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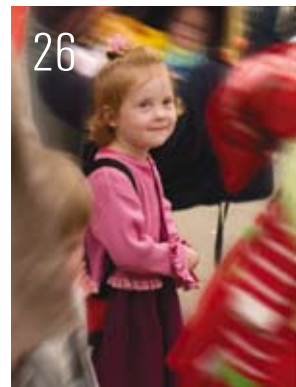
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Photo by Rod Reilly.



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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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Reflecting on the Year

As I complete my term as your PAGE President, I would like to extend my thanks to the PAGE staff, officers, board members and you, our members, from whom I have learned a great deal. It has been a very memorable year and a rewarding experience.



DR. ANNA BROWN

As you are wrapping up the 2006-07 school year, I hope you will set aside some time to reflect on what you have accomplished this year. Most often, we as educators will reflect on the year and focus on what we could have done or would have done differently. The end of the school year always draws different emotions from teachers, ranging from feelings of exuberance to disillusionment. We are excited about completing another year with our students, yet at the same time wish that we could have done more for our students. This year, make an effort to consider beyond what did not work and think about the positive results.

You should feel proud to be a part of Georgia's efforts in moving ahead as we incorporate more challenging work in our classrooms through the implementation of our new Georgia Performance Standards. Although many teachers are struggling with this implementation, it is something that can and will be accomplished through hard work and tenacity. As you reflect on the year, think about the performance tasks your students have completed. Have you adjusted your instructional activities to align more to what students must know and be able to do?

Beyond instruction, look at the successes your students have had. Sometimes it's hard to recognize them when you are their teacher. One of the best ways you can gauge your students' accomplishments is by simply asking them. I once asked my students to compile a journal during the last few weeks of school. I was surprised to discover what students enjoyed most and what they learned.

Other than the classroom, participating in professional learning is an important part of our role as educators. Many professional learning programs are designed around getting us to become



more collegial in our problem solving. This type of collegial learning can encourage us to think somewhat differently about what and how we teach. With that said, consider how your professional learning this year has effected you and your ability to work with other teachers. What have you learned from others, and what have you shared with co-workers?

In the September/October issue of *PAGE ONE*, I challenged members to be proactive in their roles as educators. Reflecting on the positive outcomes of your school year is one way to accomplish this. As I complete my term as your PAGE President, I would like to extend my thanks to the PAGE staff, officers, board members and you, our members, from whom I have learned a great deal. It has been a very memorable year and a rewarding experience. ♦

Accountability for Legislators

“An Insider Advantage/Majority Opinion survey conducted recently reveals the lowest approval rating for the Georgia General Assembly that we, at Insider, have seen since we started tracking in 2002. If the election were held today, less than half of respondents said they would vote to reelect their own state representative or senator.”

Insider Advantage, 4/13/07

The polling information above is not all that surprising, particularly when you consider the legislature’s actions concerning public education and public employees over the past few years. The funding cuts to our schools by themselves have been bad enough, but the ongoing verbal and legislative assault on public education and public employees has been even worse.

Under the Gold Dome we now have a group of legislators who ran for election across the state last fall claiming to support schools, and stated that education was their top priority. Perhaps the missing word in those claims, “public,” was one we all should have paid more attention to.

In addition to the fund cutters and the micro-managers who would like to dictate curriculum from Atlanta, we have a newer menace—those who want to allow “the marketplace” to address all of public education’s challenges.

Vouchers for special education students, a taxpayer bill of rights that caps revenues for state programs, investment of retirement funds in risky venture capital, privatization of the teacher retirement system—the bills come fast and furious from those in power. Educators in Georgia are not consulted and “research” is limited to downloads from the websites of similar thinking “legislative think tanks” in other states.

These are the folks who, in our view, are trying to dismantle public education, piece by piece, program by program. You can count on the fact that the ideologues, who are doing their best to dismantle public education so they can attend their national conferences and slap backs with similar ideologues from other states, will not be around on the day Georgians ruefully recognize what they have done. We will be left to rebuild what they have torn down. But we will not wait until that day comes. Our efforts need to continue.

Accountability has been a key watchword in public education for many years now, given heightened visibility with the advent of No Child Left Behind, but never far from the public dialogue on education. We don’t run from that accountability, we welcome it. We encourage and support

the type of accountability that highlights problems and then drives those changes needed to address and correct the problems.

PAGE is going to step up its efforts to hold our legislators more accountable. (You will be hearing from us over the summer and into the fall.) Many legislators are acting in Atlanta in ways that directly contradict the claims they made last fall to get elected. A grass roots effort is needed to bring home to their constituents their voting records, their comments and the types of legislation they have been promoting over the past few years. Many, if not most of their constituents, would be concerned if not appalled if they knew how their legislators—taking their marching orders from their political party and its leaders—are addressing public education issues.

In summing up the efforts of the 2005 legislature, I wrote: “Previous leaders in Atlanta were criticized—rightly in our view—for legislating with a degree of arrogance and for being out of touch with local realities. We hope that we haven’t replaced that leadership with a group for whom the ends justify the means and for whom the public schools are a minor part of its constituency.” It gives me no joy to read those words today. They were, unfortunately, all too prescient.

Commenting on the 2006 legislature, I wrote: “. . . the arrogance for the most part was muted because 2006 is an election year . . . (but) there was a continuation and even extension of the attitude we found so disconcerting last year.”

This legislative group is one that will be in place until the fall of 2008. Many of the initiatives that failed again this year will be back, as will a major effort to de-fund our schools, couched as “tax relief.” We will call upon you once again through our listserv and our “legislative alerts” to lend your voice in bringing common sense reality to Atlanta and stopping legislation that will hurt our schools and the more than 1.6 million students we serve each day.

As we have said many times, as the state’s largest group for professional educators, we support competent state government services. We do not and will not support degraded state government services. ♦

As we have said many times, as the state’s largest group for professional educators, we support competent state government services. We do not and will not support degraded state government services.



DR. ALLENE MAGILL

Helping Great Teachers Become Even Better



Dalton City Teacher of the Year (TOTY) Beth Lunsford (left) and Walker Co. TOTY Kelly Massey (right), try out new computer tools designed to improve student learning at a PAGE Teacher of the Year Leadership Institute held at Kennesaw State University in February.

