulbright Scholarship

Sonya W. Buckner

Business Teacher, Worth County High School, Worth County Schools
Attending Valdosta State University, Valdosta, Ga.
Pursuing Ed.S. in Instructional Technology



PAGE Support Personnel Scholarships



Nicole Donatelli Bandy
Instructional Paraeducator,
Varnell Elementary School,
Whitfield County Schools
Attending Lee University,
Cleveland, Tenn.

Pursuing M.Ed. in Early Childhood
Education

Jacqueline Fawaz

Instructional Paraeducator,
Spring Hill Elementary
School, Fayette County
Schools

Attending Mercer
University, Atlanta, Ga.

Pursuing M.Ed. in Early Childhood
Education



SPAGE S. Marvin Griffin Scholarships



Vincent Wayne Botts
Early Childhood Education
and Special Education
Major
Attending Mercer
University, Macon, Ga.



Rebecca A. Sparling-Stroud
Early Childhood Education
Major
Attending University of West
Georgia, Carrollton, Ga.

*SPAGE John Robert and Barbara Moore
Lindsey Scholarship*

**Christopher Matthew
Williams**

Secondary Mathematics
Education Major
Attending Georgia
Southern University,
Statesboro, Ga.



SPAGE Betty J. Phillips Scholarship



Selena Lynn Parrish
Secondary History/Political
Science Education Major
Attending Shorter College,
Rome, Ga.

SPAGE Undergraduate Scholarships



Yolanda Selina Ellerbee
Early Childhood Education
Major
Attending Mercer University,
McDonough, Ga.

Hilary Danyel Lumpkin

Early Childhood Education
Major
Attending University of West
Georgia, Carrollton, Ga.



Sarah Elizabeth Trawick
Early Childhood Education
Major
Attending Armstrong
Atlantic University,
Savannah, Ga.

SPAGE Graduate Scholarship

Virginia Elizabeth Bell

Special Education Major
Attending University of
Georgia, Athens, Ga.



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- When can I retire?
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- What are my income options from TRS GA?
- What are my beneficiary options and how does this affect my retirement check and my spouse?
- How will my Social Security benefits be affected by my TRS GA check?
- What are the health benefit options under TRS GA?
- If I have a Tax Shelter, how and when can I take benefits?

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*Past performance is not indicative of future results.



STAR Program Celebrates 50 Years

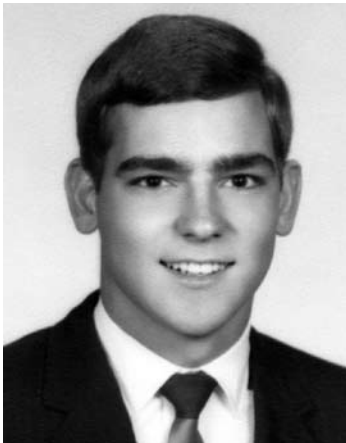
In 1956, the Georgia Chamber of Commerce launched a program to recognize the students in each high school in the state who had the highest score on the Scholastic Achievement Test (SAT). Two years later, in 1958, the Chamber altered the program to include recognition by each outstanding student of the teacher who had the greatest influence on the student's academic achievement. And thus, the Student Teacher Achievement Recognition (STAR) program was born.

During this school year (2007-2008), PAGE, the PAGE Foundation (that now administers the STAR program) and PAGE ONE magazine will commemorate 50 years of STAR by providing a look-back at the program that has become synonymous with recognition of outstanding academic achievement and outstanding teaching.

To kick-off 50 Years of STARS, we are including an article written by Greg Fullerton of Albany, Ga., who was a STAR student (Regional runner-up) in 1968. Greg is currently an attorney with the Albany law firm of Watson, Spence, Lowe and Chambless.

Greg Fullerton's Remembrances 1968 STAR Student Tour of Georgia

A product of Albany High School, I was very privileged in the spring of 1968 to be among two-dozen high school seniors who were part of the STAR Student Tour of Georgia under the auspices of the Georgia State Chamber of Commerce. Our tour lasted eight days and covered some of the most interesting natural and manmade aspects of our state—from the alabaster Capitol City to the rural farm and timberlands, from the mountains to the beaches and swamps, from the newest textile mills to the oldest homes and historic sites.



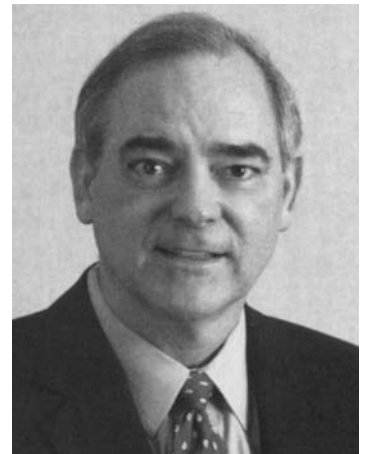
Greg Fullerton - 1968

Our 1968 band included our Chamber leader Mozelle Christian, the 10 District STAR winners (there were 10 rather compact Congressional Districts in Georgia in that bygone day), their STAR teachers, the runners up in each Congressional District (I was No. 2 in the 2nd District, with Scott Killingsworth of Edison being our No. 1 for southwest Georgia) and a few select additional students primarily from the Atlanta metropolitan area.

This last group had the twin attributes of having done extremely well on the SAT in their very competitive metropolitan areas, and also having been female, thereby improving the quality of the overall STAR contingent in at least two major respects.

After almost 40 years, my memory of our march across Georgia is somewhat cloudy. To the best of my recollection, we began the STAR tour from Atlanta shortly after the STAR banquet in late April and headed more or less toward Savannah. What followed was a panoply of delicious luncheons and dinners in at least a dozen Georgia towns; tours of educational facilities, natural and historic

sites and brand new manufacturing companies exhibiting the latest in technological innovations; and numerous late night discussions amongst us all covering the people, politics and philosophies of the day. We had a memorable dinner and evening at the Cloisters, enjoyed the beach and the pre-restored historic homes of Jekyll Island, overlooked the extensive swamps of the Okefenokee, and otherwise inhaled the best of Athens, Augusta, Jefferson, Savannah, Albany, Columbus and Rome, among other cities and towns of our state.



... and the author now

A considerable portion of our delegation was headed to college outside Georgia. Given this,



(Left to right) President Lyndon B. Johnson, Prime Minister (UK) Harold Wilson and Greg Fullerton

we all understood that the not so subtle intent of the tour was to impress on us all the opportunities in our home state and to encourage us to make our careers in Georgia one day, wherever our studies might lead us. I do not know what all paths we have taken, but I do know several of our '68 crowd have ended up living, working and raising their families in Georgia.

At least for me, the tour had a very lasting impact. For example, three of us had been accepted at the same college (Yale). During the course of the tour, we all decided not only to attend that school but also to room together our freshman year. One of those three, the previously referenced Scott Killingsworth (of Calhoun County High), went on to Yale Law School and is a noted intellectual property specialist with a major law firm in Atlanta. The other, Scott Etheridge of Columbus High, was a Phi Beta Kappa his junior year and went straight to Yale Graduate School in English and may by now have written the Great American Novel. Another person I have stayed in touch with since the tour is Martha Willoughby (nee Perkerson), then of Athens I believe, who went into medicine and has been raising her family of five with her doctor husband in Augusta the last many years. I myself returned to my hometown of Albany several years ago where my wife Carol and I have reared our two children and I have practiced law. My son Christopher, I might add, was the STAR student for his high school class in 1996.

