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March/April 2008

A Half-Century of STARS



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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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The Provision of an Adequate Public Education for the Citizens Shall be a Primary Obligation of the State of Georgia

Writing the *PAGE ONE* column has been a rewarding challenge. Until now, the challenge has been finding the time to get my thoughts on paper in a manner that does not prompt those who teach English and Language Arts to run for their red pens. The reward has been an opportunity to address some of the issues I have perceived to be important in education. Usually an optimist, I have rarely doubted that the glass is half full; presenting topics in a positive light has been easy to do—until now.



Since returning from PAGE Day on Capitol Hill and finally coming to grips with the lack of investment reflected in the recommendations of the ironically named Investing in Educational Excellence Task Force; I have realized the challenge in writing this particular column has been remaining positive while considering the current attitudes towards funding public education.

We have never suffered from a shortage of lawmakers and governors who verbally support public education. However, a quick review of legislative efforts to fund education reveals that we have consistently elected individuals who talk a good game, but have repeatedly failed to deliver. The results are surprising in light of the fact that the state constitution proclaims that “The provision of an adequate public education for the citizens shall be a primary obligation of the State of Georgia.”

Need proof? Consider the following: In 1949, the General Assembly passed the Minimum Foundation Program for Education (MFPE). It was replaced in 1974 by the Adequate Program for Education in Georgia (APEG); which in turn was replaced in 1985 with the Quality Basic Education (QBE) Act. We could be encouraged by the progression from “minimum” to “adequate” to “quality” if it were not for the fact that the General Assembly has never, ever, ever fully funded an education program!

As if this were not problematic enough, during the 2003, 2004, 2005 and 2006 sessions, the General Assembly has repeatedly reduced the dollars spent on education. What started as a response to temporary hiccoughs in the state revenue stream has seemingly become standard operating procedure: the annual reduction of dollars spent on K12 edu-

cation. Redirecting several thousand dollars to gift cards and programs suitable for sound bites and bumper stickers does not compensate for the steadily dwindling financial support for the students in our classrooms. By most estimates, since 2002, Georgia has reduced spending on its “primary obligation,” public education, by one billion dollars.

For many years, PAGE members observed the lawmakers at work in Atlanta each January, February and March wondering if this would be the session that would take measures to finally allow QBE to live up to its name. In recent years we have wondered if this might be the session that finally restores the dollars, taken away from education as “austerity” cuts, now that Georgia is once again experiencing economic growth. As this article goes to press, the outcome of the 2007 session is not known. Reflecting on the remarks of legislators, the celebration is probably not going to begin any time soon.

In his remarks, during the PAGE reception at The Depot, the Speaker of the House, Glenn Richardson stated that the House had approved restoration of millions of dollars in “austerity cuts” that were made at the behest of the governor. He noted that the Senate was not in agreement, and we should call our Senators to urge them to concur with the House. We might have been inspired to take up arms against the Senate if the Speaker had not sponsored legislation that, if passed, would drastically reduce tax revenue available to education.

Each of us needs to take a hard look at how our elected officials are meeting their “primary obligation.” From the Governor; to House and Senate leaders; and, most vitally, to our individual House and Senate members: we must review their role in what has happened (and has not happened) with regard to public education—funding and otherwise. We must distinguish those who have actually voted to support public education in the General Assembly from those who only think it necessary to say they support public education.

Then we must take that critical next step which will allow us to make a positive difference: we must go to the polls on Tuesday, Nov. 4, and vote for those candidates who have demonstrated behavior consistent with the constitutional directive to make public education their “primary obligation”. ♦



JUDY TEASLEY

Excellence in Teaching



“Excellence in teaching is a key part of our mission statement, which can be stated succinctly: Providing professional learning to enhance competence and confidence, build leadership and increase student achievement.”

As this issue of the magazine reaches you, the legislative session will either have just ended or will be winding down from “extra innings.” The next issue of *PAGE ONE* will contain our legislative summary report, and I will dedicate my next column to reviewing the session and commenting on what we believe are the key points for educators (and voters) to consider as we move through the remainder of the school year and toward November.

Spring is traditionally a very busy time for PAGE. As the legislative team copes with the final flurries of legislation, our Foundation staff is conducting three major events: PAGE Academic Bowl for Middle Grades, PAGE Georgia Academic Decathlon and the STAR Teacher and STAR Student recognition program—now in its 50th year. Our feature story this issue takes note of the STAR program and what it has meant to more than 21,000 young men and women over the years, as well as, the inspiring and outstanding teachers they chose to recognize and share the honor.

All three programs celebrate academic excellence as well as outstanding educators. While STAR celebrates great teachers, both the Academic Bowl and the Academic Decathlon rely upon teacher “coaches” who work long hours throughout the year to ensure their student competitors represent their schools with distinction. That focus on excellence on the part of both educator and student has been a hallmark of PAGE since its inception in the late 1970s. Our founders wanted a professional association that put

its primary emphasis on teaching and learning. Each spring, through our Foundation activities, we renew that focus. I know our founders have been proud of that renewal.

Excellence in teaching is also a key part of our mission statement, which can be stated succinctly: Providing professional learning to enhance competence and confidence, build leadership and increase student achievement. The growth and success of our Professional Learning Department during the past few years speaks to our belief and commitment to that simple statement. The activities of that department occur throughout the year and participant response to our many institutes, conferences and especially the Teacher Academy have been extremely gratifying.

PAGE has dedicated itself to excellence in teaching and learning. If you haven’t already been a part of one of our Professional Learning or Foundation programs, I invite you to do so at your earliest opportunity. You will be gratified, as so many evaluations note, at the professionalism with which the events are conducted and, based on the comments of participants, you will find the learning imparted to be practical, teacher-centered, “real world” and of immediate use in your classroom.

There has never been a better time to be a PAGE member, and I am honored to lead an outstanding staff who deeply believe in our mission and “walk the talk” professionally every day, as they serve this organization and our more than 72,000 members across the state. ♦



DR. ALLENE MAGILL

A Half-Century



The Student Teacher Achievement Recognition program is one of the preeminent student and teacher recognition programs in Georgia. The program was conceived by the Georgia Chamber of Commerce to honor academic excellence. In 1994, the Professional Association of Georgia Educators Foundation was asked to serve as the state coordinator of the program and host of the annual State PAGE STAR Banquet, during which the State PAGE STAR Student and STAR Teacher are announced.

Throughout its 50-year history the program has enjoyed enormous support through local and regional sponsors. In addition to the Georgia Chamber of Commerce, the Georgia Department of Education and the PAGE Foundation, major state sponsors of the program include AT&T Georgia, Cecil B. Day Foundation, Frances Wood Wilson Foundation, Mozelle Christian, the Professional Association of Georgia Educators and The Coca-Cola Company.

And the winner is... 2006 State PAGE STAR Student Sameer Gupta (forward) and State PAGE STAR Teacher Stanford Brown.

Of STARS

By Lee Raudonis

It was the 1958-59 school year, and more than 50,000 Georgia students were completing their last year of high school and preparing to head off to college, join a branch of the military, or take their place in the workforce. On most Friday or Saturday nights in the fall, many of these seniors traveled to nearby stadiums to watch their football team in action. Those who attended LaGrange, Thomasville, Stephens County, Morgan County and West Point high schools were particularly proud that year because their teams won their respective class state championships. Throughout the state, students enjoyed the sock hops after the games where they danced to “At the Hop” by Danny and the Juniors, “Don’t I Beg of You” by the King, himself, Elvis Presley, “All I Have to Do is Dream” by the Everly Brothers and “Witch Doctor” by David Seville.

For entertainment outside school, the students and their families watched shows such as “Gunsmoke”, “Have Gun Will Travel”, “The Danny Thomas Show” and “I’ve Got a Secret” on their 17” RCA or Philco black and white televisions. The soon-to-be graduates who owned or could borrow a car (a 1957 Chevy was considered the hottest) might have taken their dates to see one of the year’s top movies such as “The Bridge on the River Kwai”, “No Time for Sergeants”, “The Vikings” or “Old Yeller” (those who attempted to see one of the year’s other big hits, “Peyton Place”, might have attracted some questioning glances from adults).

For some Georgia students, the 1958-59 school year was especially memorable because they were among the first students in the state to be recognized as STAR students for earning the highest score in their respective schools on the Scholastic Achievement Test (SAT). They were also the first students in the brand new Student Teacher Achievement Recognition (STAR) program to have the opportunity to select a STAR teacher.

Where and how did the idea of STAR originate? According to the person who had more to do with the success of the STAR program than anyone else, it was conceived, designed and implemented by the Georgia Chamber of Commerce 50 years ago.

“At that time, football stars and beauty queens were the ones most honored in many schools,” says Mozelle Christian, who was hired in 1956 as the Chamber’s comptroller, “and many smart students tried

not to show how smart they were because they did not want to be known as ‘eggheads.’ The Chamber wanted to make it smart to be smart in Georgia’s schools.”

In the same year that Christian was hired as comptroller, the Chamber started a Teacher of the Year program to honor the outstanding teachers in the state, but the Chamber’s leaders were soon looking for ways to do more to help promote higher standards and reward academic achievement in Georgia’s schools.

“Walter Cates, the executive vice president of the Chamber, called a meeting of the education committee,” Christian recalls. One of the members was Morris Bryan, president of Jefferson Mills in Jefferson, Ga. Bryan, who also served on the Board of Regents, told the committee that the Board had been given access to the state’s scores on the Scholastic Achievement Test (SAT). Before the meeting was over, Mr. Cates said he had an idea about how the scores might be used. He said he wanted to start a program to honor the state’s top students and teachers, and he even had a name for the program—the Student Teacher Achievement Recognition program, or STAR.”