PAGE Leadership Institutes for Teachers of the Year and STAR Teachers

By Lee Raudonis

Ask virtually any administrator, educator, parent or student to identify the most crucial component of a good education and he or she is likely to say, “the classroom teacher.” Of all the people and things that go into providing students with a quality education—from clean and modern facilities to up-to-date educational materials and a supportive administration—none is more important than having a good teacher in every classroom. Even a cynic such as George Bernard Shaw recognized this when he observed, “The sole hope of human salvation lies in teaching.”

Given the importance of the classroom teacher to the success of Georgia’s students, one would expect that the state would invest heavily in programs to help teachers—particularly exceptional teachers—improve their skills and abilities. The truth of the matter, however, is that the state and federal governments allocate very little in the way of resources for teacher improvement and professional development, and most local systems are able to devote only a small portion of their tightly-stretched budgets to these important programs. This is why the Professional Learning Division of PAGE has launched two new initiatives to help Georgia’s best teachers become even better.

“The PAGE Leadership Institute for Teachers of the Year (TOTY) and the PAGE Leadership Institute for STAR Teachers are designed to promote, advance and build upon the skills of teacher leaders throughout Georgia,” explains Dr.

Diane Ray, retired educator and assistant director of Teacher Leadership for PAGE’s Professional Learning Division. “They are also designed to provide these outstanding teachers with opportunities to learn how they can lead and become influential advocates for public education in their respective school systems.”

As one might expect, professional development programs for the state’s best teachers must be of the highest quality, and Ray and the staff of the Professional Learning Division make every effort to attract the very best experts on the topics that the teachers themselves believe will be of the greatest value.

“We listen to the teachers to discover what topics they believe are important and then we attempt to attract the very best

Jill Hobson, director of Instructional Technology for Forsyth Co. Schools, shows teachers a variety of ways to incorporate new technology into student learning.





(Left to right) Chattooga Co. TOTY Lamar Turner, Paulding Co. TOTY Addy Wilson and Cobb Co. TOTY Jennifer Dawson explore new technology

announced and cookies and other snacks were brought into the room, several players continued playing the game rather than break for the treats.

“They are just like the kids who participate in these games in schools,” Hobson points out. “They get so wrapped up in it that it is hard to quit. It helps them understand how engaging technology can be for their students.”

“These are the teacher leaders of the state,” Mitchell explains. “They are the ones who can influence the technology purchases of their school systems, and the only way

they can champion technology is to participate in it so they will know about it and understand it. It is critically important to include teachers in technology decisions.”

The TOTY teachers eagerly embraced the technology. “The technology session was fascinating,” says Caroline LaBorde, a special education teacher from of Monroe County. “I was amazed at what is available to us as teachers, and it was extremely helpful to see what other counties are doing in their schools and to get a glimpse of how special education was organized around the state.”

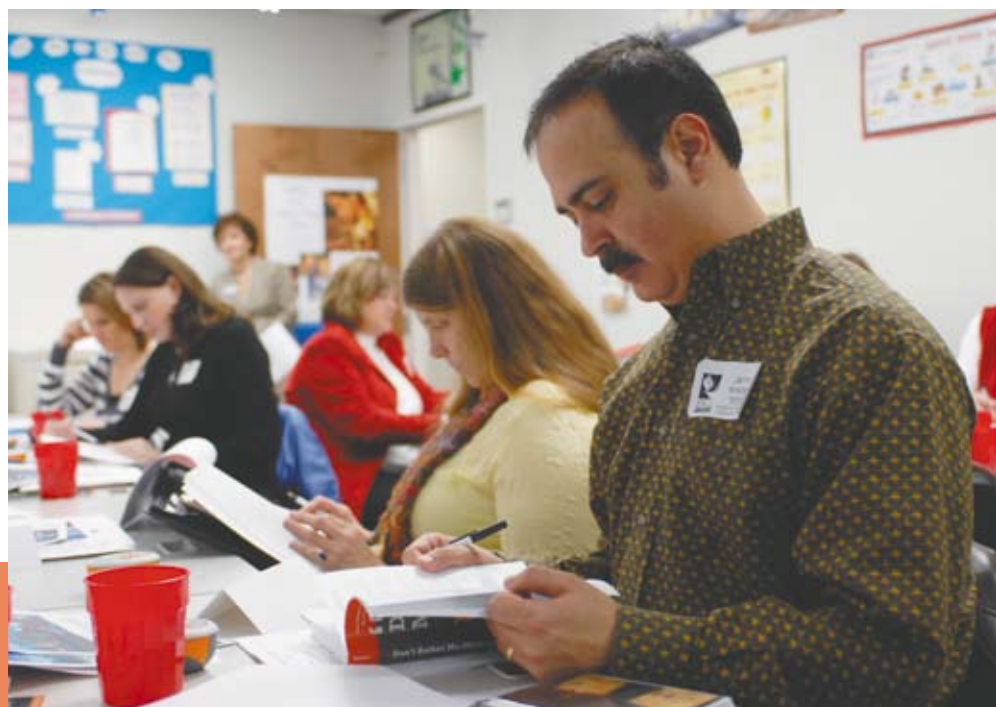
Other participants were also impressed. “Sessions like this are marvelous,” says Catherine Gibbs, a White County middle school language arts teacher. “They present practical ideas you can incorporate into your classroom and share with colleagues.” And Mack Baldwin of Oglethorpe County High School provides his impression: “I get good ideas from the presenters and from talking to other Business Education teachers.”

The technology session was the third of four sessions for the presenters in each field,” Ray explains. “We want presenters who are not only nationally-recognized experts, but people who can communicate exceptionally well with their audience. After all, these are the teachers in our state that students value most and administrators rely on. They deserve to have professionally-conducted workshops of the highest quality.”