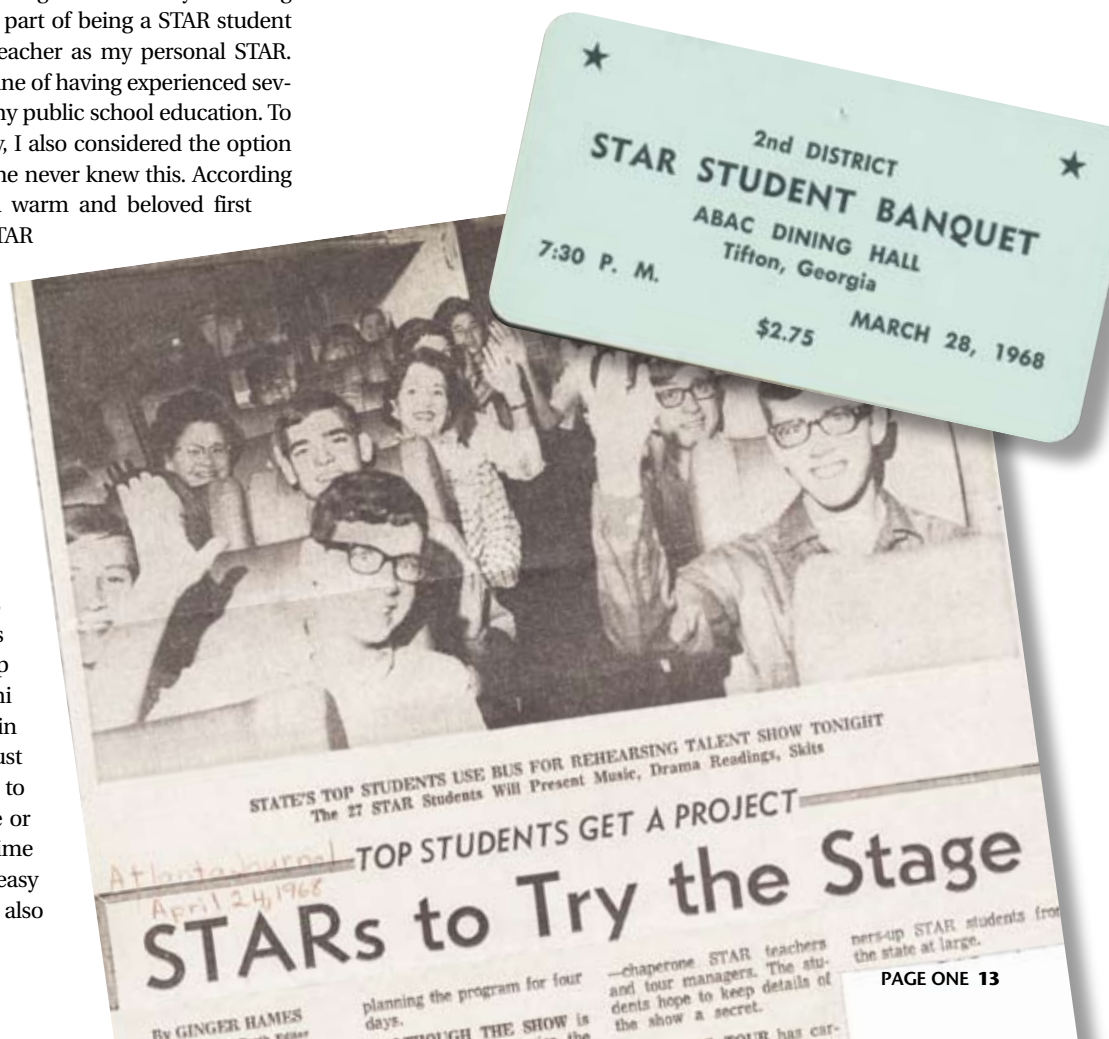
My STAR teacher, Leila Rogers, had suffered teaching me French for three years and, by happenstance, had also been my homeroom teacher in high school. She was a very fine lady and an impassioned teacher, and I had the opportunity to attend her funeral in Dawson a couple of years ago. Mrs. Rogers was clearly a shining STAR; however, the most agonizing part of being a STAR student was selecting one, and only one, teacher as my personal STAR. Needless to say, I had the good fortune of having experienced several excellent teachers throughout my public school education. To add to the agony amidst the ecstasy, I also considered the option of choosing my mother, although she never knew this. According to her former students, she was a warm and beloved first grade teacher for many years (the STAR student at my high school the year before had created some precedent by selecting her own mother, an outstanding chemistry teacher).

Our Chamber impresario for the State STAR tour, Mozelle Christian, was a wonderful leader. She also helped produce a newsletter for several years by which each STAR group had their own "alumni notes" containing brief snippets of our whereabouts and studies and marriages and lives. My group "elected" me to arrange some alumni gatherings. We did manage to meet in Atlanta for a weekend in late August of 1968 before we all headed off to our respective colleges. We had one or two other reunions of sorts before time and distance dispersed us beyond easy communication in a pre-email age. I also



remember we elected one of our number to receive something called the Georgia Youth Courtesy Award, which was presented by then Vice Mayor Sam Massell in Atlanta during the summer of '68—I think this represented some implicit effort to make us a bit kinder than nature and nurture had managed up until then.

Even after 40 years, I still remember the tour vividly as one of the great augmented weeks of my life. Coming from our respective rather "normal" high school environments (and legally skipping several days of classes as well—which we all thought a considerable treat), we found ourselves being received like royalty by Chamber representatives in all the towns we visited. In addition, I had the unique experience of being surrounded for several days by peers considerably more brilliant and more interesting than me. And, on top of it all, we had an unparalleled opportunity to see and experience the best of the new and the best of the old in this state. Because of the generosity and hard work of Ms. Christian, the state Chamber of Commerce, the local chambers and the many industry and business sponsors which made the Tour possible, I know that I, and I believe many, many others, trust the State of Georgia and have all enjoyed valuable dividends from this special investment in our future. ♦



2007 PAGE Turning Event Honors Southern Company and David M. Ratcliffe



Southern Company, one of the largest generators of electricity in the nation, and its Chairman, President and CEO David M. Ratcliffe will be honored by the PAGE Foundation at the 2007 PAGE Turning Event to be held Monday, Sept. 17, at the Fox Theatre, according to PAGE Foundation President Tom Wommack. The PAGE Turning Event is an annual gala established in 2005 to honor Georgia corporations and executives for demonstrable leadership in and commitment to public education. Previous honorees include Georgia-Pacific, BellSouth and executives Curley M. Dossman, Jr. and Phil Jacobs.

“Southern Company, through operating companies such as Georgia Power, has a tremendous record of support for public education and the children of the Southeast, which extends over a period of several decades,” commented Wommack. “In that tradition, David Ratcliffe has been a committed state and

regional leader in efforts to promote the sort of systemic school improvement necessary to provide our young people with a world-class education. Mr. Ratcliffe was instrumental in school improvement efforts in Mississippi while serving as President of Mississippi Power, and more recently he chaired the Georgia Partnership for Excellence in Education. He was also an influential advocate for school improvement while serving as chairman of the Georgia Chamber of Commerce. The PAGE Foundation is pleased to honor this great corporation and its distinguished leader.”

Wommack noted the PAGE Turning Event will be held in the Egyptian Ballroom of the Fox Theatre in downtown Atlanta. A reception begins at 6:30 p.m. with dinner to follow at 7:30 p.m. Emmy Award winning reporter and news anchor Jovita Moore of WSB-TV will serve as “Mistress of Ceremonies.” Tickets for the gala are available through the PAGE Foundation office. ♦

Ford Motor Company Grant Supports FEA Program

Benyta Lane and Kimberly Simmons-Hunter, teachers at Fulton County's Tri-Cities High School, and Carol Gage, special education instructional leader at DeKalb County's Dunwoody High School, each were honored recently with a grant from the Ford Motor Company for their involvement in the Future Educators Association of Georgia (FEA of GA) program at their schools, according to Tom Wommack, president of the Professional Association of Georgia Educators (PAGE) Foundation. FEA of GA is a statewide program sponsored by the PAGE Foundation in partnership with Phi Delta Kappa International. Gage, Lane and Simmons-

Hunter serve as advisors for the extra-curricular program that encourages capable middle and high school students to consider a career in teaching. FEA chapters meet after school traditionally under the direction of a faculty advisor, who must be an exemplary teacher and role model.