The one thing Cates didn’t know was exactly how the program would work, Christian explains. The committee talked about how to use the SAT scores and eventually came up with the idea of recognizing the student in each high school who scored highest on the SAT, and then recognizing the student in each school system and then in each congressional district, and finally the student in the entire state who had the highest SAT score. They also decided to combine the Teacher of the Year program with STAR by letting the students name the teacher who had the most influence on their academic success as STAR teacher.

“Everybody liked the idea of using the SAT score, because it took politics out of the process,” she says. “If the mayor’s son in a small town had the highest SAT, he was the STAR student, and no one could claim that politics played a role in the selection.”

Frank Barron, a Coca-Cola bottler in Rome who became the state chair of STAR in 1968, recalls that the SAT was considered the best measurement for determining the top students. “It was the only objective measuring system we had, since it was impossible to compare the



Congratulating the 1977 State STAR Student Ila Burdette (center) and the State STAR Teacher Mildred Burdette (second from left) are (left to right) Georgia Chamber President Ovid Davis, vice president, The Coca-Cola Company, and Monica Kaufman and David Sisson, WSB-TV News.

grades students received in one school to those in another school.”

The STAR program was born, and by fate or divine intervention, Walter Cates assigned Mozelle Christian to spearhead the program. That was probably one of the best decisions he ever made. Christian brought incredible energy and enthusiasm to her assignment, organizing local sponsors throughout the state, planning a gala state banquet and also arranging tours of Georgia and trips to Europe for the top STARS.

Two hundred and twelve Georgia schools participated in the first STAR program, and banquets to honor the STARS were held throughout the state by more than 100 local organizations such as the Tallapoosa Lions Club, the Rabun County Chamber of Commerce and the Kiwanis Club of Atlanta (all three of which have been sponsors throughout the program's entire 50 years of existence).

The top students in each of the 10 congressional districts competed for the title of State STAR Student, and at a gala banquet at the Biltmore Hotel in Atlanta, David W. Brown of Grady High School in Atlanta was named Georgia's first State STAR Student. His STAR teacher, Rufus Godwin, became the first State STAR Teacher. After receiving this honor, Brown went on to receive his A.B. from Carleton College in Minnesota and his M.D. from the University of Rochester, eventually establishing a private practice in internal medicine and teaching at the University of North Carolina at Chapel Hill Medical School. Along the way, he married one of the other STAR students whom he met on the Tour of Georgia.

Thanks to Christian's dogged determination, the new program was a success from the very beginning. “Mozelle was the leader; the boss,” recalls Barron. “We all loved her and respected her and knew that she always knew what she was doing. There was no doubt in those early days that she was the one who turned STAR from an idea into a very successful program.”

“The idea was to make the program something special,” Christian explains. “We wanted the students to recognize that they were special and to have confidence in their talents and abilities. We also wanted to validate the teachers and what they had done.”

At the core of the program were the local sponsors—more than 150 from throughout the state. It was the local sponsors who were—and still are—the nucleus of the program. They are the ones who sponsor the local and district banquets that honor the STAR students from more than 400 participating public and private schools in the state. Without them, the program could not exist (see list of 50-year sponsors on page 32).

For many years, the state banquet featured a celebrity speaker. These included such well-known Georgians as former U.S. Senators Herman Talmadge, Sam Nunn and Mack Mattingly; Governors Joe Frank Harris and Zell Miller, Georgia Secretaries of State Max Cleland and Cathy Cox, William Ford, president of the Federal Reserve



Mozelle Christian, STAR program founder

Bank, and NASA Astronaut and former STAR Student, John Casper.

Also for many years, the announcement of the State STAR Student and runners-up was made in front of a huge audience, with WSB providing live coverage of the event.

“It was always a challenge being on live television,” Barron remembers, “because there were no such things as retakes. One year I remember particularly, because I was supposed to introduce our special guest speaker, Sen. Herman Talmadge. Knowing that I would be standing in front of several hundred people in the ballroom and many thousands watching on television, I

had practiced my introduction of the senator many times at home. Much to my wife's horror, almost every time I practiced the speech, I referred to Talmadge as Georgia's ‘senior citizen,’ rather than ‘senior senator.’

Finally, the big night came, and I was called to the podium to introduce Senator Talmadge. Out of the corner of my eye, I could see my wife holding her breath as I began my remarks. Fortunately, I got it right that time and introduced our “senior senator.”

For nearly three decades, after the state STAR banquet concluded, all of the district STAR students and teachers were put up at the Biltmore Hotel and started the next day on the tour of Georgia.

“The Tour of Georgia was one of the big prizes, says Barron, “because back then, many of the students from rural Georgia had never been to the state capitol, and many of the Atlanta STARS were not that familiar with the rest of the state. By time they finished with the tour, the students really knew the state and, hopefully, would want to return after they completed college.”

Christian recalls that the tours were only possible because of the generosity of Georgia's

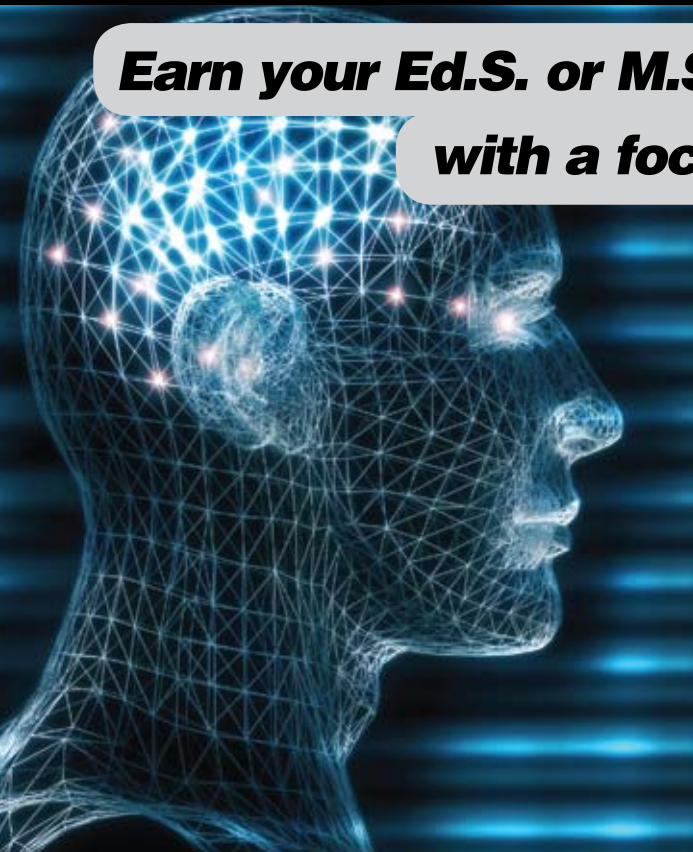


STARS among Teachers...left to right Jefferson High School Gifted Honors Calculus Teacher Jack Keen (left) was honored with a plaque commemorating his 28th time at being selected as a STAR Teacher. He is shown here with 2006 Jefferson High School STAR Student Kristie Champlin (right), who selected Keen as her STAR Teacher.



At the 1999 State STAR Banquet, STAR Teacher Margaret Altman received a \$1,500 award from Blich Ann Bird of the Frances Wood Wilson Foundation. STAR Student Michael Payne (far right) was presented a \$2,000 scholarship by Dan McBride of Bell South and a \$3,000 scholarship by Anita Farmer of Nationsbank.

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A cascade of STARS....the 2004 Region Winners

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 timber lands, from the mountains to the beaches and swamps, from the newest textile mills to the oldest homes and historic sites.

“At least for me, the tour had a very lasting impact. Three of us had been accepted at the same college (Yale) and during the course of the tour, we all decided not only to attend that school but

businesses and civic clubs. “The tour lasted a week or more and that meant that we had to feed and house 20–40 people for at least seven days, which could have been very expensive, but we never had a problem, because local chambers and businesses were always there to provide whatever we needed,” she says, “and this included places like the King and Prince, where we were treated like royalty.” In fact, Christian remembers vividly an incident that took place at the stately Saint Simon’s hotel.

“Although the STAR students were the state’s brightest students, they were still teenagers and prone to mischief,” she recalls with a chuckle. “Each day I gave the students a briefing that included what type of attire they were expected to wear. On one particular day, I mentioned that we would be going to the King and Prince for dinner and that the boys should wear a coat and tie. Well, they apparently all got together and decided that they would wear a coat and tie, but that they would also wear Bermuda shorts, since I had not specified what kind of pants they should wear.

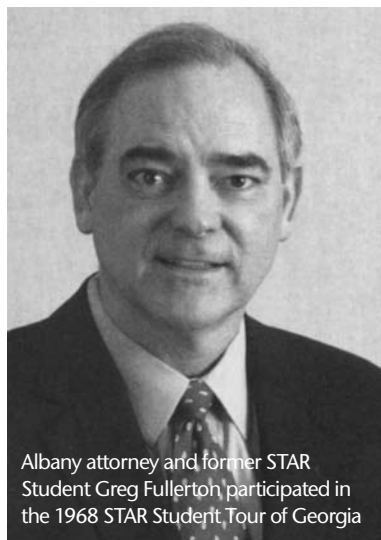
“When we arrived at the hotel and they saw how luxurious it was, I think they all felt a little embarrassed and were very glad to sit down at the tables so their bare legs would not be so visible. I’m glad to say that there were no repeats of this kind of prank, and I think they learned a good lesson from the experience.”

Greg Fullerton, a district runner-up from Albany remembers his Georgia tour with fondness. “A product of Albany High School, I was

also to room together our freshman year. One of the three, 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 (née 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 home town of Albany some years ago, where my wife Carol and I have reared our two children and I have practiced law.”

Another former STAR student who remembers the tours well is Dale Lyles. Lyles, who is now one of the state STAR judges, went on the tour twice—once as a STAR student and once as a state STAR teacher.