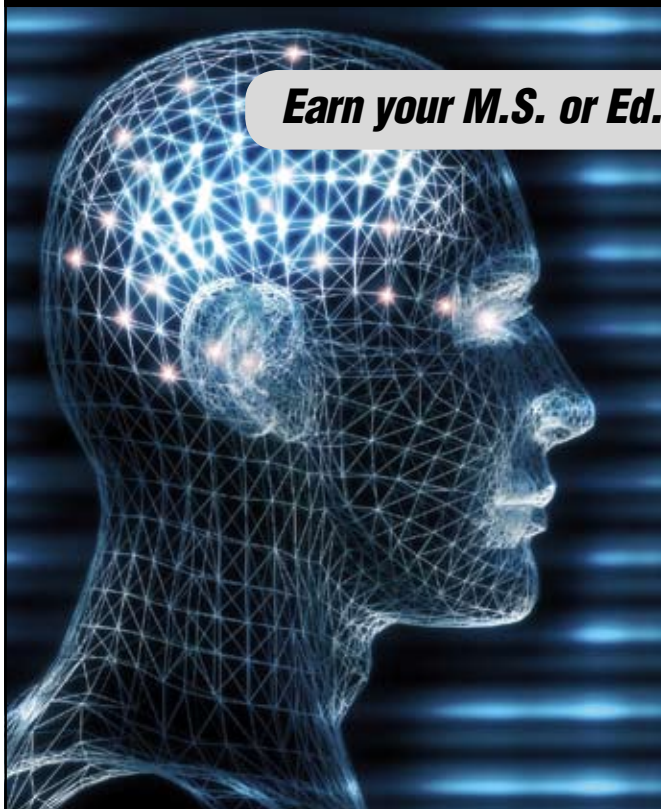
To make sure that cost is not a barrier to any participating teachers or their school system, the TOTY and STAR Teacher Institutes are free and include breakfast, lunch and professional materials for use in the classroom. Schools have only to provide release time for their teachers to attend. “For something this valuable, cost should not be a barrier to participation,” Ray says.

What is an Institute workshop like? One of the most recent sessions of the TOTY Institute was held on a rainy, rainy day in February. Seventeen of Georgia’s system-level Teachers of the Year gathered early in the morning at the University of Georgia’s College of Education Technology Training Center to participate in a day-long session on the latest in school classroom technology. The presenters for the day were Bailey Mitchell, former director of technology for the Georgia Department of Education, and now the chief technology and information officer for Forsyth County Schools, and Jill Hobson, Forsyth’s director of instructional technology.

Mitchell and Hobson did much more than talk about the latest technology. As much as possible, they engaged the teachers in using the technology, showing them how effective it could be in motivating students in the classroom. In one exercise, for example, the teachers joined together in teams to play a video game called “Dimenxian,” which requires players to demonstrate math skills in order to succeed. When a coffee break was



McDuffie Co. TOTY Jerry Snider looks through the book, “Don’t Bother Me Mom I’m Learning,” which was given to all the teachers that attended the leadership institute at the University of Georgia.



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Michelle Canning, Nevada

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Veronica Allende, Florida



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(Left to right) Commerce City TOTY Johnnie Blair, Elbert Co. TOTY Delores Bell and Lanier Co. TOTY Nichole Berryhill discuss the need for change in an effort to improve new instructional strategies.



Teachers of the Year. Two sessions were provided to the state's STAR teachers. "We looked at the needs of Georgia's top teachers and teacher leaders and designed our programs to enhance their skills," says Diane Ray.

The first PAGE Leadership Institute for Teachers of the Year was held in October 2006. Sessions were conducted at Kennesaw State University, the University of Georgia, Georgia Southern University and Valdosta State University. The topic was "Examining Student Work: From Standards to Rubrics in Six Steps." The presenter was Dr. Kay Burke, a renowned educator whose experiences include serving as an award-winning classroom teacher, a school administrator and a university instructor. She was Teacher of the Year for DeKalb County and a semifinalist for Georgia Teacher of the Year in 1984. She also received a Certificate of Excellence Award for the Presidential Scholars Program presented by then Secretary of Education Terrence Bell and President Ronald Reagan at the White House.

For the past 16 years, Burke has facilitated professional development workshops and taught graduate courses for thousands of educators throughout the United States, Canada and Australia. She has also written 11 books and developed training programs in the areas of standards-based assessments, checklists and rubrics, student, teacher and administrative portfolios, classroom management, coaching and mentoring.

The responses to her presentation from the 50-plus TOTY participants were overwhelmingly positive. Here are some of the anonymous program evaluation comments:

"It was an honor to work with Dr. Burke for the day. I was so excited to be here, and I look forward to sharing what we've done with my colleagues."

"Outstanding! Everyone at lunch was amazed at what a wonderful workshop it has been."

"This was a wonderful experience. What a joy it was to see good practices at work while learning to use checklists/rubrics to unpack standards. I can't wait to go back and share info with my colleagues and system administrators."

"Dr. Burke's presentation was so informative and dynamically presented. I will be able to take this back to my school and county and be a better teacher! Super!!"

"Excellent info given at the appropriate pace with a good balance of listening activities and actually doing activities."

"This is one of the BEST workshops I have attended!"

"Relevant information. Excellent presentation by Kay Burke."

"PAGE sponsored workshops are never a waste of time. I always learn at these workshops."

The second program of the TOTY Institute was held in January. It was entitled "Connecting Content and Kids: Integrating Differentiated Instruction and Understanding by Design." The presenter was Jay McTighe, a former classroom teacher, resource specialist and program coordinator who is co-author, with Grant Wiggins, of the best-selling "Understanding by Design" series.

As with the first program, virtually all of the evaluations were "excellent." Here are a few of the comments:

"Wonderful!"

"This was an excellent program. It reminded me of the importance of establishing rich, powerful curriculum that is supported by essential questions, evidence of student understanding in assessment and supporting activities."

"Thank you for another great leadership session. Mr. McTighe is an outstanding presenter—enlightening, informative and on-target with what really makes sense for students and for educators."

"Wonderful! Humor, info, pause and share, and a wealth of applicable knowledge."

"I loved everything about this program."



Bailey Mitchell, chief information officer for Forsyth Co. Schools, instructs the institute held at UGA.

Clearly, the participating Teachers of the Year have enjoyed the professional presenters, but they have also learned a great deal from one another, and they are committed to share what they have learned with their colleagues back home.

"PAGE invests significant resources into providing the highest quality professional learning opportunities to us," says Ada Wilson, a Teacher of the Year from Dobbins Middle School in Cobb County. "We meet, interact with and learn from authorities in education who write many effective strategies for improving school communities. The sessions with Kay Burke and Tim McTighe were some of the most exciting and valuable professional learning experiences that I've had."