Robert Cucchi, who serves as a PAGE Foundation trustee, was instrumental in securing the grant, stated Wommack. Cucchi became aware of the FEA program during the PAGE Foundation's Annual Meeting and was impressed by the commitment made by FEA Advisors, often for little or no compensation. He encouraged the PAGE Foundation to submit a grant proposal for funding to compensate FEA Advisors who serve in high schools near Ford plant locations in Dunwoody and Hapeville.

According to Gage, the Dunwoody High School FEA Chapter has 20 members currently. When asked about recent initiatives of the program, Gage said, “Last fall, Dunwoody High School hosted our first ever Special Olympics Developmental Basketball event. While many groups including teachers, coaches, administrators and PTSO were directly involved in the success of the day, FEA members acted as escorts, helpers and cheerleaders for the athletes.”



Tri-Cities High School teachers (left to right) Benyta Lane and Kimberly Simmons-Hunter accept their award from the Ford Motor Company in support of their work as FEA Advisors at Tri-Cities High School.



PAGE Foundation Manager of Student Groups Mary Ruth Ray (left) presents a grant from the Ford Motor Company to Dunwoody High School FEA Advisor Carol Gage.

Ford Motor Company, a global automotive industry leader based in Dearborn, Mich., manufactures or distributes automobiles in 200 markets across six continents. With approximately 260,000 employees and about 100 plants worldwide, the company's core and affiliated automotive brands include Ford, Jaguar, Land Rover, Lincoln, Mercury, Volvo, Aston Martin and Mazda. The company provides financial services through the Ford Motor Credit Company. ♦

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 officers for the 2007-2008 school year:

The statewide SPAGE officers serve as an advisory board to determine direction for the 9,000-member student organization. "These officers have been identified as leaders in the SPAGE organization and

future leaders for education in our state. We commend them on their professionalism and their commitment to the classrooms of Georgia," commented Mary Ruth Ray, state SPAGE director.

After concluding the business portion of the session, the SPAGE members participated in a clinic on How to Be a CAT (Creative Arts Teacher), presented by Dr. Denise M. Weems, SPAGE advisor at Georgia Southern University. In a lively and engaging presentation, Dr. Weems offered easy-to-implement strategies for integrating music, dance, visual arts and

drama within the content areas to make learning fun. Participants left the session with strategies and ideas ready for classroom use. ♦



2007-2008 SPAGE State Officers Jazmine Robinson, Mary Ruth Ray (SPAGE director), Anne Butcher, Lana Kimbrell, Julie Owens, Amber Payne, Melissa Goulden and Arlene Cuerdo.



Dr. Denise Weems discusses ways to integrate art into daily classroom curriculum.



Get up and move! Dr. Weems shared a "participation" song with the group.



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Continuing Education

Honor Your Favorite Teacher

By Michael Perry, National Board Certified Business Education Teacher, East Paulding High School, Adjunct Business Professor, Kennesaw State University

Sometimes, as we journey through life, it is helpful to check our rearview mirror. The warning that “OBJECTS ARE CLOSER THAN THEY APPEAR” reminds us that our past is sometimes closer than it may seem.

In deciding to write about my favorite teacher, it was difficult to choose from among so many wonderful teachers. Mr. Roy Brady, who taught eighth grade English, left me with a love and passion for photography. Bill Lineberry took his students into the past using simulations that made history relevant to our world. I could have chosen my first photography and business instructor, Jeff Gore or Dr. Don Crane, whose sense of humor and outgoing personality brought business management to life. These exceptional teachers taught their students many things, and I see their professional fingerprints on my life through my interests, the subjects and the manner that I teach them, and my outlook on life.

Though many teachers have had a profound influence, my first teacher was, is and always will be my best and favorite teacher. My father, T.P. Hall, has been the ever-present teacher in my life, teaching as much by the way he lives as the way he “teaches.”

The joy of work, pride in a job well done, service to others, mentoring, quality, loyalty, the power of dreaming and a lifelong joy of learning, are all qualities and traits that my father teaches those around him. Many of these traits are summed up in his first maxim of being a professional. A professional is one who does a job to the best of his ability and does more than is expected. His work is done to a standard he would be proud to sign his name to. There is a joy in doing worthwhile work in the service of others.

The second lesson is to pay things forward by serving others. Dad has helped me in countless ways that I can never repay. In the circle of service, I can only begin to repay this by doing the same for others and challenging them to follow suit. Being a mentor to others is one of the ways to pay back those who mentored you. That is a creed in our family that we live by and teach through example. The quality of being a servant to others fits with Zig Ziglar’s statement that “You can get everything you want out of life, if you just help enough other people get what they want out of life.”

Another lesson: relationships are the keys to teaching and to life. Loyalty and friendship are primary traits in quality relationships both at home and in the classroom. I think Dad reminds



T.P. Hall is a Professor of Business Administration, School of Business, Kennesaw State College in Marietta, Ga., and Professor Emeritus, School of Accountancy at Georgia State University. He teaches courses in managerial control and costing, strategic planning and policy, the management process and financial accounting and accounting systems. He has been director of the Advanced Executive Development Program at Georgia State University and has taught at Salisbury State University, The University of Alabama and the Georgia Institute of Technology. He is also on the faculty of the Louisiana State University School of Banking of the South and the Oklahoma School of Credit. Hall is shown here (at right) posing with his son, Michael Perry. Each flanks awards presented to them from their students. Hall’s award is from the Georgia Society of CPA’s and Perry’s is from the Georgia Business Education Association.

himself of John Wayne; he certainly shares many values with the characters portrayed by “the Duke.” He believes strongly that “your word is your bond” and that loyalty to others is very important.

Dad teaches that family is more than just those people to whom you are related by blood, it is those who are close to you. My family includes one adopted son and his wife, both of whom are teachers, along with two wonderful grandchildren. We are also lucky to have a “daughter,” who is another former student, and a second son, a two-year old, will be joining us soon from China, expanding our family unit that also includes close friends.

During my career, I have been fortunate to receive several awards. In my view, these awards are more about the application of lessons learned from great teachers than about my professional accomplishments. Learning is truly a lifelong process, and my favorite teacher continues to teach by example. His work in the classroom and along life’s journey has left giant footprints, but I hope I can pass on some of his many lessons to my students, family and friends. ♦



LEONARD WILLIAMS

Reporting Child Abuse

Periodically, educators are faced with the difficult issue of suspected child abuse. It is typically an emotionally taxing and unpleasant experience for all involved. Nevertheless, educators should be aware of their professional responsibilities when dealing with these situations. At the very least, there may be serious legal and ethical ramifications if suspected child abuse is not handled in an appropriate manner.

Georgia law places a duty on certain individuals and institutions to report known or suspected child abuse. Child abuse, as defined by Georgia law, is any physical injury or death inflicted upon a child (any person under 18 years of age) by a parent or caretaker other than by accidental means; neglect or exploitation of a child by a parent or caretaker; or the sexual abuse or exploitation of a child. Several categories of educators, including teachers, administrators, guidance counselors, social workers, school psychologists and other child-counseling personnel, are considered mandated reporters (personnel who interact with children and are legally obligated to report suspected child abuse). If a mandated reporter has a reasonable belief that a child is the victim of abuse, he/she must report or cause reports of the suspected abuse to be made. For school staff members, the report must be made to the principal or his designee. For specific information on exactly who a mandated reporter employed by a Georgia school-system must report suspected child abuse to, check the local board policy manual.