“At that time, the District STARS, the runners-up, and their teachers were invited to go on a statewide tour. We don’t do that any more, not only because it’s hugely expensive, but also most students can’t take 10 days off from school! I was privileged to go on the Tour twice, once as the runner-up to the (then) Fifth District, and again as the State STAR Teacher. It was a wonderful experience both times, a week packed with visits to interesting places in our state, learning about the different regions and their economic bases. And of course, it was just as enriching



Albany attorney and former STAR Student Greg Fullerton participated in the 1968 STAR Student Tour of Georgia

riding on the bus with all those incredibly bright students and gifted teachers—it was like Governor’s Honors on wheels!”

As with any recognition program, some people occasionally question the criteria used to determine who is recognized. Some are primarily concerned about using a single test as the main criterion for STAR recognition. Actually, to qualify to be a STAR, students must be in the top 10 percent of their class in GPA as well as have the highest SAT score, and judging by the accomplishments of the state STAR students over the course of the program, it would appear that the program is recognizing extremely deserving students. While you won’t find the names of well-known politicians or movie stars among the past STARS, you will find the names of many prominent doctors, lawyers, teachers and others who contribute significantly to society.

David Brown’s successor as State STAR, Bradley Martin of Marietta, received his A.B. from Princeton, attended Emory University Law School, served as a Peace Corps volunteer in Thailand, received a



Dale Lyles, a former STAR Student and a STAR Teacher, currently serves as chair of the STAR State Selection Committee. Lyles is a media specialist at Newnan Crossing Elementary School in Coweta County.

Fullbright Scholarship to attend St. Joseph's Institute of Japanese studies and became a foreign correspondent with the *Baltimore Sun*.

The 1964 STAR, Joseph Bivins of Carroll County, attended Harvard University's School of Sociology, and taught in Nigeria for two years and then worked for the World Bank. Other state STARS became journalists, religious leaders, information system experts, doctors, lawyers and scientists. Their careers truly run the gamut.

While there have been only 49 State STAR Students (with the 50th being added in April of 2008), there have been more than 21,000 local STAR students. Among these are many other doctors, lawyers, teachers and men and women having other fascinating professions. One of these was Jody Powell, from Vienna, Ga., who became the press secretary of Governor and then President Jimmy Carter. Nearly 45 years later, Powell remembers being named the STAR student of Vienna High School and choosing his STAR teacher.

"I remember being very surprised to learn that I was the STAR student," Powell recalls. "Of course, I had tried to do well on the SAT, because I knew it was important for getting into a good college, but I was still surprised that I had made the highest score in my school. When it came to picking a STAR teacher, my favorite subjects were history and government, but my mother taught those, and I just didn't think I should name her, so I picked Ms. Lucille Steele, who taught English, literature and French. She was an outstanding teacher, who was always quite lively and very interesting."

And what does Powell think about the STAR program today? "I think it is probably even more important today, because I don't think society as a whole appreciates and recognizes academic achievement enough."

And what of the 21,000 STAR teachers, what does the honor mean to them?

Dale Lyles considers it a tremendous honor to have been the State STAR Teacher.

"Barbara Petzen was the 25th State STAR Student, and I was her teacher," he says. "I remember being confident about her chances, because Barb was an amazing person as well as student, but as the announcer began to announce the winner, he commented that the State STAR Student had also been awarded the enormous scholarship given at the time to one of the students who would be attending an in-state school. I knew Barb was going to Columbia, so I relaxed; it couldn't be her. And then, when her name was called, it was truly the greatest surprise of my life. It was like being hit in the chest by a big hand! (At the time of the interview, she did not have her full scholarship to Columbia, so she was going to an in-state school.)

Barb is now (as of last summer) working in Washington, D.C., with her husband Tom Regan. She is working with a Middle East policy group; he is NPR's blog editor. She was a Rhodes Scholar and worked on her Ph.D. in Middle Eastern Studies at Harvard, where she met Tom."

Which meant more to Lyles—being STAR

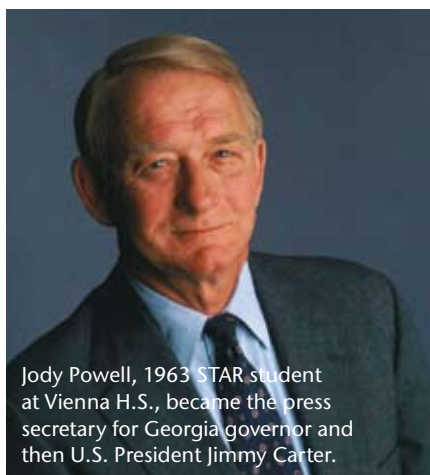


The Coca-Cola Company has been a sponsor of the STAR program since it began in 1958. This 1960's photo features STAR Founder Mozelle Christian enjoying a Coke with a (unidentified) STAR Student.

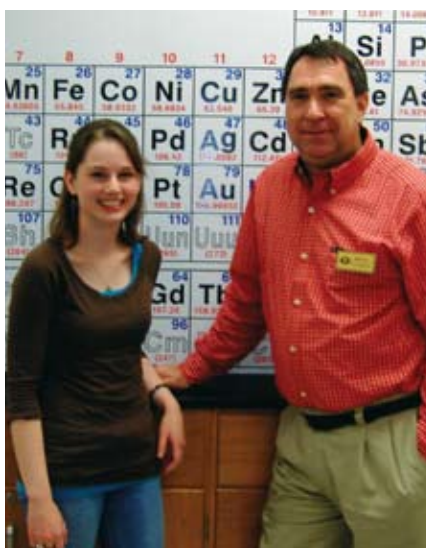
student or teacher? "I'd say being STAR teacher meant more to me," he says. "Being a STAR student is of course based on your test-taking skill, which we assume reflects your achievement, but that's about it. Being the teacher of such a student, though, means I meant enough to Barb for her to select me over other teachers at East Coweta High School who were phenomenal teachers and really profound influences in her life as well. The program honors the student, of course; we teachers are just lucky to be along for the ride."

Gwinnett County's Billy Jones knows better than anyone else what it means to be a STAR teacher, since he has received the honor 23 times. "I try to keep in contact with any student who has the desire or need to continue to be a part of my life," he says. "As a result of the special connection with the 23 STAR students that I have worked with, I do hear from most of them from time to time. They have diverse jobs including working for NASA in Huntsville, professors at Emory, unprintable jobs with the government, as well as posts in London, Italy and the Medical Research Center at the University of North Carolina. Of course the more recent students are still in school at such institutions as the Medical College of Georgia, MIT, Georgia Tech, UGA and Georgetown.

"When beginning the life choice of teaching, I never dreamed that I would be so honored by my students to serve so often as a STAR teacher. However, I know from all the times that each of my students have blessed me on all levels, that my life is richer for having known every one of them. My wish for the finishing of my teaching experience is that they will continue to allow me to be remembered in their special moments."



Jody Powell, 1963 STAR student at Vienna H.S., became the press secretary for Georgia governor and then U.S. President Jimmy Carter.



STAR Teacher Billy Jones, an AP Chemistry Teacher at Gwinnett County's Grayson High School, poses with Grayson High School 2007 STAR Student Hannah Morgan. Jones has been honored as a STAR Teacher 23 times.

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Fulton County's Webb Bridge Middle School Wins PAGE Academic Bowl for Middle Grades State Finals

Fulton County's Webb Bridge Middle School Academic Bowl team, coached by Bob Swanson, Brenda Youngblood and Stephanie Immel, is the 2008 PAGE Academic Bowl for Middle Grades State Champion. The team won the title at the PAGE Academic Bowl for Middle Grades State Finals, held on Feb. 9, 2008, at the Georgia College & State University (GC&SU) Arts and Sciences Auditorium in Milledgeville, Ga. The team emerged victorious in the final of four-single elimination rounds. Gwinnett County's Trickum Middle School, coached by Linda LaPerre and Cary Sell, received First Runner-up honors, Gwinnett County's Duluth Middle School, coached by Linda Koch and Sylvia Barteaux, was named Second Runner-up and Cherokee County's E. T. Booth Middle School, coached by Amanda Wilhelm and Dillion Armbruster, was named Third Runner-up.

Alex Edquist, Kunal Naik and Marc Shaffer are tri-captains of the Webb Bridge Academic Bowl team and were willing to talk with *PAGE One* about their Academic Bowl experience. When asked what he enjoyed most about Academic Bowl, Shaffer replied, "I like the competitions because of all the butterflies in the stomach. It's fun to compete—and win!"

Naik shared his team's strategy for covering the material; "We have three practices per week in which we ask different questions from past competitions, and most of us were given a binder with all sorts of facts, and we study that."

Edquist was asked what she had gained from her involvement in Academic Bowl and replied, "(It's) really amazing how you

learn and it's invigorating to meet new people who share interests with you."

This year's competition was sponsored by PAGE, the PAGE Foundation and Georgia College & State University, with the Collegiate Middle Level Association serving as the host organization. The competition features teams of middle school students fielding questions on subjects ranging from Georgia history to mathematics, science, literature and the performing arts. Opposing teams compete against the clock to answer toss-up and bonus questions in order to score points. The program inspires students to excel academically, boosts student self-confidence and self-esteem through high achievement, and stimulates both a team and competitive spirit. Statewide, more than 2,000 students compete at the local, regional and state levels of the PAGE Academic Bowl for Middle Grades.

"The young people who competed in this year's competition displayed the intellectual agility, poise and competitive spirit that are characteristic of Academic Bowl participants. Every member of each team and their coaches should be proud to have competed in the state finals, and I know I am joined by their parents, friends and school administrators in offering my heartiest congratulations on their performance. I'd also like to add my thanks to GC&SU and the Collegiate Middle Level Association for allowing us the opportunity to have this year's State Finals at this outstanding university," said Tom Wommack, president of the PAGE Foundation. ♦

And the winners are:



The 2008 PAGE Academic Bowl for Middle Grades State Champion Webb Bridge Middle School. Pictured are: (back row, left to right) Coach Stephanie Immel, Nisha Poruthoor, Katie Zheng and Vaughan Nickerson; and (front row, left to right) PAGE Foundation Board of Trustees Vice-Chair and *Macon Telegraph* Columnist and Editorial Page Editor Charles Richardson, Coach Brenda Youngblood, Nathan Corbin, Murphy Green, Marc Shaffer, Kunal Naik, Alex Edquist, Coach Bob Swanson, PAGE President-Elect and Sara Harp Minter Elementary School Assistant Principal Mike Smith and PAGE Foundation President Tom Wommack.