Wilson continues, "What has been most valuable is the opportunity to learn from the best teachers in Georgia. Although it's wonderful to get first-hand information from recognized leaders, most of our learning has come from sharing strategies among colleagues. We are inspired by the dedication and commitment of each other, and that in turn motivates us to go back and share what other educators are doing to improve student achievement. I always feel extremely energized after these meetings, and I want to go back and implement strategies that I have learned. Participating in the PAGE TOTY Leadership Institute has been empowering."

Emily Jennette, a 2nd-grade teacher at Sawyer Road Elementary School in Marietta City Schools, also appreciates the opportunity to meet other top educators. "It has been great to collaborate with other teacher professionals to discuss issues we face within the classroom and research techniques and strategies we use to meet the needs of diverse learners. It has also given us an opportunity to explore and receive information presented by top researcher of the best practices in Education."

She also enjoys sharing what she has learned. "I personally have been able to redeliver the information shared by the presenters with my colleagues—administrators, teacher leaders and colleagues. This has brought about great discussions and has helped us implement the IB PYP philosophy. Furthermore, during TOTY meetings at the central office, I have been able to email other TOTY representatives within my school system and give them insight into what topics were explored at the conferences so that they could share the same information with their faculties and staff."

Jerry Snider of Norris Elementary School in McDuffie County values both his colleagues and the experts. "The Institutes have provided me opportunities to explore very relevant/current topics and issues with some of the most outstanding professionals in education and with some of the most out-



(Left to right) Savannah/Chatham Co. TOTY Lolisa Boleman and Decatur City TOTY Bundschu talk about schools of the future.



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(Left to right) Elbert Co. TOTY Delores Bell and Columbia Co. TOTY Penny Barkley are amused by the what they saw on their monitor during their new technology lesson at KSU.

standing colleagues in the field. Many of us have developed professional relationships where we are sharing teaching ideas, plans and activities for our students. Jennifer Adams, Oconee County's TOTY, and I are even planning to present at a statewide conference in the fall based on a cooperative unit that we planned during one of our meetings based on standards and rubrics.

"The Institutes have been 'energizers' for me personally and professionally! Midyear blues and doldrums can often be obstacles for teachers to be most effective! These sessions have been excellent for escaping these difficult times."

Beth Lunsford, a Library/Media Specialist at Westwood Elementary School in Dalton, Ga., is another loyal supporter of the TOTY Institute. "The TOTY Leadership Institute has been right on target with what we are learning in our district. The sessions have deepened my understanding and allowed me to network with great teachers from our state. It has been a motivator for me at this stage in my career."

The other PAGE Leadership Institute is for Georgia PAGE STAR (Student Teacher Achievement Recognition) Teachers. An investment in the 438 STAR Teacher recipients, this Institute is designed, like that for Teachers of the Year, to provide STAR teachers with



(Left to right) White Co. TOTY Catherine Gibbs and Ron Clark, Disney 2000 Teacher of the Year immerse themselves in Learning Curves – A New Day on Education Street with faculty and staff.

opportunities to learn how they can lead and become influential advocates for education in their schools.

The first two sessions of the Institute for STAR Teachers were held in late 2006 and January 2007. These were one-day, high quality professional learning sessions focusing on significant and relevant topics that build upon the leadership skills of the STAR Teachers in Georgia. Each session was offered in four regional locations on subsequent days and presented by the same national expert or consultant. The sessions covered mentoring and effective teaching techniques.

"Because 99 percent of STAR teachers are high school teachers who are leaders in their schools and say they are frequently asked to mentor other teachers, mentoring was the topic of their first session," explains Ray.

The session was entitled "Coaching Your Colleagues: From the Staff Room to the Classroom: A Guide for Planning and Coaching Professionals." The presenters were renowned educator Dr. Robin Fogarty and her colleague, Brian M. Pete.

Fogarty is president of Robin Fogarty and Associates, Ltd., a Chicago-based educational publishing/consulting company. She is a leading proponent of the thoughtful classroom and has trained educators throughout the world in curriculum, instruction and assessment strategies. She has taught at all levels, from kindergarten to college, served as an administrator, and consulted with state departments and ministries of education in the United States, Puerto Rico, Russia, Canada, Australia, New Zealand, Germany, Great Britain, Singapore, Korea and the Netherlands. She has also published numerous articles and books.

The session on mentoring received extremely high marks from the STAR teachers:

"Excellent. This would be beneficial for all teachers. I like the small group interactive setting."

"Great workshop! Very applicable at work."

"Everything was excellent. I especially appreciate that PAGE came to 'our neck of the woods.' Seldom are we afforded the same opportunities as our colleagues in the metro Atlanta area."

"What an enjoyable day! I was not disappointed. Thank you!"

"Outstanding in every way."

"This was an excellent day of learning and sharing with wonderful teachers."

"Excellent presentation—informative and engaging."

"Great experience! What a treat!"

"I want more!! Great job!!"

"Perhaps the best conference I have attended. Thank you so much!"

The second program for the STAR teachers was entitled "From Art to Science: What to Think in Today's Schools." The presenter was John Antonetti, a former director of K-12 curriculum in the Sheridan School District in Arkansas and an advocate of experiential education, who recognizes that all learners learn best when they work together to solve real world problems in safe, cooperative environments. Antonetti has worked with three districts that won the nationally recognized Broad Prize for Urban Education, and he is the author of the book, "Lessons from the MIRA: Writing as a Measure of Thinking."

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The audience applauds the newly named 2007 State PAGE STAR Teacher Dr. Anne Blanchard (left) and State PAGE STAR Student Keru Cai (right). (Inset) Keru was presented roses by her local STAR sponsor, the Metro Marietta Kiwanis Club, one of 165 local STAR sponsors across the state.

Georgia's 2007 State PAGE STAR Student and Teacher Announced by the PAGE Foundation

Keru Cai, a senior at Cobb County's Campbell High School, is the 2007 State PAGE STAR Student. She named her International Baccalaureate Literature teacher, Dr. Anne Blanchard, as her State PAGE STAR Teacher. Craig M. Western, a senior at Fayette County's McIntosh High School, was named First Runner-up State PAGE STAR Student and chose Mary Wilde, his Science teacher at J. C Booth Middle School, as his STAR Teacher. "Both Keru and Craig impressed us with the breadth of their accomplishments and the depth of their commitment to making the world a better place," said Dale Lyles, chair of the 2007 State Selection Committee.