There are a couple of recent amendments to the law that one should be aware of. First, once a report of suspected child abuse is made, the person who received the report is prohibited from controlling, restraining, modifying or making any other changes to the information provided by the reporter. While the person who received the report may provide any additional relevant information, he may not remove anything from it. Second, if a mandated reporter has reason to believe that a child is the victim of abuse, they must make an oral report no later than 24 hours from the time the suspicion arose, followed by a written report, if requested. As soon as a mandated reporter has reasonable cause to believe a child has

been abused, she must move expeditiously to report her suspicions to the appropriate person.

If a mandated reporter knew, should have known, or should have suspected that a child had been abused but did not report it, they may face severe penalties. The mandated reporter can be charged with a misdemeanor under O.C.G.A. § 19-7-5. The educator who is a mandated reporter could also be disciplined by his/her school system, including, but not limited to, termination. He/she may also be reported to the Georgia Professional Standards Commission for a violation of Standard 9 [Failure to Make a Required Report] of the Code of Ethics for Educators, or any other professional licensing agency for a breach of professional conduct. The mandated reporter who fails to report suspected child abuse could also be named as a defendant in a civil lawsuit. As

one can see, inaction by a mandated reporter not only puts the child in jeopardy, but the reporter as well.

It is important to note that the singular duty of the mandated reporter is to report his/her concerns to the designated person, as prescribed by state law or local policy. While it may not be legally required, the mandated reporter may also want to follow up with the person to whom she made the report to ensure that the appropriate law enforcement agency is notified. The mandated reporter who makes a report in good faith is protected by law, even if their suspicions later turn out to be unsubstantiated by further inquiry. It is not the mandated reporter's role to be an investigator. The Georgia Division of Family and Children Services, as well as law enforcement, have the responsibility for the investigation and verification of child abuse. ♦

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Professional Insights

Classrooms of the Future

Viewpoints from Teachers, Students and Parents: What are the Next Steps?



DR. DIANE RAY

Chalk, blackboards and textbooks are still essential components for educating students, but there is no question that in order to prepare our students for life beyond the classroom, we must incorporate a greater level of technology into our schools.

Anyone who has spent time in the modern day classroom has observed the use of technology in various ways. From rural schools to urban schools, technology is reshaping teaching, learning and schooling in America. Technology, of all types, is forcing educators to evaluate the way they do things and aggressively explore new models of teaching and learning. Chalk, blackboards and textbooks are still essential components for educating students, but there is no question that in order to prepare our students for life beyond the classroom, we must incorporate a greater level of technology into our schools. (H. Jobe, "Classrooms of the Future," Pennsylvania Department of Education, April 2007, retrieved on June 27, 2007 at www.pde.state.pa.us/k12/cwp/view.asp?A=3&Q=122230.)

The vision of the 21st Century classroom requires teachers to integrate technology in meaningful ways. Teachers realize that the digital age is not just knocking at the school house door, but intrinsically entrenched in the everyday lives of students. They understand the need to use technology to engage students in meaningful, real life tasks that promote critical thinking and problem solving skills, but find it difficult to make this engagement a reality. ("Focus on Technology in Education," Educational Research Services (ERS), January 2002, retrieved on July 1, 2007.) Because technology is in the educational spotlight, the viewpoints of teachers, students and parents must be considered in building classrooms of the future.

The insights and data revealed in this article are from the fourth annual Speak Up 2006 survey facilitated by Project Tomorrow, a national education nonprofit group. This online survey collected the ideas and views of 270,000 K-12 teachers, students and parents from all 50 states, regarding technology use in science and math instruction related to 21st Century jobs, and communications. The survey data represented in this article are selected highlights. To view the full results of the survey, go to the Project Tomorrow website. ("Speak Up

2006," Project Tomorrow, March 2007, retrieved on June 28, 2007 at www.tomorrow.org/speakup/speakup_reports.html.)

TEACHER COLLECTED DATA:

Technology Use

—Over half of the teachers say that technology has had the largest impact on their teaching and instructional support activities, that technology helps them engage students in learning, and that their lesson plans are richer and contain timelier, more accurate information because of their access to the Internet.

—Teachers believe that more computers in the classroom are the tech tools with the greatest potential for improving student achievement.

—The lack of time is the number one obstacle teachers say to using technology more in the school day.

—In new school designs, teachers want interactive whiteboards in all classrooms, laptops for every student, use of communication tools to connect parents, students and teachers, and time for students to use technology everyday.

Communications

—While 79 percent of teachers say that they have communicated with parents electronically (email, website, listserv), only 28 percent have used email as a regular communication tool with their students.

Science, Math and 21st Century Jobs

—Teachers believe teaching math and science within the context of real world problems is the most effective instructional method today.

—The biggest challenge continues to be not enough instructional time to teach science.

STUDENT COLLECTED DATA:

Technology Use

—Top technology devices for K-12 students are: computers, cell phones and video game players. Other technology used by students includes:

- The use of digital cameras, MP3 players and laptop computers have increased dramatically in



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2. PhD requires attendance at colloquia.

RESOURCES

Other resources used in preparation of this article.

Apple Computers: A Report on 10 Years of Apple Classrooms of Tomorrow (ACOT) Research. "Changing the Conversation About Teaching, Learning and Technology," 1995, retrieved on July 2, 2007 at images.apple.com/education/k12/leadership/acot/pdf/10yr.pdf.

Bradley, W., "Enhancing Instruction through School Design," The Informed Educator Series. Educational Resource Services (ERS), 2003.

Lackney, J., "Classrooms of the Future: Think Out of the Box."

School Design Research Studio, Sept. 4, 2001, retrieved on June 27, 2007 at schoolstudio.eng.wis.edu/futureclassrooms.html.

Visions 2020.2 "Student Views on Transforming Education and Training Through Advanced Technologies," A report from the U.S. Department of Commerce, the U.S. Department of Education, and NetDay, August 2005, retrieved on June 28, 2007 at www.nctet.org/Visions2020-2.pdf.

just the past two years for students in grades 3-12.

- Weekly use of desktop computers by students in the early elementary grades (K-2) increased by 28 percent in just one year.

- Over 53 percent of students in grades K-12 use video game players on a weekly basis, with girls just as likely to be game players as boys until high school.

—Students are using technology for schoolwork, to do Internet research, to create presentations and movies, and to practice skills by playing educational games.

—Online classes are increasingly interesting and appealing to students. The top reasons for taking an online class are: "for subjects not offered at my school and to get extra help in subjects where I am struggling." The subject that students would like to take online most is math.

—If students could change how technology is implemented at their school, their two top requests are: relaxation of school rules about email, IM, cell phones and online use, and use of laptops at school and home.

Communications and Connected-ness

—Students are increasingly using online tools to connect with other students around the country and around the globe. Fifty-four percent of middle school students have online friends that are from other schools, other states or other countries. Twenty-six percent of middle schoolers have more than 50 online friends and 53 percent have never met these online friends face to face.

Science, Math and 21st Century Jobs

—Students want to learn science and math through real world problem solving, visiting places where science is in action and talking to professionals in those fields.

—While 86 percent of students in K-2 are interested in specific careers in science and/or math, starting in grade 3 that interest starts to decrease. In grades 3-12 over a third

of students say that they are not interested in any careers in science, math, technology or engineering.

PARENT COLLECTED DATA:

Technology Use

—The most popular tech tools for parents are: computers, cell phones, email, search engines and news websites.