PAGE Academic Bowl for Middle Grades First Runner-up Trickum Middle School. Pictured are: (back row, left to right) PAGE Foundation Board of Trustees Vice-Chair and *Macon Telegraph* Columnist and Editorial Page Editor Charles Richardson, Coach Linda LaPerre, Coach Cary Sell, Sam Gowland, Dillon Kasson, Evan Dickinson, Anchen Yao and Stanley David; and (front row, left to right), Yikan Ge, Parker Sanford, Scarlett Horner, Julian Menzel, PAGE President-Elect and Sara Harp Minter Elementary School Assistant Principal Mike Smith and PAGE Foundation President Tom Wommack.

PAGE Academic Bowl for Middle Grades Second Runner-up Duluth Middle School. Pictured are: (back row, left to right) Jonathan Li, Jason Gong, Hanfei Wang, Sam Aziz, Noah Hoback, Nick Rea; and (front row, left to right) PAGE Foundation Board of Trustees Vice-Chair and *Macon Telegraph* Columnist and Editorial Page Editor Charles Richardson, Aditya Rangunathan, Dylan Jones, Matthew Moreno, John Kaffezakis, Coach Sylvia Barteaux, Coach Linda Koch, PAGE President-Elect and Sara Harp Minter Elementary School Assistant Principal Mike Smith and PAGE Foundation President Tom Wommack.



PAGE Academic Bowl for Middle Grades Third Runner-up E. T. Booth Middle School. Pictured are: (back row, left to right) Lucas Read, Dryn DuBois, Melissa Manuel and Coach Dillion Armbruster; and (front row, left to right) PAGE Foundation Board of Trustees Vice-Chair and *Macon Telegraph* Columnist and Editorial Page Editor Charles Richardson, Coach Amanda Wilhelm, Cathy Micali, Tyler Bryant, Dylan Morgan, Duncan Morgan, Avery Pitts, PAGE President-Elect and Sara Harp Minter Elementary School Assistant Principal Mike Smith and PAGE Foundation President Tom Wommack.

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Collaboration....



(left to right) Duluth Middle School teammates Hanfei Wang, Sam Aziz and Aditya Rangunathan work together to solve a problem.

Contemplation....



(left to right) Trickum Middle School teammates figure out the answers to a bonus question.

Inspiration...



Webb Bridge Middle School Tri-Captain Alex Edquist knows that sometimes all you need is inspiration and the support of Phillip the Mascot to answer the question.

Satisfaction....



(left to right) E. T. Booth Middle School teammates Avery Pitts and Lucas Read know there is great satisfaction in just getting it right.



GC&SU Assistant Vice President for Enrollment Management and Director of Financial Aid Suzanne Pittman greeted participants and the audience on behalf of President Dr. Dorothy Leland.

Members of the Collegiate Middle Level Association (CMLA) hosted the PAGE Academic Bowl for Middle Grades Semi-finals and Finals competitions on the Georgia College and State University campus. CMLA members also served as volunteers at both events. Those members attending the PAGE Academic Bowl Finals included (left to right) Association Sponsor and GC&SU Chair/Associate Professor, Early Childhood and Middle Grades Education Dr. Nancy B. Mizelle, Nikki Smith, Ashley Davis, Jen Garmon, Kat Cantor, CMLA President Ashley Chesnut, Kathryn Telford and Sarah Ellis.



Webb Bridge Middle School Tri-Captains (left to right) Kunal Naik, Alex Edquist and Marc Shaffer shared their thoughts about the PAGE Academic Bowl for Middle Grades with PAGE ONE.

PAGE Academic Bowl for Middle Grades 2008 Region Winners

Region 01 – Ringgold Middle, Host

Ashworth Middle School – Gordon County

Coach – Eric Emmett

Ringgold Middle School – Catoosa County

Coaches – Barbara Kay & Sandra Roebuck

Region 02 – Dean Rusk Middle, Host

ET Booth Middle School – Cherokee County

Coaches – Amanda Wilhelm & Dillion Armbruster

Dickerson Middle School – Cobb County

Coaches – Clyde Mann, Shirley Skrobanski & Melanie Shulen

Region 03 – Hart Co. Middle, Host

Clarke Middle School – Clarke County

Coach – Kelly Purcell

Franklin Co. Middle School – Franklin County

Coaches – Amy Thomas & Andrew Fowler

Region 04 – Webb Bridge Middle, Host

Webb Bridge Middle School – Fulton County

Coaches – Bob Swanson, Brenda Youngblood & Stephanie Immel

The Westminster Schools – Fulton Independent

Coaches – Paula Watson & Stan Tucker

Region 05 – Mt. Carmel Christian, Host

Duluth Middle School – Gwinnett County

Coaches – Linda Koch & Sylvia Barteaux

Trickum Middle School – Gwinnett County

Coaches – Linda LaPerre & Cary Sell

Region 06 – Evans Middle, Host

Evans Middle School – Coweta County

Coaches – Sue Dennis & Jacqueline Crumpacker

Oak Mountain Academy – Carroll Independent

Coach – Jay Louttit

Region 07 – St. Mary on the Hill, Host

Riverside Middle School – Columbia County

Coach – Teresa Barnes

St. Mary on the Hill School – Richmond

Independent

Coaches – Sylvia Mozgowiec & Marge Meneghello

Region 08 – Feagin Mill Middle, Host

Miller Magnet Middle School – Bibb County

Coach – Judy Griffin

Stratford Academy – Bibb Independent

Coaches – Susan Hanberry Martin & Kathleen Peterson

Region 09 – Georgia Southwestern State University, Host

Blackmon Road Middle School – Muscogee County

Coaches – Pat Davis & Stacy Jenkins

Veterans Memorial Middle School – Muscogee County

Coach – Rhonda Remick Burch

Region 10 – Colquitt Co. High, Host

Hutto Middle School – Decatur County

Coach – Andrew Wilson

Merry Acres Middle School – Dougherty County

Coaches – Tracy Stolze & Debra Smith

Region 11 – Martha Pucket Middle, Host

J. R. Trippe Middle School – Vidalia City

Coach – Shirley Dowd

Ware Co. Middle School – Ware County

Coaches – Vershondra Glover & Angelo Staten

Region 12 – West Chatham Middle, Host

DeRenne Middle School – Chatham County

Coaches – Del Scott & Judy Baisden

Savannah Country Day School – Chatham

Independent

Coach – Elizabeth Blake



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- serve on an advisory board that helps determine direction for SPAGE state level

activities and programs.

- are invited to statewide PAGE events and are reimbursed for expenses at approved functions.

In order to be eligible for office, you must be an active SPAGE member in good standing, and you must attend the SPAGE

Annual Meeting during the PAGE Summer Conference June 20-21, 2008 at the Atlanta Marriott Gwinnett Place (see page 23). All SPAGE members in good standing are eligible to run for the following offices:

President

First Vice President—*must represent a four-year college/university*

Second Vice President—*may represent a two-year college/university*

Secretary

Parliamentarian

Graduate Delegate—*must be a graduate student or have just acquired an undergraduate degree*

Past President (*automatic appointment*)

For more information about running for a SPAGE State Office, please contact Mary Ruth Ray, director of Student Groups, at maryruth@pagefoundation.org. ♦



2007-2008 State SPAGE officers left to right: Jazmine Robinson, Georgia State University; Mary Ruth Ray, State SPAGE Director; Anne Butcher, Mercer University, Atlanta; Lana Kimbrell, Piedmont College; Julie Owens, Georgia State University; Amber Payne, Kennesaw State University; Melissa Goulden, Kennesaw State University; and Arlene Cuerdo, Mercer University, Atlanta.



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2. PhD requires attendance at colloquia.

Honor Your Favorite Teacher

by Keru Cai, State PAGE STAR Student

On the first day of class, she breezed into the room like a small but intensely breathtaking whirlwind of excitement, a glowing smile dazzling on her face. Her attire was intensely austere, from her polished black shoes to her impeccably starched collar, but her demeanor and the exceptional breadth of her smile immediately belied her outward severity. She clapped her hands together enthusiastically. “Good morning!” she belted brightly, her blue eyes sparkling at all and sundry. “I hope you all are as excited as I am about an entire semester of IB World Literature!”

Thus began the favorite class of my high school career with my favorite teacher by far. Every morning, Dr. Blanchard would bounce tirelessly into the room, chatting about Isabel Allende and literary features as if she had just won the lottery. At the slightest sign of incomprehension in her adoring students’ faces, she would whip out her whiteboard marker as well as her omnipresent smile and launch into battle. She was always ready to fight, dueling against ignorance, sleepy students and late homework assignments.

She forced us to shake the foundations of our approach to literature, toppling old assumptions and building in their places new ideas and a burgeoning curiosity that sprang, no doubt, from her own infectious enthusiasm.

She spoke of famous poets and fictional characters as if they were her old friends; she lectured fondly about Gustave Flaubert’s self-loathing tendencies; she expounded passionately on the importance of appreciating the distinction between third-person limited and third-person omniscient. Even students who usually napped in other classes hung hungrily onto her every word. She was humorous, she was dynamic, she was insightful, and best of all, she was an expert at talking about literature as if it were the only subject worth living for.