The announcement came on April 25, at the 2007 State PAGE STAR Banquet held at the Renaissance Atlanta Hotel Downtown. Nineteen STAR Student Region Winners were finalists in the culminating event of the STAR program, which began earlier this year with the naming of 462 STAR Students selected from participating public and independent schools

AT&T Georgia Regulatory Vice President Pete Martin (far right) smiles following his presentation of the \$5,000 AT&T Georgia Scholarship to Cai, while (left to right) fellow presenter Wachovia Senior Vice President and PAGE Foundation Board of Trustees Chair Ben Boswell, Jr., looks on following his presentation of the crystal vase to Cai.



from across the state. The PAGE STAR program is coordinated and sponsored by the PAGE Foundation. The Georgia Chamber of Commerce and the Georgia Department of Education are co-sponsors. Donors to the state event include AT&T Georgia, Cecil B. Day Foundation, Ford Motor Company, Frances Wood Wilson Foundation, Mozelle Christian, PAGE Foundation and The Coca-Cola Company. Now in its 49th year, the STAR (Student Teacher Achievement Recognition) program has honored more than 21,000 students and their teachers for academic excellence. To obtain the STAR nomination, high school seniors must have the highest SAT score (from any one administration of the new three-part SAT taken through the November test date of the student's senior year) and be ranked in the top 10 percent or top 10 of their class. These students then select an inspiring teacher to share in this recognition. Eleven of this year's finalists scored 2400 on one administration of the SAT test that now includes Critical Reading, Math and Writing.



2007 First Runner-up State PAGE STAR Student Craig M. Western and his STAR Teacher Mary Wilde.

Cai, of Marietta, will attend Harvard University in the fall where she plans to major in either Psychology or Anthropology. As this year's State PAGE STAR Student, she was honored with a \$5,000 scholarship from AT&T Georgia presented by AT&T Georgia Regulatory Vice President Pete Martin. Cai also received a crystal vase from the PAGE Foundation, presented to her by Wachovia Senior Vice President and PAGE Foundation Board of Trustees Chair, Ben Boswell, Jr. Cai's chosen State PAGE STAR Teacher Dr. Anne Blanchard received a \$2,500 cash award from the Frances Wood Wilson Foundation, presented by its Executive Vice President Blitch Ann Bird, and a crystal vase from the PAGE Foundation, presented by PAGE Executive Director Dr. Allene Magill. First Runner-up Craig Western, of Peachtree City, will attend the University of Southern California and plans to major in Engineering. PAGE President Dr. Anna Brown presented him with a crystal bowl and a \$1,000 scholarship from the PAGE Foundation.

Bill Covington, key account manager for The Coca-Cola Company, also presented the First Runner-up with a Coca-Cola Scholarship of \$1,000. Mozelle Christian, the first director of the STAR program, presented the First Runner-up State PAGE STAR Teacher Mary Wilde with the Mozelle Christian Award of \$500. Wilde also received a crystal bowl from the PAGE Foundation presented by Dr. Magill.

PAGE, the PAGE Foundation, the Ford Motor Company and The Coca-Cola Company sponsored the State Banquet. The Coca-Cola

Company also sponsored the evening's reception and presented each of the 19 finalists with a \$100 award. PAGE Executive Director Dr. Allene Magill and PAGE Foundation Chair Ben Boswell, Jr. presented these finalists and their teachers with a hand-blown glass star. At their region events, Region STAR Students received a \$500 cash award from the Cecil B. Day Foundation, and Region STAR Teachers received a \$200 award from the PAGE Foundation. Sponsors of this year's event were represented by Georgia Chamber of Commerce President George M. Israel, III, and Georgia Department of Education Director of Innovative Academic Programs Elizabeth Webb. ◆



(Left to right) PAGE President Dr. Anna Brown, Key Account Manager for The Coca-Cola Company Bill Covington, First Runner-up PAGE STAR Student Craig M. Western, First Runner-up PAGE STAR Teacher Mary Wilde, STAR Founder Mozelle Christian, and PAGE Executive Director Dr. Allene Magill, pose following the presentation of awards.



The Coca-Cola Company Key Account Manager Bill Covington (second from right) shares a Coke and a smile with (left to right) STAR Region Winner Vibin Kundukulam, of Fulton County's Northview High School, Georgia Chamber President George M. Israel, III, and STAR Region Winner Lindsey Liu, of Columbia County's Lakeside High School, during the reception hosted by The Coca-Cola Company. The Georgia Chamber of Commerce is a co-sponsor of the State PAGE STAR program.



Mozelle Christian (standing), founder of the STAR program, is recognized by the audience. Joining her at the head table are (left to right) WSB-TV Reporter Jeff Dore, who interviewed the region winners during the banquet, Frances Wood Wilson Foundation Executive Vice President Blich Ann Bird, AT&T Georgia Regulatory Vice President Pete Martin, and Professional Learning Department Assistant Director for Teacher Leadership Dr. Diane Ray.



The 2007 STAR Region Winners gather after the luncheon with the judges. They are (back row, left to right) Blake Allen, Stratford Academy, Bibb Co.; Brent Allen, Colquitt Co. High School; Greg Tullos, Valdosta High School; Vibin Kundukulam, Northview High School, Fulton Co.; Yi "Lindsey" Liu, Lakeside High School, Columbia Co.; Liang Hou, Rome High School; Katie Bowen, Rabun Gap-Nacoochee School; Elinor Willis, Meadowcreek High School, Gwinnett Co.; Harris Eppsteiner, Woodward Academy, Fulton Co.; Sixuan "David" Hou, Athens Academy, Oconee Co.; and Han Li, H.V. Jenkins High School, Chatham Co.; and (front row, left to right) Carol Wang, Chamblee Charter High, DeKalb Co.; Craig Western, McIntosh High School, Fayette Co.; Da "Clara" Yang, Brookwood High School, Gwinnett Co.; Jae Seon "Jennifer" Yun, Columbus High Liberal Arts Magnet, Muscogee Co.; Keru Cai, Campbell High School, Cobb Co.; Sijia Cai, North Atlanta High School, Atlanta; Steven Lau, Duluth High School, Gwinnett Co.; and Michelle Delcourt, Frederica Academy, Glynn Co..