—Seventy percent of parents visit a school or district website weekly.

—Over two thirds of the parents are not satisfied with the priority placed on technology use at their school, the amount of time their child spends using technology at school and how well technology is integrated into core academic subjects.

—Parents serving on tech committees say that the best financial investments would be: computers in the classrooms, software to support curriculum, useful school websites, advanced computer classes for students and tools to help parents and teachers communicate.

Communications

—Forty-one percent of parents want school information and updates "pushed" out to them via email, while only 13 percent want information to come via the traditional printed flyer sent home in a backpack.

Science, Math and 21st Century Jobs

—Fifty-five percent of parents believe that all students need a good understanding of math and science to be successful in the 21st Century.

—Parents have significant concerns about their child's future:

- Thirty-seven percent worry about the impact of global job competition for their children.

- Forty-four percent worry about their child getting into a good college and 31 percent believe that their child is going to need more than a four-year degree to get a

good job.

—A majority of parents (52 percent) do not believe that their child's school is doing a good job of preparing their child to compete for jobs and careers of the 21st Century, and they have a long list of their own ideas on how to fix this situation.

The results of the 2006 Speak Up survey disclosed noticeable contrasts between "projected science, mathematics, engineering and technology skills that are needed by the 21st Century workforce and the many practices in schools today." (Net Day Speak Up 2006, Congressional Briefing, released March 21, 2007 retrieved from the Internet on July 2, 2007 at www.tomorrow.org/docs/Press%20Release%20032107.pdf.) Without question, students and parents want greater integration of technology in science and math courses, while teachers want more professional development in integrating technology. With these results at hand, what kinds of technology are needed in our classrooms and how do we train teachers to integrate technology into the curriculum?

TECHNOLOGY FOR THE CLASSROOM:

Educators believe that they are teaching 21st Century subjects in 20th Century classrooms. Simply stated, changes in technology and classroom design are needed to move our classroom instruction from normal practices to extraordinary practices. To do this, classrooms of the future must be designed and built with flexibility and adaptability: "Flexibility in a sense that they can be reconfigured to meet the instructional needs of new and evolving pedagogies, and adaptable enough to accommodate emerging and not yet invented instructional technologies." (G. Festa, "The Classroom of Tomorrow: Here Today!," techLearning, May 2007, p. 1 retrieved on June 28, 2007 at www.techlearning.com/story/showArticle.)

Taking the Next Step...

Enroll In KSU's TESOL Graduate Programs, Now accepting applications for:

Master of Arts in Teaching: TESOL (initial certification)

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ESOL Endorsement

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Visit our Department of Inclusive Education website at
www.kennesaw.edu/education/inclusiveed for more information

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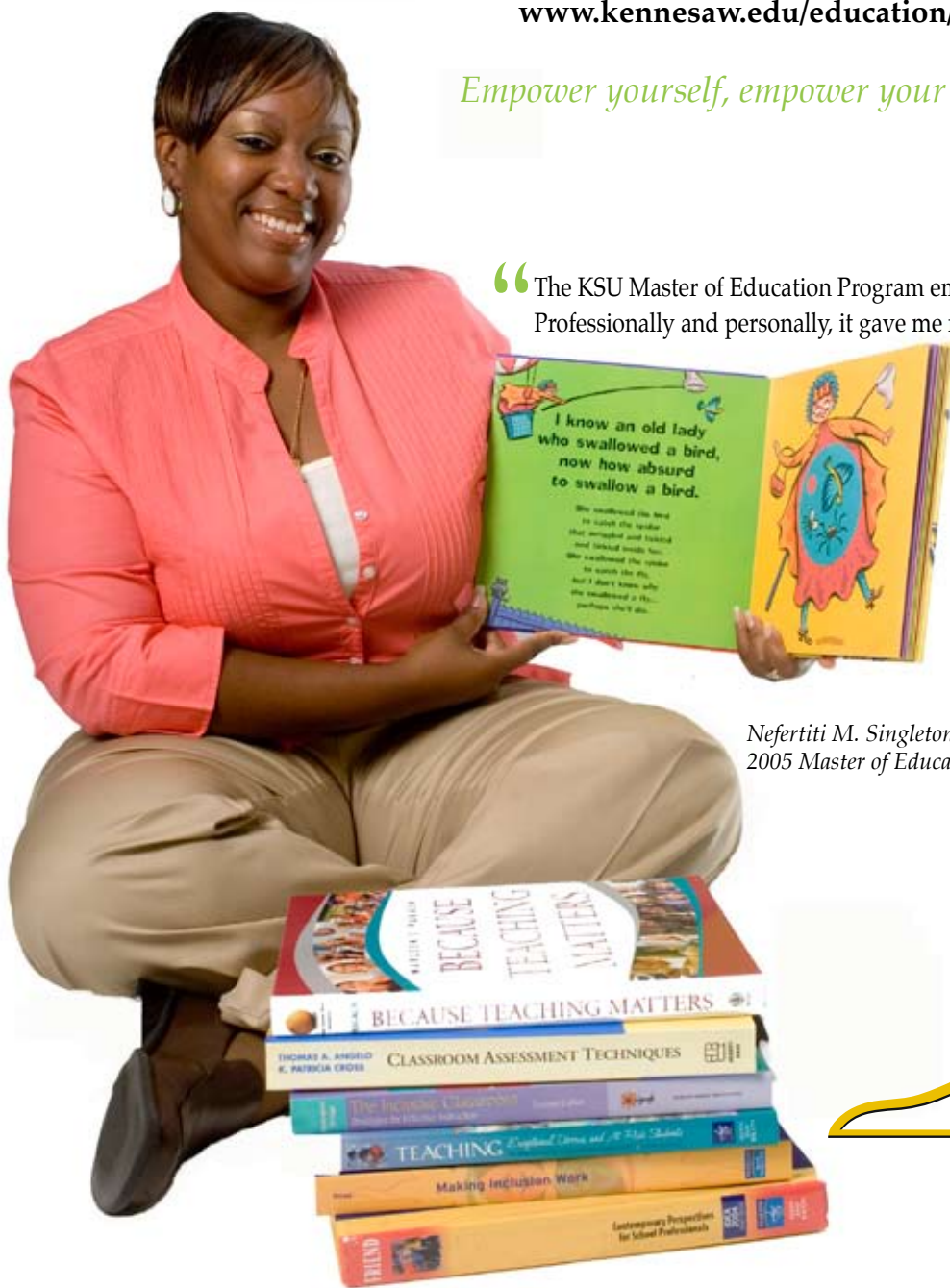
the Bagwell College of Education Graduate Programs website at
www.kennesaw.edu/education/grad

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Nefertiti M. Singleton

2005 Master of Education in Interrelated Special Education



php?articleID=196604071.) Festa suggests that classrooms of the future be designed with an abundance of electrical outlets and data ports placed in the walls, floors and ceilings, as educators plan for the technology advances in the next several years. Audio and visual inputs and output ports were also recommended around the room and in the floor so that portable media devices can be connected from any place in the room to enhance both classroom presentations and the use of recording equipment.

Flexibility and adaptability are key com-

ponents to consider when selecting furniture for the classroom. Festa recommends that furniture should be light weight and placed on wheels so that it can be easily reconfigured. Since collaboration is a regular part of teaching, learning and assessment, the reconfiguration of a classroom can enhance collaborative relationships and assist in grouping students by interest or even across grade levels ("Indicator: Engaging Learning Environments," 2004, North Central Regional Educational Laboratory (NCREL), retrieved on June 28, 2007 at www.ncreal.org/engage/

framework/efp/enviro/efpenvco.htm.) Along with furniture, Festa suggests that lighting be installed in such a way as to allow for dimming capabilities in various parts of the room at any given time, and blackout shades installed on the windows to enhance projection and video recording capabilities.