Our class discussions were like maelstroms of excitement on the otherwise smooth waters of my weeks at school. My favorite was the “fishbowl” debate: each team would send delegates to the center of the room to debate a certain topic, and each successive discussion became increasingly impassioned and animated. We were indeed like a school of fish taken forcibly out of our comfortable bowls, forced to exercise our public speaking skills and to flex the muscles of independent intellectual thought. Every time, I felt myself swept away in the heady whirl of ideas and shared insights.

By the third week of school, I was already eagerly devouring the entire required reading list, and I closeted myself in the school library to search for Henrik Ibsen’s complete works. I developed an adoration for the *Journal of Modern Literature*, and lunchtime conversations turned into heated discussions about the use of syntax and sound devices in *The House of the Spirits*. By the end of week five, I was beginning to wonder if literature would end up being my bread and butter in the future.

As the ancient Chinese philosopher Kuan Tzu remarked, “Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime.” For me, Dr. Blanchard did both. She gave me the most rewarding and engaging classroom experience I have ever had: She gave me the fish that fed my intellectual curiosity more soundly than any class has ever done before. But more importantly, she single-handedly led me to fall in love with literature: she taught me how to analyze and appreciate works of art critically so that I will have the skills to feed my intellectual curiosity for the rest of my life.

Of all my teachers, I have the most respect for Dr. Blanchard because she always went above and beyond the call of duty. She was at her desk cheerfully grading papers until 5 p.m. every afternoon. She was stunningly efficient, and disciplined, but she wasn’t a workaholic: her door was always open, and students piled into her room at all hours to chat with her about movies, complain about math homework, ask her advice on college research, and, of course, to discuss literature. In our “International Baccalaureate family,” the general consensus among students was that Dr. Blanchard was the “mother.”

I was and still am one of the frequenters of Dr. Blanchard’s classroom, gravitating toward her open door and open arms whenever I have a few spare moments. She is literally a third parent to me; in fact, I sometimes turn to her to talk about subjects that I feel uncomfortable broaching with my parents. Whether we discuss Edith Wharton, politics or personal issues, there is no one wiser than she. Dr. Blanchard has molded my intellectual psyche, yes, but more importantly, she has been an invaluable influence on my character as a whole: not only has she taught me literature, but she has taught me to be a more valuable component of humanity in so many other dimensions as well. ♦



(Left to right) 2007 State PAGE STAR Student Keru Cai and 2007 State PAGE STAR Teacher Dr. Anne Blanchard

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Professional Insights

Update on Curriculum Mapping: Reflections after Valdosta, Statesboro, Athens and Atlanta



DR. HEIDI HAYES JACOBS

By Dr. Heidi Hayes Jacobs, President, Curriculum Designers, Inc., Executive Director, Curriculum Mapping Institute • curriculumdesigners.com

After four memorable seminar experiences in Valdosta, Athens, Statesboro and Atlanta this fall with the PAGE STAR Leadership Institute, I was reminded of how important it is for us to honor the best of our profession. The teachers identified by outstanding Georgia high school students were exceptional individuals and educators. Their students selected them astutely. Although I was asked to lead the seminars, I am compelled to say that I was the learner. The charge of the seminar was to provide an update on the most current work on curriculum mapping and to respond to the questions from each respective group. In this article, I will review some background on the nature of mapping and will share current practice and future directions. I will also highlight some of the points raised by your PAGE STAR colleagues regarding the connections to Georgia learners during the seminars in 2007.

A BIT OF BACKGROUND

Curriculum mapping provides a transparent view of what is operationally taught during the academic year in our schools using electronic communication that is immediate. Mapping is a review process where teachers and administrators can examine targeted groups of maps both vertically K-12 and horizontally across grade levels in order to REVISE maps in RESPONSE to assessment findings based on our learners. *The Seven Phase Curriculum Mapping Model* (Jacobs, 1997; 2004) is the basis for both collecting data on maps and formally examining them for gap analysis, needless repetitions, positive spiraling and gaining information. The model walks a school group through the nuts and bolts of data collection on maps, to the grouping of faculty and administrators for reviews to acting on

the findings elicited from the reviews. A critical task that schools undertake when mapping is validating standards so that a school in Georgia utilizing mapping software can “drop down” the standards and connect them directly to the map at the precise point during the school year when they are taught in the classroom.

Sometimes educators who are not familiar with the current work in mapping will ask, “Why do we need maps when we have guidelines and standards?” The answer is direct: Because guidelines and standards are not curriculum and do not reflect what is actually happening in any specific school. They are goals and worthwhile aims, and as educators we need them. But, consider how a doctor knows the clear difference between a medical guideline and what happens with real patients.

A surgeon might carry out 10 appendectomies in a month on patients with varying complications, ages and needs, some with allergies to certain medicines. Doctors report what they diagnose and what they prescribe actively and in real time for each patient, because they know that patients will go on to another doctor. Precise and formal communication is critical to good health and healing. In that same spirit, educators need to share precisely what they work on with their specific learners in their specific settings. Some students will need more time than others. Some schools have more resources than others. Some classes are larger than others.

A real “complication” for teachers that needs to be addressed head-on is the language capacity of students. The standards in a state are written thoughtfully for *all* students, but they are not adapted for a specific group of learners. For example, from my visit with your STAR teachers

Mapping is not a “new trend” that will go away. There are literally millions of maps online in every state in the country and throughout the world.

I learned that there has been a substantial increase in the last few years in the number of second-language learners in your state. The standards were written as if all students were fluent in English. Many students whose first language is English struggle as if it were their second language. In short, when necessary, curriculum maps need to be “beefed up” to address language deficits. The current work on integrating active literacy directly into every map is critical (2006, Jacobs).

Another point that was raised was that many of the STAR teachers have remarkably talented students and they want to provide them with every opportunity to extend and to challenge those learners. On their curriculum maps we would look to see those revisions. What is significant here, and I might add that this was picked up immediately by all of the seminar groups, is that mapping rests squarely on the open access to maps between all professionals in a building and the collaborative interaction and decision making process. Just as it doesn't make sense and is, in fact, dangerous for a surgeon to work alone when there are other doctors and nurses in a hospital responsible for a patient, it is simply not enough for an individual teacher to stay isolated in a classroom. In a nutshell, we are all in it together, and mapping provides the electronic town square where we can meet and make more discrete and intelligent decisions.

MAPPING IS MAINSTREAM PRACTICE

Mapping is not a “new trend” that will go away. There are literally millions of maps online in every state in the country and throughout the world. Some states, such as South Dakota, New Hampshire and Hawaii, provide shared mapping software that is used by teachers. Other states such as New York and Indiana provide professional development and software underwriting through their regional service centers (similar to the Georgia RESAs). Most states encourage the work formally and leave it to districts to make the decision on which software they will purchase or develop.

In Georgia, there are many districts engaged in mapping at various levels of involvement, in part because of your DOE curriculum School Keys curriculum standards, (as noted in Example I). It is most impressive that your state leadership has suggested that viable, active review of maps to integrate standards is truly key to improving student performance. The School Keys second curriculum standard also clearly leads by pointing to the necessity of ongoing review of work opening through careful planning and articulation.

The mapping process is based on every one of the indicators listed in these two professional standards. When I was presenting at the seminars I was struck by how many of the teachers were keenly aware of these standards though they voiced concerns that some of their colleagues had misconceptions about the nature of

Example I.

From Georgia DOE School Keys Unlocking Excellence through the Georgia School Standards, May 2007

Curriculum Standard 1: The school's curriculum is sequenced and organized to ensure students know, do and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards.

Curriculum Standard 2: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s).

Operational Descriptors for These Standards

- 1a) **Curriculum maps or equivalent documents** - Curriculum maps exist for all core content areas, and there is evidence of school-wide use.
- 1b) **Curriculum alignment** - The GPS/QCC curriculum is aligned horizontally and vertically within the school.
- 1c) **Curriculum units or equivalent documents** - Curriculum units have been developed using a common framework, and there is evidence of school-wide use.
- 1d) **Integration** - Teachers use the curriculum design to make connections within and across subject areas.
- 1e) **Rigor** - Curriculum that challenges all learners to demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy and self-knowledge.
- 2a) **Systematic approach** - Educators display a school-wide commitment to consistency and consensus-building regarding what all learners should know, do and understand by the end of each grade level and by the end of each grading period within and across subject areas.
- 2b) **Curriculum planning and articulation** - Educators engage in ongoing planning; discussion among teachers within and across grade levels and content areas occurs regularly.
- 2c) **Required student performances** - Learning tasks and diagnostic and formative assessment tasks are administered by all teachers within the same grade level and subject to determine students' level of mastery of required performance standards.



It is simply not enough for an individual teacher to stay isolated in a classroom. In a nutshell, we are all in it together, and mapping provides the electronic town square where we can meet and make more discrete and intelligent decisions.

mapping as an active process. One teacher said, “Some people in my building think they ‘mapped’ years ago. I don’t think that is possible. How can you ever ‘finish’ curriculum?” I could not agree with her more. Mapping is never finished because knowledge keeps growing, and our students are always new.

There were three particular areas of current work in mapping that were of particular interest to the STAR teachers. One is the focus on integrating LITERACY strategies in every classroom. There is an undeniable need for more integrated, precise and consistent work on giving our learners the reading, writing, speaking and listening strategies requisite for academic success. Through ACTIVE LITERACY approaches we are seeing whole school reform become a reality with the open insertion of vocabulary building, editing strategies, note-taking and speaking skills in every classroom, in every subject and in every classroom.

MAPPING IS GLOBAL

Today, the mapping connection goes beyond teachers within and between buildings in a district. In the last two years there are new levels of connections that have emerged. Not only are there state and national links, but global links between “mappers” worldwide. A sixth-grade social studies teacher in Macon can log onto their curriculum map, hit the “global or worldwide” search icon and request a map on studies on Ancient Rome. Within seconds, there might be 100 unit maps from all over the United States and the world that he could IMPORT into his own map and email that teacher directly. Professional learning communities provide fantastic opportunities for connections between teachers.