PAGE Foundation Executive Director Dr. Allene Magill greets STAR Region Winner Clara Yang and PAGE Foundation President Tom Wommack greets Yang's STAR Teacher Laura Stanley prior to the State PAGE STAR Banquet.



STAR Region Winners Blake Allen and Sijia Cai give the evening a "thumbs up."



Members of the STAR Class of 2007 pose for their photograph after receiving a memento of the evening from the PAGE Foundation.

System STAR Teachers

Appling County	Jonathan Hickox	Dalton City	Susan Brigman	Jackson County	Gwendolyn Faulkner-Holley	Randolph County	Kristina Smith
Atkinson County	Peter Lentz	Dawson County	Deanna Duff	Jasper County	Amy Scroggs	Richmond County	Randall Nichols
Atlanta City	Yvonne McVann*	Decatur City	Jeff Shrader	Jeff Davis County	Leslie Mills	Rockdale County	Charles Garner Jr.
Bacon County	Gail Williams	Decatur County	Phillip Breedlove	Jefferson City	Christina Healan	Rome City	Dawn Faulkner*
Baldwin County	Shannon Davis	DeKalb County	Uwe Neuhaus*	Jefferson County	Connie Gay	Schley County	Joanna Arnold
Banks County	Kipp Jackson	Dodge County	Holly Smith	Jenkins County	Marsha Madray	Schley County	Patti Wurtz
Barrow County	Shadie Thompson	Dooley County	Deborah Heckwolf	Johnson County	Virginia McAfee	Screven County	Burton Kemp
Bartow County	Linda McCoy	Dougherty County	Irmgard Schopen-Davis	Jones County	Jason Martin	Seminole County	Mary Lou Ponder
Ben Hill County	Connie Massee	Douglas County	Casey Hall	Lamar County	Dee Kitchings	Social Circle City	David Smith
Berrien County	Skeeter Parker	Dublin City	Terry Kennedy	Lanier County	Billy Martin	Spalding County	Dee Joiner
Bibb County	Clyde Austin*	Early County	Sherri Newberry	Laurens County	Kay Brown	Stephens County	Ken Camp
Bleckley County	Elaine Wade	Echols County	Freddy Sublett	Lee County	Robby Davis	Sumter County	Linda Brewer
Brantley County	Brenda Jowers	Effingham County	Kimberly Larson	Liberty County	Amanda Holmes	Tattall County	Sherry Lamb
Bremen City	Diane Thomas-Bullard	Elbert County	Philip Bohlen	Lincoln County	Mark Flowers	Taylor County	June Knight
Brooks County	Carol Thompson	Emanuel County	Glenn Turner	Long County	Cynthia Wells	Telfair County	Sheryl Johnson
Bryan County	Karen Clarke	Evans County	Tom Sollosi	Lowndes County	Susan Cowart	Terrell County	John Pate
Burford City	Timothy Harris	Fannin County	Jennifer King	Lumpkin County	JoAnn Luke	Thomas County	Phil Danner
Bulloch County	Charles Tony Whiddon	Fayette County	Mary Wilde*	Macon County	Christine Williamson	Thomaston-Upton County	Kathy Perdue
Burke County	Lisa Mathis	Floyd County	Leigha Burnham	Madison County	Latana Coile	Thomasville City	Dean Farrell
Butts County	Anne Kline	Forsyth County	Anita Perez-Studdard	Marietta City	Winona Robuck	Tift County	Ian Crawley
Calhoun City	Marcus Palazzolo	Franklin County	Dorothy Fitzpatrick	Marion County	Dolly Hooks	Toombs County	Ann Smith
Camden County	James Sparks	Fulton County	Margaret Lee*	McDuffie County	Susan Hitt	Towns County	Darren Berrong
Candler County	Twila Durden	Fulton County	Sharon Evans*	McIntosh County	Kate Abbey	Treutlen County	Kregg Ricks
Carroll County	Rebecca Wright	Fulton County	Sol Aboulafia*	Meriwether County	Pepper Connell	Trion City	Gail Jones
Carrollton City	Thea Stallings	Gainesville City	Gail Ingram	Miller County	Bill Spooner	Troup County	Ken Sealy
Cartersville City	Kenneth Foster	Gilmer County	Cheryl Star	Mitchell County	Pam Dean	Turner County	Corinne Reeves
Catoosa County	Tom Lord	Glascok County	Mary Jo Kemp	Monroe County	Patricia Busby	Union County	Mark Donahue
Charlton County	Mary Eve Blair	Glynn County	Julie Boatright*	Montgomery County	Jeanette Goff	Valdosta City	Charlotte Duplantis*
Chatham County	William Avila*	Gordon County	Darlene Callan	Morgan County	Pam Turner	Vidalia City	LaRee Findley
Chattooga County	Alan Perry	Grady County	Celia Bass	Morgan County	Patricia Leming	Walker County	Kathy Schock
Cherokee County	Martha Kenyon	Greene County	James Eaton	Murray County	Mark Miles	Walton County	Lawrence Finocchi
Chickamauga City	Kevin McElhanev	Gwinnett County	Fred Okoh*	Muscogee County	Tom Perry*	Ware County	Rachel Grimes
Clarke County	Stella Guerrero	Gwinnett County	Geri Flanary*	Newton County	Sandra Manson	Warren County	Joshua Morey
Clayton County	Tina Underwood	Gwinnett County	Laura Stanley*	Oconee County	Richard Patterson*	Washington County	Stephanie Shelton
Cobb County	Anne Blanchard*	Habersham County	Wayne Bailey	Oglethorpe County	Terry Kinney	Wayne County	Melba Murphy
Coffee County	David Moorer	Hall County	Ana Maria Stradley	Paulding County	Barbara Miller	Wheeler County	Millie Perry
Colquitt County	Rebecca Bevacqua* (Deceased)	Hancock County	Irvin Swint	Peach County	Carolyn Jenkins	White County	Sara Kennedy
Columbia County	Charles Heywood*	Haralson County	Mary Thompson	Pelham City	Michael Boyd	Whitfield County	Tommy Honeycutt
Commerce City	Tracey Newcomer	Harris County	Mary Burdette	Pickens County	John White	Wilcox County	Elizabeth McCall
Cook County	James Drazdowski	Hart County	Kenneth Little	Pierce County	Marie Smith	Wilkes County	Debbie McLeod
Coweta County	Daniel Harrington	Heard County	Paul Mixon	Pike County	Elsie Husak	Wilkinson County	Eleanor Angles
Crawford County	Tony Byram	Heard County	Tammy Garces	Polk County	Mary Jane Benefield	Worth County	Sandi Mayo Giddens
Crisp County	April Trussell	Henry County	Julie Harrison	Pulaski County	Stephanie Milner		
Crisp County	Jim Mitchell	Houston County	Barbara Hilliard	Putnam County	Kris Stevens		
Dade County	Bill Emmett	Irwin County	Mary Jo Hudson	Rabun County	Ivy Stiles*		