Research from the Apple Classrooms of Tomorrow (ACOT) project suggests that classrooms be equipped with a variety of technology, including personal computers, videodisc players, video cameras, scanners, voice recorders, CD-Rom drives, online communication services and wireless communication devices. (S. Stuebing, J. Celsi, L. Cousineau, "Environments That Support New Modes of Learning: The Results of Two Interactive Design Workshops," Apple Classrooms of Tomorrow, 1994, retrieved on June 28, 2007 at images.apple.com/education/k12/leadership/acot/pdf/rpt10.pdf.) Long and Ehrmann believe technologies must support the activities of effective learning and recommend the following suggested tools: capture/replay real-time recording devices, writable surfaces everywhere in the classroom, real-time blogging, classroom chat rooms and classroom access to videoconferencing and distance learning tools. (P. Long and S. Ehrmann, "Future of the Learning Spaces: Breaking Out of the Box," *EDUCAUSE Review*, July/August 2005, Volume 40, Number 4, retrieved on June 27, 2007 at www.educause.edu/apps/er/erm0542.aps?bhcp=1.) The classrooms of the future must be equipped with some very sophisticated technology that will become part of the everyday structure. A mindset of flexibility and adaptability will allow educators to accommodate the many changes and innovations that are taking place now and in the future, and will be the first step to developing an effective environment for future classrooms.

TEACHER TRAINING:

As the United States struggles to recruit teachers, it is critical that all teachers are prepared to provide students with technology rich experiences. Simply stated, ongoing and extensive professional development is required to integrate technology into the curriculum in dynamic ways that will engage the learner and increase the learning opportunities for students.

Both supporters and critics of technology integration point out the need for effective professional development. A variety of professional development models funded by

continued on page 31



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PAGE Summer Conference

Getting Results in Learning Driven Schools

PAGE's Pre-conference Institute and Summer Conference continue to be the highlight of professional development for teachers across the state. Comments from the evaluations emphasize the quality of the presenters, the relevance of the content, the hotel accommodations and amenities and the opportunity to network and forge new professional friendships.

The Pre-conference Institute, which precedes the Summer Conference, featured Dr. Mathilda Harris working with teachers on grant writing techniques, website sources for grants and identification of funding sources. Teachers and administrators from 10 counties attended the institute. Each participant took back to his/her school a CD containing all materials covered in the course and funding sources to extend grant writing back at their local schools.

The intent of every Summer Conference and Fall Conference is to bring together the nation's foremost thinkers and writers on educational matters. The emphasis for the 2007 Summer Conference was that, for student achievement to improve, instructional delivery must change and the quality of instruction must also change.

Dr. Michael Schmoker, in his keynote address, set out an agenda to improve schools and to improve student achievement. Among the ideas presented was that "Teachers must be willing to work effectively in teams, develop team norms and protocols and focus team meetings on instruction." He further stated, "These practices



Speaker and author Mike Schmoker.

emphasized that lesson plans should be replaced with learner plans. Lesson plans are designed to document what the teacher plans to teach, whereas, learner plans are designed as a guide to what the learner is to learn. Dr. Beers says "there are many traditional practices that inhibit learning; teachers should be guided by what we now know about how the brain learns and use the high yield strategies that promote learning."

A tradition at Summer Conference is to have the National Teacher of the Year as the featured speaker at the Friday Night Banquet. Andrea Peterson, a music teacher from



2007 National Teacher of the Year Andrea Peterson.

Granite Falls, Wash., received a standing ovation at the conclusion of her speech in which she emphasized that the legacy of her family, her love for music and her desire to be of service had greatly impacted her educational career. She believes for students to be successful in school there must be a partnership between schools, parents and the community.

The week-long professional learning opportunities can best be summed up by a written comment on the conference evaluation sheet: "I thoroughly enjoyed my experience and appreciate the opportunities PAGE has provided for teachers to engage in professional learning. The entire conference was spectacular!"

The 2008 PAGE Summer Conference will be held June 20-21, 2008, and will feature Dr. Heidi Hayes-Jacobs. ♦

are the bricks and mortar of real-life changing school improvement." He believes that teacher teams are the key to breaking down resistance to instructional change, and have a powerful effect on buy-in and morale.

Dr. Barry Beers provided an overview of the research on knowledge retention and



(Center) Dr. Ann Stucke, with participants from this year's Teachers Academy.



Conference goers collaborating.

Teaching the Hard to Teach

Fall Conference

November 2-4, 2007

Hyatt Regency - On the Historic Riverfront, Savannah



Bob Sullo uses stories from classroom teachers, counselors, administrators, and students to explain why the desire to learn is based on five personal needs. Schools that base programs and practices on meeting these personal needs have fewer disruptions and more students who are improving academically. His presentations focus on the importance of internal motivation and how to inspire students to do high-quality work in a joyful environment. His book, *Activating the Desire to Learn*, is designed with a special section for each level: elementary, middle and high school.



Rafe Esquith has taught for 24 years at Hobart Elementary, an inner-city school in Los Angeles, inspiring his fifth graders to excel far beyond the low expectations often placed on poor, immigrant children. Hobart, with 2,000 students, is the second-largest elementary school in the nation; 90 percent live below the poverty line. His latest book, *Teach Like Your Hair Is on Fire: The Methods and Madness Inside Room 56*, draws on his lifetime of experience and provides an inspiring and thought-provoking road map for parents, teachers and anyone who cares about the future success of our nation's children.



Allen Mendler is an educator, school psychologist and an internationally known presenter on discipline and behavior management. As one of the acclaimed authors of *Discipline with Dignity*, he has given thousands of workshops. His book, *Motivating Students Who Don't Care*, provides strategies that reawaken the motivation in students who aren't prepared, don't care and won't work. Dr. Mendler believes that teachers must find ways to reconnect with the natural learner that exists in each of us.



Registration begins September 1, 2007

www.pageinc.org

PAGE Planner

2007

2008

August

- 20** The Knowledgeable Teacher Course – Enrollment Begins**

September

- 15** GACE Basic Skills Workshop*, Valdosta State University
- 15** Graduate Teacher Academy, Kennesaw State University
- 17** "A PAGE Turning Event", Fox Theatre, Atlanta
- 17** STAR Institute, Kennesaw State University
- 18** STAR Institute, UGA, Athens
- 20** GACE Workshop*, Clayton State University
- 22** GACE Workshop*, Kennesaw State University
- 28-29** Teacher Academy, Macon
- 29** GACE Workshop*, Valdosta State University
- 29** GACE Basic Skills Workshop*, Reinhardt College

October

- 6** SPAGE Conference, Macon State University
- 9** TOTY Institute, Kennesaw State University
- 10** TOTY Institute, UGA
- 13** GACE Basic Skills Workshop*, Clayton State University
- 15** PAGE GAD Registration Deadline
- 16** FEA Fall Conference, FFA-FCCUA Center, Covington
- 17** STAR Institute, Valdosta State University
- 18** STAR Institute, Georgia Southern University
- 20** GACE Basic Skills Workshop*, Augusta State University
- 24** TOTY Institute, Georgia Southern University
- 25** TOTY Institute, Valdosta State University
- 25** GACE Workshop*, Augusta State University
- 27** GACE Workshop*, Columbus State University

November

- 2-4** PAGE Fall Conference, Hyatt Regency, Savannah
- 5** PAGE GAD Scrimmage Tests
- 10** GACE Basic Skills Workshop*, Kennesaw State University
- 10** GACE Workshop*, Gainesville State University
- 16** PAGE GAD Advisory Board Meeting