The newest direction for mapping that was probably discussed most by all four groups is the review of maps to replace dated practices

with modern ones. For example, instead of asking our students to present an “oral report” we might replace it with a podcast. We ask our English teachers to be certain that at least once in high school, students read and perhaps write a screenplay (a medium from the last century). Science teachers might carry out an electronic interview with a biologist using a webcam. Second graders study the rainforest by communicating through email and web-quests with children at a school in Peru. The point is straightforward: if our students are not engaged they are disengaged, and schools and communities need to decide in which century the curriculum resides. This does not suggest that we dispose of our most valuable traditions; I would argue that what is timeless is in fact by nature timely.

The questions of what to cut, what to keep, and, what to create, have always challenged educators. With mapping we have a contemporary tool to make these decisions more effectively. After my autumn driving tour of your wonderful state and the stops in Atlanta, Athens, Valdosta and Statesboro, it was clear that STAR educators are the very people we should ask to lead us in making those challenging choices. ♦

Dr. Heidi Hayes Jacob is the featured speaker at the opening session of the PAGE Summer Conference. See page 23 for details.


For more info: curriculumdesigners.com

1997- Mapping the Big Picture: Integrating Curriculum and Assessment: *K-12; H. H. Jacobs, ASCD: Alexandria, VA.*

2004- Getting Results with Curriculum Mapping: *H.H. Jacobs, ASCD: Alexandria, VA.*

2006- Active Literacy: Reading, Writing, Speaking, Listening Across the Curriculum; *H.H. Jacobs, Eye-on-Education: Larchmont, NY.*

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- Pre-payment by Credit Card or School System P.O.
- Educators do not have to be employed to attend
- Earn 2 PLU Credits

Program Description

Today's classrooms are increasingly diverse and inclusive. Teachers must be able to identify and accommodate a range of learner needs. Through a variety of activities, including whole-group and small-group practice, simulations, and videos, institute participants will develop skills in using a variety of models and strategies to respond effectively to a range of student readiness levels, learning profiles and interests.

Participants will analyze and evaluate lessons and units designed for use in mixed-ability classrooms and will create standards-based activities and lessons that demonstrate their understanding and effective use of differentiated instructional and management strategies.

Institute participants will:

- Analyze and evaluate lessons and units designed for use in mixed-ability classrooms.
- Create standards-based activities and lessons that demonstrate participant understanding of differentiated instructional and management strategies.
- Effectively use differentiated instructional and management strategies.
- This institute is appropriate for all K – 12 educators and administrators.

Register On-Line

Go to pageinc.org and click on Conferences on the Navigation Bar and it will lead you to a link for the conference. Complete the registration for the date and location you wish

Dr. Caroline Eidson

Dr. Caroline C. Eidson has co-authored three books about curriculum differentiation, is currently working on a fourth one and has several publications in the field of gifted education to her credit.

Caroline Eidson speaks regularly on curriculum differentiation to teachers on local, state and national levels as well as to pre-service teachers in undergraduate and graduate programs. She earned her doctorate in Educational Psychology at the University of Virginia, has taught and been an administrator in public and private schools for over 12 years. Caroline co-founded a school for gifted learners, led school accreditation efforts and has served on school evaluation teams. She also designed and continues to teach web-based courses on curriculum differentiation. Dr. Eidson's other staff development expertise includes curriculum development, classroom management, concept-based teaching and educating gifted learners.

to attend. Registration fee is payable by credit card or school system purchase order. There is no on-site registration.

Hotel Accommodations

Participants will need to secure hotel accommodations at their discretion. PAGE does not cover this expense.

Program Schedule *

DAY ONE

- Rationale for differentiated instruction
- Background information and vocabulary
- Practice with tools for differentiating
- Tomlinson's Equalizer
- Concept-based teaching

DAY TWO

- The role of objectives in differentiation
- Tiering: Exploration of examples
- The management of differentiation
- Simulation
- Exploration of resources and materials to support the management of differentiation
- Curriculum Compacting

DAY THREE

- Development of RAFT, Think-Tac-Toe and Complex Instruction tasks
- Exploration of resources and materials that support differentiation
- Comparing differentiated and traditional classrooms

*The meeting will start promptly at 8:00 AM.

Registration Fee

Registration for Differentiating Instruction in Mixed-Ability K-12 Classrooms
\$150.00 for one person
\$225.00 for two persons
\$325.00 for three persons
\$425.00 for a team of four persons
\$475.00 for a team of five or more persons

Online registration opens April 1, 2008. Registration fee includes workshop materials, a hot breakfast and lunch. Refunds will not be given, but a substitute may be sent without advance notice. Registration is valid only for the date and location selected.



PAGE's Summer Conference

Creating 21st Century Classroom Experiences for Students

June 20-21, 2008 • Atlanta Marriott-Gwinnett Place

Program Focus

The classroom of the 21st Century is here, and it has diversity in ethnic groups, literacy competence, learning styles and achievement levels. The teacher's role is to facilitate the learning and to raise achievement. Every teacher needs strategies to create the most engaging, powerful and personalized lessons for students.

Attend this summer's most informative conference

- Hear Dr. Heidi Hayes Jacobs, one of the foremost speakers and writers in education
- Hear Diane Heacox explain doable classroom strategies that make instruction more powerful
- Network with teacher leaders from across the state
- Attend concurrent sessions on: Learning Curves, National Board Certification, High School Redesign Initiative, Legislative Priorities
- Converse with Teacher Academy members and the 2009 National Teacher of the Year

Guest Speakers

Dr. Heidi Hayes Jacobs



As the president of Curriculum Designers, Inc., Dr. Hayes Jacobs has served as an education consultant to thousands of schools nationally and internationally. She works with schools and districts, K-12, on issues and practices pertaining to curriculum reform and instructional strategies to encourage critical thinking. A prolific writer, her latest book, *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking and Listening*, addresses what she sees as a major determinant of student achievement in the 21st Century—the literacy of students—and the strategies teachers must use to address the literacy of students. Dr. Hayes Jacobs' rich teaching experience comes from her years as a teacher in high school, junior high school, and elementary school in Utah, Massachusetts and New York.

Dr. Diane Heacox



Dr. Diane Heacox is a consultant to both public and private schools on a variety of topics related to teaching and learning. She specializes in practical, doable strategies for better matching of instructional strategies to the student. She is also the author of two books, *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners* and *Up From Underachievement: How Teachers, Students and Parents Can Work Together*, both of which have been translated into Korean for the Asian market. Dr. Heacox has taught at both elementary and secondary school levels and has served as a gifted education teacher and administrator, as well as an instructional specialist in public education.

PAGE SUMMER CONFERENCE REGISTRATION ONLY

Comprehensive Registration—\$100.00 each Guest Registration is \$50.00 each

Guest: _____

Name for badge of spouse/guest attending meals as indicated above. Registration includes all activities and meals on Friday & Saturday. Conference Registration Deadline: June 13, 2008. Registration is payable by credit card, system purchase order or system check.

Total Amount of Check Enclosed: \$ _____

Please make check payable to PAGE and send to: Carol Crook, PAGE, P.O. Box 942270, Atlanta, Georgia 31141-2270

Name: _____ Daytime Phone Number: _____

Address: _____ City: _____ State: _____ Zip: _____

PAGE Position: _____ County/School System: _____

Email: _____

PAGE PRE-CONFERENCE AND SUMMER CONFERENCE REGISTRATION

— \$225.00 for one person — \$300.00 for two persons — \$400.00 for three persons — \$500.00 for four persons — \$600.00 for five persons

Registration includes all materials, breakfast and lunch each day for Pre-conference; registration for Summer Conference includes all conference meals and materials.

HOTEL REGISTRATION

Call Atlanta Marriott-Gwinnett Place at (770) 923-1775 for reservations. The room rate is \$90.00 plus taxes. To receive this room rate, state you are with PAGE. You will need to secure your room reservation with a personal credit card no later than May 19, 2008. Failure to make a room reservation by May 19, 2008 will result in a higher rate for which the conference participant will be personally responsible.

Registration information also available on PAGE website, pageinc.org, beginning April 1, 2008.
Click on Summer Conference.



DR. CHRIS DOMALESKI

Professional Ethics in Assessment: The Role of Georgia Educators

Introduction by PAGE Assistant General Counsel Margaret Elliott

Recently, there has been an increase in the ethics charges brought against Georgia educators involving the inappropriate administration of standardized tests. Some of the most common violations of the Code of Ethics for educators related to testing are: 1.) did not train examiners or proctors; 2.) discussing/divulged test questions, prompts or answers; 3.) copied or took notes on test items; 4.) taught test items contents to students; 5.) assisted or coached students during test; 6.) did not establish or follow system/school test procedures; 7.) did not count testing materials upon receipt; 8.) did not secure testing materials; 9.) did not communicate/follow special accommodations in IEP; 10.) did not administer the test as instructed; 11.) administered test outside the testing window; 12.) allowed students too little time; 13.) displayed instructional materials on the wall; 14.) inappropriate use of dictionaries, calculators, computers, etc; 15.) did not monitor administration of the test; 16.) lost answer sheet, lost test booklet or lost scripted manual; 17.) changed student answers; 18.) encouraged students to not take the test; and 19.) violated student confidentiality. Every educator should be aware of all these issues and take steps to ensure that it does not happen to you.

To better inform the PAGE members of their responsibilities in appropriately administering standardized tests, we asked Dr. Chris Domaleski, associate superintendent for Assessment and Accountability with the Georgia Department of Education, to submit an article for PAGE One magazine to provide us with critical information. We are very grateful to Dr. Domaleski and hope that all PAGE members will read this information carefully so that they may avoid any ethics charges that could result in disciplinary action against their certification.