* Indicates Region STAR Teacher

2007 FEAST Invest in a Child's Mind... Teach!



More than 150 Future Educators Associations of Georgia (FEA of GA) chapter participants and their advisors gathered at Epworth by the Sea at St. Simon's Island, on March 22-24, 2007, for this year's FEA Spring Training.... better known as FEAST! Over the course of the two-day camp, middle and high school students interested in entering the field of education had the opportunity to hear from the National Teacher of the Year, Georgia's Teacher of the Year and a host of experienced educators as they shared expertise and techniques toward becoming an effective teacher.

The Opening General Session held on Thursday evening featured as keynote speaker National Teacher of the Year Kimberly Oliver, who shared how delighted she was to see such a large group of young students interested in a teaching career. Following her presentation, camp participants enjoyed social activities that included basketball, tennis, roasting marshmallows by the bonfire and card games in the "Create Your Own Game" room.

Georgia Teacher of the Year Pam Walker spoke the next day during the Morning General Session. Students then had the opportunity to attend break-out sessions covering a variety of topics including, "Strategies for Teaching Students of Poverty," conducted by Jan Goodwin, Ed.S.,

National Board Certified Teacher; "What Will College Really be Like?," conducted by several members of the Armstrong Atlantic State University Department of Middle Grades Faculty including: Dr. Regina Rahimi, Dr. Marilyn Hutchinson, Dr. Annette Wilson, Dr. Patrick Hannigan and Ed Davis; "Becoming an Effective Teacher," conducted by Peter Swanson, PhD, of Georgia State University; and "Multicultural Mathematics Education," conducted by Sheena Cooper, PAGE Teacher Academy graduate; and FEA Advisors participated in an Advisor Roundtable, facilitated by Instructional Coordinator Cheryl Dixon and FEA Advisors Susan B. Greene and Marcie A. Wynn, all of Booker T. Washington High School, Atlanta Public Schools. The afternoon was filled with team-building activities facilitated by two PAGE Teacher Academy participants, Stephanie Shelton, English teacher from Washington County High School and Sheena Cooper, math teacher at Lanier County High School. The day's activities concluded with the Evening Session led by Keith Rustin, a motivational speaker and life coach from Glennville, Ga., followed by a spirited session of karaoke.

Saturday morning sessions provided FEA participants with additional opportunities to discover other useful teaching techniques, including, "How to Be Successful in Education," conducted by Jennifer

Boryk, professor of History at Armstrong Atlanta State University; "Let Your Voice Be Heard," conducted by Scott Grubbs, instructor, Dewar College of Education, Valdosta State University; and "How to Be a CAT (Creative Arts Teacher), conducted by Dr. Denise Weems, assistant professor and SPAGE Advisor, Department of Teaching and Learning, College of Education, Georgia Southern University. The closing session of the camp was led by Dr. Peter Swanson, a foreign language methods professor at Georgia State University. Earlier in the week, participants had completed a vocational aptitude survey administered by Dr. Swanson. During his final session, Dr. Swanson shared the results of the survey and how the students' personality traits aligned with those that are traditionally associated with an effective teacher.

PAGE Foundation Manager of Student Groups Mary Ruth Ray, who organized the FEA Spring Training, was pleased with the results of the event. "It's extremely gratifying to see so many young people interested and engaged in meaningful activities in their pursuit of a future teaching career. We are grateful to all the individuals who contributed to FEAST and to the FEA advisors for bringing their students," she said.

FEA of Georgia is a partnership of the PAGE Foundation and Phi Delta Kappa International. The program is funded in part by the following donors: AT&T Foundation, Copeland Insurance Services, Inc., Ford Motor Company, Professional Association of Georgia Educators, Scientific Atlanta, The UPS Foundation and Wachovia; sponsors include the Georgia Association of Educational Leaders, Georgia Association of School Personnel Administrators, Georgia Association of Secondary School Principals, Georgia Department of Education, Georgia Partnership for Excellence in Education, Georgia Professional Standards Commission, Georgia School Boards Association, Georgia School Superintendents Association and Phi Delta Kappa International. Special thanks to Maggie Roberts, director, Advising Center, Dewar College of Education, Valdosta State University, for the generous donation of a backpack for each FEAST participant and FEA Advisor. ♦

2007 FEA Spring Training was...

Inspirational



Educational



Motivational



1. Opening session Keynote Speaker and National Teacher of the Year Kimberly Oliver
2. 2007 Georgia Teacher of the Year Pam Walker
3. PAGE Teacher Academy graduate Sheena Cooper led the "Multicultural Mathematics Education" break-out session
4. Dr. Peter Swanson, a foreign language methods professor at Georgia State University, led the "Becoming an Effective Teacher" and had students participate in a vocational aptitude survey during the camp.
5. Keith Rustin, a motivational speaker and life coach from Glennville, Ga., had student's rapt attention during his presentation.

And nothing motivates teambuilding like...



balloons



bridges

and cooperation

Rewarding



6. Carroll County Temple High School FEA Chapter won this year's Scrapbook Competition. Chapter members include: (back row, left to right) Craig Jacobs, Darren Carter, Seth Franks, Aubrey Wynne, Zeke Gresham, Lyndsey Shadrix, Casey Weathers and Daniel Fleming; (middle row) Christina Johnson and Megan Jacobs; and (front row, left to right) Tammy Kinney, FEA advisor, Bailey Wild, Jasmine Livingston-Harvey, Ivy Sosby and Michelle Dean.

7. Raffle winner Seth Franks, of Temple High School, said, "FEAST is one of the most memorable, beneficial and extravagant experiences one could ever ask for."