December

- 7** GAD District Competitions
- 7-8** Teacher Academy, Macon

January

- 9** STAR Institute, Georgia Southern University
- 12** PAGE Academic Bowl Regionals
- 14** Counselors Institute, Georgia Southern University
- 14** STAR Institute, UGA, Athens
- 15** STAR Institute, Kennesaw State University
- 19** GACE Basic Skills Workshop*, Brewton-Parker College, Hinesville
- 25** Counselors Institute, UGA
- 26** GACE Basic Skills Workshop*, Clayton State University
- 26** PAGE Academic Bowl Semi Finals
- 26** National Board Mentoring Session, Marriott Courtyard, Macon
- 28** Counselors Institute, Macon State College
- 28** TOTY Institute, Kennesaw State University
- 29** TOTY Institute, UGA, Athens
- 31** TOTY Institute, Valdosta State University

February

- 1** PAGE GAD State Competition Registration Deadline
- 1** TOTY Institute, Georgia Southern University
- 1-2** Teacher Academy, Macon
- 7** GACE Workshop*, Clayton State University
- 9** PAGE Academic Bowl Finals
- 16** GACE Basic Skills Workshop*, Darton College, Albany
- 19** TOTY Institute, Kennesaw State University
- 20** TOTY Institute, UGA, Athens
- 23** GACE Workshop*, GA Southern University
- 23** GACE Basic Skills Workshop*, ABAC, Tifton
- 22-23** PAGE GAD State Championship
- 26** TOTY Institute, Macon State College
- 27** TOTY Institute, Brooklet, Ga.

March

- 6** GACE Workshop*, Kennesaw State University
- 7-8** Teacher Academy, Macon
- 8** GACE Basic Skills Workshop*, Kennesaw State University
- 8** GACE Workshop*, Brewton-Parker College, Hinesville
- 15** GACE Basic Skills Workshop*, Georgia Southern University
- 15** Graduate Teacher Academy, PAGE Office

April

- 3** FEA Spring Training (FEAST), Epworth by the Sea, St. Simon's
- 12** GACE Basic Skills Workshop*, Atlanta Christian College
- 12** GACE Workshop*, Atlanta Christian College
- 17** GACE Workshop*, Kennesaw State University
- TBA** State PAGE STAR Banquet
- 24** GACE Workshop*, Armstrong Atlantic State University
- 26** GACE Basic Skills Workshop*, Columbus State University
- 30** PAGE Foundation Scholarship Postmark Deadline
- 30-3** USAD Nationals, Garden Grove, CA

May

- 1** TOTY Banquet, Macon Centreplex
- 3** GACE Workshop*, Kennesaw State University
- 17** GACE Basic Skills Workshop*, Armstrong Atlantic State University

June

- 9-11** Professional Learning Institute: Five Easy Steps to a Balanced Science Program, Kennesaw State University
- 17-19** PAGE Pre-Conference Professional Learning Institute: Differentiating Instruction in Mixed-Ability K-12 Classrooms Atlanta Marriott-Gwinnett Place
- 20-21** PAGE Summer Conference, Atlanta Marriott-Gwinnett Place

July

- 14-16** Counselors Institute: Practical Strategies for Powerful K-12 Social Studies Teaching & Learning, location TBD
- 24** GACE Workshop*, North Georgia College and State University

* Please check our website www.pageinc.org for times and locations.

** This is an online course. Please go to our website www.pageinc.org for a link to registration information and other enrollment dates.





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Research links arts education with a wide spectrum of academic and social benefits, including higher SAT scores and impacts:

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- Mathematics and problem-solving
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- Collaboration and social tolerance
- Creativity and inventiveness
- Motivation and persistence

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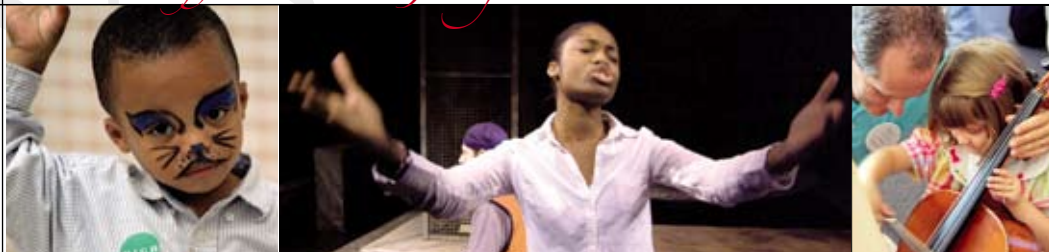
The Woodruff Arts Center with its divisions – Alliance Theatre, Atlanta Symphony Orchestra, High Museum of Art, and Young Audiences – is proud to honor Georgia teachers, administrators, community leaders and volunteers who recognize the power and potential of opening young minds through the arts. To learn more about **Woodruff Salutes**, and to find a complete list of Woodruff education programs, please visit www.woodruffcenter.org.



“...the key to keeping kids in school and ensuring that they graduate is to engage them, give them a chance to develop self-esteem and a feeling that they are a part of something greater than themselves – all of the things the arts do.”

– Elizabeth Burmaster, Wisconsin State Superintendent of Schools
Conversations about the Arts in Education, May 2006

Woodruff Salutes Georgia Arts in Education Leaders



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 2007 Summer Conference. The legislative priorities will be finalized at the Fall Conference. PAGE lobbyists will work for these priorities at the 2008 Georgia General Assembly.

Please rate each item from 1 (lowest) to 4 (highest) on the ballot below and return to the PAGE office by Oct. 26, 2007.

1 - unimportant **2** - could be considered **3** - important **4** - very important

I. Student Learning & Achievement

Through the state funding formula, provide the following:

___A. Fully implement the lower pupil-teacher ratio in grades K-8 as mandated by current Georgia law by providing for the required teachers and permanent facilities.

___B. Implement the lower pupil teacher ratio in grades 9-12 as required by the A+ Education Act of 2000.

___C. 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.

___D. 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).

___E. 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.

___F. Fully implement and fund the Early Intervention Program to include all instructional models.

II. Attendance & Student Services for All Students

Through the state funding formula, provide the following:

___A. At least one school counselor for every 400 students in grades K-8, regardless of funding category, mandating that 100 percent of these funds be spent on school counselors.

___B. At least one school social worker for every 1,200 students, regardless of funding category, mandating that 100 percent of these funds be spent on school social workers.

___C. At least one school psychologist for every 1,200 students, regardless of funding category, mandating that 100 percent of these funds be spent on school psychologists.

___D. Expand the alternative education program to include grades K-5.

___E. Include student support services in the definition of direct classroom expenditures under the 65 percent spending mandate.

___F. One full-time nurse at every school.

III. Attracting & Retaining Quality Educators

___A. Improve state support of the State Health Benefit Plan to reduce the rate of premium increase and enhance benefits.

___B. Allow educator input in the development and operation of the State Health Benefit Plan.

___C. Ensure that the salaries of Georgia certified educators reach and remain above the national average and lead the Southeast by increasing the state base scale by six percent.

___D. Add steps to the State Salary Schedule 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 Georgia Teacher Retirement System multiplier from 2 percent to 2.5 percent (five-year phase-in).