There is a great deal of research and development that goes into producing state assessments that are valid and reliable measures of student achievement. Dozens of specialists work all year long on every detail of the process. Items are developed, refined, reviewed and analyzed following a strict process. Forms are carefully assembled, scrutinized and adjusted to ensure they meet rigorous standards. Psychometricians employ careful procedures to create and validate the scoring algorithms. Still other team members develop volumes of ancillary materials such as *Examiner Manuals*. However, nothing is more important to ensuring the integrity and usefulness of state assessments than the work of Georgia's professional educators.

For all the elements that go into developing the test, ultimately the classroom teacher plays a pivotal role in ensuring the test is a trustworthy measure of student achievement. This is accomplished by appropriately preparing students for assessments and ensuring that administration procedures are followed.

PREPARATION

The most effective strategy to prepare a student for success on state tests is to provide a steady diet of enriching, engaging instruction that follows the state curriculum. Georgia assessments such as the Criterion-Referenced Competency Tests (CRCT), End of Course Tests (EOCT) and the Georgia High School Graduation Tests (GHS GT) are all based on state curricular standards and designed to be instructionally sensitive.

Good preparation takes place throughout the year as educators provide instructional activities using curriculum-based resources. Assessments should feel like a natural component of the educational process, as opposed to an interruption of the process. While review sessions are appropriate, an over-emphasis on intense testing "drills" in the days immediately prior to administration should be avoided. Finally, educators should take care to keep secure material confidential at all times.

The following are intended to provide

guidelines to help educators make ethical, appropriate decisions in preparing students for state assessments.

Do:

- Know and teach the state curriculum.
- Provide a variety of instructional activities that engage and challenge students.
- Attend to key curricular resources such as those available at: georgiastandards.org.
- Provide ongoing formative assessment throughout the year that includes cognitively rich items and use the results to inform instructional practice prior to the state summative assessment. Resources such as the Online Assessment System (OAS) can help with this: georgiaoas.org
- Familiarize students with the format and structure of state tests. Assessment specific resources such as Student Guides and Content Descriptions are available from the Georgia Department of Education (GaDOE) at: ga DOE.org/ci_testing.aspx

Don't

- Don't over-rely on practice tests. Excessive testing "drills" immediately prior to state assessments is not productive and may contribute to test anxiety.
- Don't divulge secure test content. If you have knowledge of secure test items or prompts, it must remain private.
- Don't use preparation materials unless they come from a verifiable, trustworthy source. If you are given a packet of "practice items" and you don't know the original source, don't use them and report it to your supervisor.

ADMINISTRATION

Ensuring that tests are administered appropriately takes careful planning well before the day testing begins. In fact, the single most important strategy to reducing the likelihood of testing irregularities or ethics violations is to have and follow a comprehensive training and administration plan for each state test.

The key elements of such a plan should include:

- Identify who is administering the test, where and when. Ensure all examiners are Georgia certified educators and are well-trained.

- Address procedures for the handling of secure materials. All materials should be securely transferred and stored. Each person who receives secure materials should carefully verify what was received and in what quantity; this should be documented at every transfer point.

- Provide the relevant administration manuals and documents to appropriate staff in advance. Meet to review protocols and procedures as often as necessary.

- Communicate expectations to all school staff well in advance. Also, let students and parents know what to expect.

- Prepare the testing environment and any necessary materials.

- Create a plan for ensuring that all administrations that will require accommodations are handled appropriately.

- Plan for swift and secure return of testing materials following each administration.

The GaDOE Assessment and Accountability unit publishes a Student Assessment Handbook each year. This is an essential document with which educators should be familiar. The document includes detailed information about each assessment program and a list of the roles and responsibilities of educators and administrators related to state tests. As the test date approaches, updates to important test information are presented in Update Bulletins specific to each program. All these documents (and more) are available online at: gadoe.org/ci_testing.aspx

Another document with which all educators should be familiar is the Georgia Professional Standard Commission's Code of Ethics for Georgia Educators. The key standards that pertain to standardized testing include:

Standard 4: Misrepresentation or Falsification. This standard identifies "falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel" as unethical.

Standard 7: Confidential Information. "An educator should comply with state and federal laws and local board/governing board policies relating to the confidentiality of student and personnel records, standardized test materials and other information covered by confidentiality agreements." This standard goes on to identify the copying or teaching of test items or answers as unethical.

Standard 9: Failure to Make a Required Report. This standard identifies as unethical the "failure to make a required report of a violation of one or more standards of the Code

continued on page 27

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PAGE Day on the Hill

Despite inclement weather, PAGE members attending this year's Day on the Hill participated in a full day of activities under the Gold Dome. The morning opened with a continental breakfast in the capitol followed by legislative briefings where attendees were addressed by Senate Education Committee Chairman Dan Weber, House Education Committee Chairman Brooks Coleman and Kelly Henson, newly appointed head of the Professional Standards Commission. All of the speakers addressed current and upcoming legislative matters and responded to the member's questions.

Later that morning, PAGE and its 72,000 members were honored by resolutions in



(Left to right) Rep. Harry Geisinger, Dist. 48, Fulton Co., Dick Williams, Host of WAGA's "The Georgia Gang" and PAGE Executive Director Dr. Allene Magill

both the House and the Senate at PAGE Day on Capitol Hill, which culminated in a reception at The Depot where PAGE members had time to mingle with legislators and discuss education legislation in an informal

atmosphere. PAGE President Judy Teasley introduced a representative from Lt. Gov. Casey Cagle's office, who read a letter of greeting and welcome to PAGE members from the Lt. Governor. (Cagle was unable to attend personally.) Following that, Speaker of the House Glenn Richardson spoke briefly to the PAGE group, focusing his remarks on the desire of the House to restore some of the austerity budget cuts that had been recommended by Governor Perdue. The Speaker noted that while the House was in favor of the restoration of the funds, the Senate was not. He urged PAGE members to contact their Senators to urge approval of the House budget action. ♦



Each year PAGE members from Muscogee County attend our Day on the Hill in force. Pictured left to right are: Veterans Memorial Middle Teacher, Muscogee Co., Gwen Breazeale; Forrest Rd. Elem., Muscogee Co., Chris Reed; Hospital Homebound Teacher, Double Churches Middle, Muscogee Co., Millie Scruggs; State Rep., Third Congressional Dist., Pine Mountain, Vance Smith; Retired Elementary School Teacher, Muscogee Co., Judy Roberts; Muscogee Co. Lobbyist, Charlie Roberts; PAGE Lobbyist, Columbus Jim Hayes; State Senator, Second Congressional Dist., Columbus, Seth Harp; Retired Elementary Teacher, Muscogee Co., Sherry Jessee; Kendrick High Teacher, Muscogee County School District, Columbus, Sonja Lewis; Special Education Teacher, Allen Elem., Muscogee Co., Susan Williams; and State Rep., Second Congressional Dist., Columbus, Richard Smith.



The early childhood cohort of Kennesaw State University's first doctoral class. Pictured left to right: Preschool Division Principal at The Walker School Marietta, Gail Doss; Cobb Co. Teacher of the Year & Current Georgia Finalist, Sedalia Park Elementary, Cobb Co., Gina Coss; English Instructor, North Paulding High, Paulding County Schools, Scott Calt; Model Teacher, Atlanta Public Schools, Tonya Steele; Title I Teacher, Central Franklin Elementary, Franklin Co., Linda Frederick; Science Specialist, Vaughn Elementary, Cobb Co., Rebecca Bradley; Director of Supplemental Educational Services, Primrose School Franchising Company, Sarah Cutright; Gifted Specialist, Clarkdale Elementary, Cobb Co., Sarah Morgan; and Gifted Specialist, Mountain View Elementary, Gilmer Co., Jennifer Farist.



Emily Jennette, 2008 Georgia Teacher of the Year, addressed the guests at this year's Day on the Hill reception.



MSR Lynda Woods and Rep. Randall Mangham, Dist. 94, DeKalb/Rockdale.

LEGAL: Continued from page 25

of Ethics for educators, of which they have personal knowledge, as soon as possible but no later than 90 days from the date the educator became aware of an alleged breach.”

Standard 10: Professional Conduct. “Unethical conduct is...a pattern of behavior or conduct that is detrimental to the health, welfare, discipline or morals of students.”

Experience shows that the vast majority of testing irregularities can be avoided when educators know and follow the administration procedures and a testing plan is in place well before administration day. However, from time-to-time an incident will occur. If this happens, immediately report the circumstance to your supervisor or school test coordinator. If necessary, the situation will be escalated to the GaDOE, who will issue guidance to appropriately address the matter. Importantly, do not leave a classroom unattended while testing is in progress and avoid causing any unnecessary disruption.

A PARTNERSHIP

Successful implementation of the state assessment program requires more than test books, bubble sheets and sharp pencils. The professional educator knows that assessment is an ongoing process that starts with appropriate, curriculum-based instruction throughout the year. It is further built on careful planning prior to test administration and conscientious observance of procedures on test day.

By so doing, teachers, administrators and state staff working in partnership can help make state assessment a success and ensure that scores are valid, reliable measures of student achievement. ♦

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2008 PAGE Planner

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

- 3-5** 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

- 24** GACE Workshop*, Armstrong Atlantic State University
- 26** GACE Basic Skills Workshop*, Columbus State University
- 30** State PAGE STAR Banquet
- 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

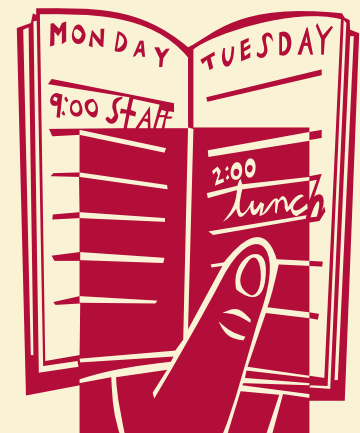
- 9-11** Professional Learning Institute: Five EasySteps to a Balanced Science Program, Kennesaw State University
- 17-19** PAGE Pre-Conference Professional Learning Institute: Differentiating Instruction in Mixed-Ability K-12 Classrooms Atlanta Marriott-Gwinnett Place
- 20-21** PAGE Summer Conference, 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 pageinc.org for times and locations.