IV. Professional Learning

___A. Provide program expansion and state support for the Teacher Support Specialist and mentor teacher programs.

___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

- The National Board Certification Program, including funding supplements for educators, in all Georgia schools, regardless of Needs Improvement status
- Utilizing alternative sources of funding for public education
- Maintaining a state salary scale for certificated personnel
- Applying the Fair Dismissal Act to all educators
- Using retired teachers to alleviate Georgia's teacher shortage
- Transferring 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
- 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

Please review and complete this form, and fax to the PAGE office at (770) 216-8589 or (478) 301-5013, or submit it electronically at www.pageinc.org.

field TRIPS

Looking for some great places to take your students for fun and educational field trips this year? Here's a list of exciting and interesting field trip destinations in the Georgia and Atlanta area:

Atlanta Symphony

1293 Peachtree Street, Suite 300,
Atlanta, GA 30390
(404) 733-4871
atlantasymphony.org

CNN Studio Tours

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

Booth Western Art Museum

501 Museum Drive
Cartersville, GA 30120

(770) 387-1300 • boothmuseum.org
Educate, entertain and inspire guests through an exploration of western art, popular culture and American heritage.

Georgia Aquarium

Downtown Atlanta
georgiaaquarium.org
The Georgia Aquarium's school group education lessons will be aligned with Georgia Performance standards. Sign up for their Educator's Mailing List at: georgiaaquarium.org/educatorsregistration

Georgia State Parks and Historical Sites

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

High Museum of Art

1280 Peachtree Street, N.E.,
Atlanta, GA 30309
(404) 733-HIGH
high.org/teachers

Imagine It!—Children's Museum of Atlanta

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

Jimmy Carter Presidential Library and Museum

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

Port Columbus

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

Woodruff Arts Center

Alliance Theatre
Atlanta Symphony Orchestra
High Museum
Young Audiences
14th Street Playhouse
woodruffcenter.org

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Continued from page 8

tools with the Interwrite pad. You can pull up graphs, maps and a whole lot more. And, one of the really nice features is that I can save everything and then print out notes for students who are absent or homebound."

Another fascinating bit of technology at Whitewater is found in the language lab. Kim Newman, who teaches French and Spanish, is thrilled with the lab's Digital Audio Visual Interactive Device (also known as D.A.V.I.D.).

"This device enables students to work independently, or with other students, on oral assignments. They can record their oral stories and re-record them if they are unhappy with their original attempt. Then the teacher can put the stories of all of the students onto a CD so that she can listen to them when she has more time. "This is an amazing piece of equipment," she says. "Students can use it for listening and speaking assignments, doing web research and for playing various types of language learning games."

How important is technology at Whitewater? "Technology is part of what we do," says Baker. "Fully 80 percent of our teachers are compliant with the technology, and Greg (Stillions) is committed to maintaining and keeping the technology current. Because it isn't cheap, you could say that we are committed to being on the 'bleeding edge' of technology."

Challenges—there are many. But, according to the large majority of Georgia's teachers, there are even greater opportunities. This is what Gary Lee Cottrell of Carrolton has to say: "I am a public school teacher. After the diesel fog of the last departing school bus dissipates, I am at work preparing for your child's future. Join me and the tens of thousands of other public school teachers by participating in the public school process."

"If you are a parent, get to know your child's teachers. Stop by the school to see if the appearances meet your approval. Ask whether your child has turned in his or her homework. Ask the principal why the classroom continues to be interrupted by disruptive children.

"If you are a teacher, make yourself available to help the new teachers who come into your building. Try to learn to get along, and go along when you can. If you must challenge, ask yourself if the issue really deserves the time and energy of those around you. You and I have a finite amount of time and energy, and we must conserve both for the most important tasks of managing the classroom and teaching.



Whitewater H.S. parapro Sandra Rosa (left) and teacher Kim Newman (right).

"If you are an administrator, or a policy maker, I challenge you to support your teachers. Help us with the unruly students who come to school lacking the socialization to conform to classroom behavior expectations. One out of four teachers leaves the profession before his or her fifth year of teaching. Help us welcome and nurture these new teachers. Help us make urgent and critical supply purchases. Help us get the training to do the

job that you expect us to do. As our content is transmitted through print and electronic media, keep the copy machine in good repair and keep our workstations up.

"Every teacher that I know does the best he or she can with the resources available. However, the untapped potential of our students is dependent upon adequate resources and time to plan for our classes. I ask for your support to reach into the future."

(Thanks to all teachers who contacted PAGE ONE about their challenges and opportunities in the new school year.) ♦

Tired of the same old routine?
Maybe it's time you Go West!

Docent Led School Programs
The Booth Western Art Museum offers a number of programs in art and history for students in grades 2 - 12, designed to meet Georgia's Performance Standards. Call today to find out how the Booth Museum can help your class meet their goals.

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 501 Museum Drive • Cartersville, GA
 770-387-1300
 www.boothmuseum.org

2007-08 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.

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



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Professional Learning, Continued from page 22

the Technology Innovation Challenge Grant programs have been implemented throughout schools in the U.S. A description of each model follows.

- The Coaching and Mentoring model is a research-based model that uses highly trained Technology Mentor Teachers (TMTs) to work with classroom teachers throughout the school district. The TMTs use coaching and modeling techniques to help teachers integrate technology into their classes and they work one-on-one with the classroom teacher on the state standards.

- The Face to Face model is a widely used model in which a technology trainer models technology integration in the teachers' classroom or in a setting in which a team of teachers from a school are taken out of the classroom to attend an intensive immersion experience. The Face to Face model provides hands-on technology training, collaboration and the development of units.

- The Train the Trainer model is used for reaching large audiences. Once the trainers are trained, they offer technology skills through professional development classes in the schools and provide the schools, with needed technology support and mentoring.

- The Web-based model provides teachers with web based professional development through online classes and face-to-face training. (C.J. Poplin, "Seeds of Innovation: Models of Professional Development," *THE Journal*, June, 2003, retrieved on March 27, 2006 at www.thejournal.com/the/printarticle/?id+1692.)

Educators throughout Georgia have experienced professional training through one of these models or a combination of these models. The models described provide educators with 24/7 access to training and the opportunity to learn in different ways and at various speeds.

The standard that must be applied for successful technology professional development is clear. Professional development for teachers must be ongoing, with a commitment to pursue formal and informal learning opportunities throughout their professional teaching career. (C. Kimble, "The Impact of Technology on Learning: Making Sense of the Research," Mid-Continent Regional Educational Laboratory Policy Brief, May 1999, p.4 retrieved on February 17, 2006 at www.mcrel.org/topics/productDetail.asp?productID=108.) The bottom line's, given the time and training, teachers will

be more likely to empower students with the advantages that technology can bring and foster in the classrooms of the future.

THE IMPACT OF TECHNOLOGY ON CLASSROOMS OF THE FUTURE:

The information in this article profiles how teachers, students and parents wish to use technology for learning. The impact of technology on teaching and learning and real classroom technology integration depends upon the extent to which educators are trained to incorporate instruc-

tional planning that includes curriculum, technology and teaching strategies that are matched to the students' learning needs. Furthermore, educators will need to challenge their existing beliefs, reflect on past successes and failures with technology and develop ideas and models that support change in the future. Given the research and information that has been provided, training teachers to use technology effectively may be the most important step to ensuring that current and future investments in technology are realized. ♦



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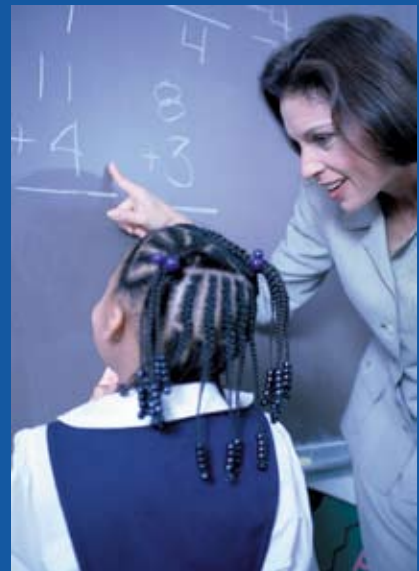
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