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



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- Ed.S. in Teacher Leadership



Jennifer Wynn
M.Ed. in Educational Leadership

Information Sessions

Monday, March 24
6 p.m. | Henry County

Tuesday, March 25
5 p.m. | Macon

Wednesday, March 26
5 p.m. | Atlanta

Monday, March 31
6 p.m. | Douglas County

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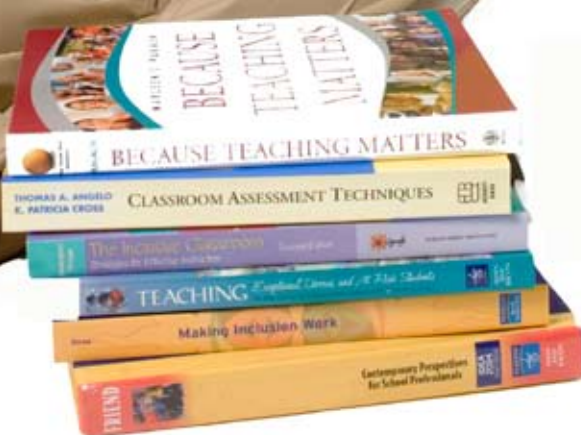
the Bagwell College of Education Graduate Programs website at
www.kennesaw.edu/education/grad

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Call for Nomination of PAGE Officers

PAGE is a democratically run association, and members are urged to participate in the election process. Officers and directors are elected by majority vote at the annual business meeting in June. The offices of the president-elect, secretary and treasurer are elected for one-year terms. Directors serve for a three-year term (on a staggered basis). Nominees are sought for the following positions. (The incumbent secretary, treasurer and director are eligible for re-election.)

President-Elect

Mike Smith
 Fayette County

Secretary

Vickie Hammond (Incumbent)
 Oconee County

Treasurer

Lamar Scott (Incumbent)
 Elbert County

District 9 Director

Catherine Strickland (Incumbent)
 Hall County
 Term expires 6/30/2008

District 10 Director

Susan McFadyen (Incumbent)
 McDuffie County
 Term expires 6/30/2008

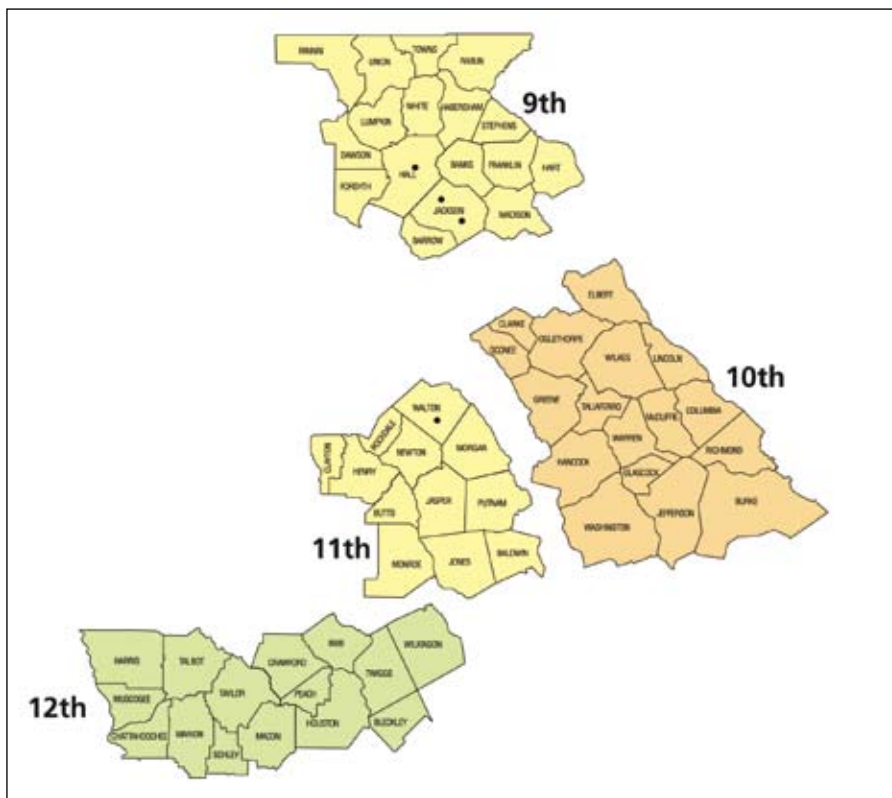
District 11 Director

Richard Thomas (Incumbent)
 Jones County
 Term expires 6/30/2008

District 12 Director

Raymechia Smith
 Muscogee County
 Term expires 6/30/2008

The PAGE Nominating Committee requests that nominations for 2008-09 officers and directors be submitted no later than April 15, 2008. Nominations should be submitted in writing, signed by the PAGE member, with a brief outline of the nominee's qualifications, and sent to Dr. Allene Magill, Executive Director, PAGE, P.O. Box 942270, Atlanta, GA 31141-2270. The Nominating Committee will meet in late April.



Oops!

In the January/February issue of *PAGE ONE*, page 25, we listed the PAGE members that received National Board Certification last year. As in previous years, there are some names that did not make it on to our list. Sometimes, an educator will begin his/her certification, and during the process become either married, divorced or go by a name other than their birth name. Therefore, the name that is in our member database will not be an exact match with that of the National Board database. When we merge the two lists, if the names do not match exactly, that person will not make it onto our final list. We apologize for this omission:

James R. Williams, Bryan County

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 Georgia and the surrounding areas:

Atlanta Symphony

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

Booth Western Art Museum

501 Museum Drive
Cartersville, GA 30120
(770) 387-1300 · boothmuseum.org
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CNN Studio Tours

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

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

Woodruff Arts Center

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



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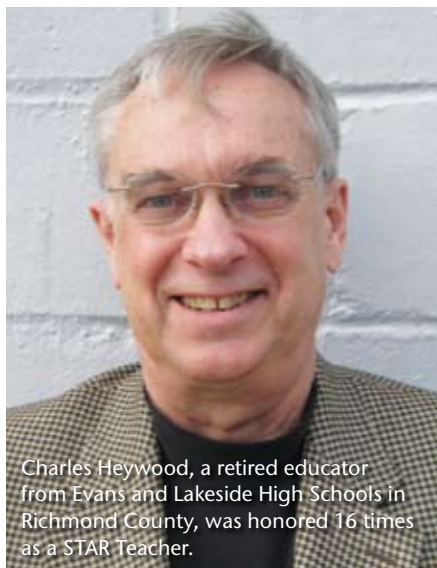
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Continued from page 9

Another multiple STAR teacher (16 times) is Charles Heywood, recently retired from Lakeside High School in Columbia County.

"I have former STARS practicing psychiatry in Chicago, medicine in Philadelphia, public health work in Eritrea and engineering in Houston," he says. "I have STARS currently attending Harvard Medical School, Vanderbilt and just entering Stanford. I can't wait to hear about their dreams and accomplishments.

"I once had a STAR student describe my classroom as 'a circus, complete with ringmaster, high-wire daredevil and funny man all rolled into one. We students never knew what to expect next, the arithmetical elephants or the funny little car with all those clowns!' I hope that was true. What I know is true is that teaching really bright students requires teachers who challenge themselves to be lifelong learners. For 27 years I was called "teacher," but at heart I was always really just another student."



Charles Heywood, a retired educator from Evans and Lakeside High Schools in Richmond County, was honored 16 times as a STAR Teacher.

Ringgold Rotary Club members Randall Peters (far left) and Catoosa County Superintendent of Schools Deena Reese (center) accept an award at the 1998 State STAR Banquet from PAGE Foundation President Tom Wommack (far right) commemorating the organization's 40 years of local sponsorship of the STAR program.



It is now the 2007-2008 school year, and a lot has changed in a half-century. But, just as in 1958, football is still king on Friday and Saturday fall nights in Georgia. Those students who attend Lowndes County, Northside in Warner Robins, Carver in Columbus, Buford and Emanuel County Institute are particularly proud this year because their teams won their respective class state championships. And students still enjoy going to school dances or visiting with friends and listening to hit songs such as "The Sweet Escape" by Gwen Stefani and Akon, "Girlfriend" by Avril Lavigne, "Irreplaceable" by Beyonce, "Before He Cheats" by Carrie Underwood and "Rehab" by Amy Winehouse.

For entertainment outside school today, students can choose from more than 100 satellite television channels shows—on their 50 inch LCD or plazma screens—such as "Seinfeld" reruns, "The Sopranos", "30 Rock", "Deal or No Deal", "24", "American Idol" and hundreds of others. Or, they can play video games or surf the Internet, or listen to thousands of songs on their i-Pods or i-Phones. The choices are limitless. The soon-to-be graduates who own or can borrow a car (giant SUVs with navigation systems, DVD

players and worse gas mileage than the old Chevys seem to be the most desirable) might go with friends to the local multiplex to see top movies such as "Atonement", "Michael Clayton", "Juno", "No Country for Old Men" and "There Will Be Blood."

Something that hasn't changed much is the STAR program. Just as it did 50 years ago, STAR for 2007-2008 is recognizing the students in each Georgia high school who have made the highest score on the SAT, and then the system and region STARS, and finally in late April, the State STAR Student. It is a program that is as relevant today as in the days of sock hops and Elvis, and it will be just as relevant 50 years from now. Greg Fullerton sums it up this way:

"The STAR program has now for half a century shined a bright light not only on those Georgia students who have represented some of the best intellectual products of our educational system, but, no less importantly, on those outstanding teachers who challenged their minds and creative talents. The program, in both a tangible and metaphorical sense, has fostered a spirit of enlightenment for educators and the educated alike to seek and honor the attainment of knowledge." ♦

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