And Fun!

Playing cards...



Eating s'mores by the bonfire



Playing basketball



Karaoke





Gwinnett County's BERKMAR HIGH SCHOOL

The 2007 PAGE Georgia Academic Decathlon State Champion

The 2007 PAGE Georgia Academic Decathlon State Champions, Berkmar High School, pose following the presentation of the Howard Stroud Championship Award, (back row, left to right) Coach IV Bray, decathletes Christian Parsons, Agni Chandora, Dua Hassan, Andrew Bascas and Ian Marra; and (front row, left to right) presenters PAGE Foundation President Tom Wommack, State School Superintendent Kathy Cox, Coach Chris Pae, decathletes Katie Harazin, Liana Nisimova, Mai Himedan, Jonathan Walker and Berkmar High School Principal Ken Johnson.

This year's PAGE (Professional Association of Georgia Educators) Georgia Academic Decathlon State Champion and Division I (large school) winner is Gwinnett County's Berkmar High School, coached by IV Bray and Chris Pae. Muscogee County's Columbus High School, coached by Lina Yates and Jan Carter, is the Division II (small school) Champion. The

announcement came at the PAGE GAD Awards Banquet, the culminating event of the two-day academic competition held on Feb. 23 and 24, 2007, at Berkmar High School in Gwinnett County. Berkmar High School's team scored the highest points overall in Division I and II, and was presented the Howard Stroud Championship trophy by State School Superintendent

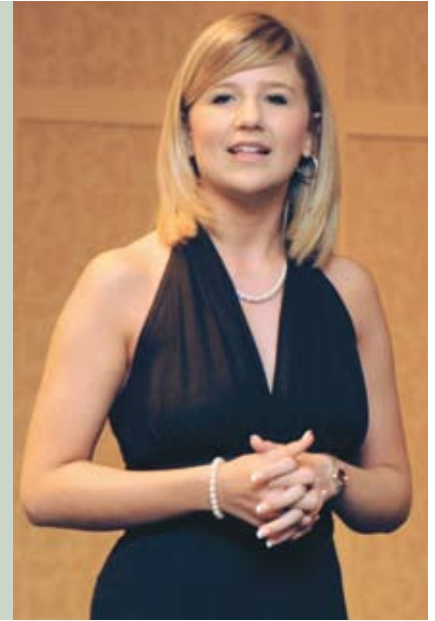
Kathy Cox and PAGE Foundation President Tom Wommack. It is the fifth consecutive year the team has been so honored. Berkmar represented Georgia at the United States Academic Decathlon National Finals held in Honolulu, HI., in April. The PAGE Foundation, Apple Computer, Inc., the Georgia Department of Education and The Coca Cola Company sponsor the Decathlon.



Muscogee County's Columbus High School Decathlon team won Division II (small school) Championship honors. Shown here following the presentation of their trophy are (back row, left to right) Saranya Venkatachalam, Coach Jan Carter, Kayra Velez, Ashley Sanks, Grace Nagel and Coach Lina Yates; and (front row, left to right) Brittany Mauck, Jennifer Yun, Sarah Anne Shields, Robyn Gordon and Puja Chebrolu.



During the PAGE GAD Awards Banquet, winners of the prepared speech portion of the Speech Competition presented their speeches. This year's presenters are: Zane Sanchez, Varsity Division, from Muscogee County's Spencer High School; Lauren Fendley, Scholastic Division, from Carroll County's Villa Rica High School; and Katie Barlow, Honors Division, from Forsyth County's Central High School.



Kennesaw State University serves as a partner with the PAGE Georgia Academic Decathlon by providing and coordinating the more than 150 volunteers needed for the weekend event. The Gwinnett County Public School System serves as host.

Other winners include, in Division I (large school), First Runner-up Catoosa County's Lakeview-Ft. Oglethorpe High School, coached by Ian Beck and Lisa Beck, and Second Runner-up Gwinnett County's Parkview High School, coached by Melodie Cleckler and Amy Hammond. In Division II (small school), Walton County's Monroe Area High School, coached by Mindy Dess, was named First Runner-up and Cook County's Cook High School, coached by Pat James and Becky Futch, was named as Second Runner-up. David Chandley, meteorologist for Atlanta's Channel 2, WSB-TV, served as Master of Ceremonies for the Awards Banquet, during which the highest-scoring students were awarded both team and individual medals in various competition categories.

More than 210 high school students from 24 high schools, representing 20 school districts, competed in the academic event.

During the competition, students were tested in seven content areas: economics, art, language and literature, mathematics, social science, music and Written Super Quiz. In addition, students earned points individually in three communication events: public speaking, a personal interview and a written essay. The program is unique because each nine-member team is made up of three "A" students, three "B" students and three "C" students. Each year the program features a different overall curriculum topic. This year's topic was "China and Its Influence on the World."

On Saturday afternoon, students participated in the exciting Super Quiz Oral Relay, sponsored by Apple Computer, Inc. During the relay, team members competed in a quiz bowl format, keying in



Catoosa County's Lakeview-Ft. Oglethorpe High School Decathlon team poses following the presentation of their award as PAGE Georgia Academic Decathlon Division I First Runner-up presented during the PAGE GAD Awards Banquet. Team members include (back row, left to right) Katy Kammerdiener, Adam Underwood, David Hamill, Lindsey Harrison, Aaron Clarke, Kyle Osborne, Coach Ian Beck and Coach Lisa Beck; and (front row, left to right) Mike Somsanith, Kathy Somsanith and Samantha Spann.



Gwinnett County's Parkview High School decathletes prepare to compete in the Interview and Speech portions of the competition. When the final scores were tallied, the team captured Division I Second Runner-up honors. Team members include (back row, left to right) Anik Das, Charlie Reddy-Holdcraft, Michael Fidero, Mason Ruffing and Dominique Wang; and (front row, left to right) Kristy Gao, Claire Hou and Rob Wilkey.



Eying the scoreboard, decathletes keep a watchful eye on the scores as they compete in the Super Quiz Oral Relay portion of the PAGE Georgia Academic Decathlon.



answers to questions regarding this year's topic, "An Introduction to Climatology." Gwinnett County's Berkmar High School, coached by IV Bray and Chris Pae, was named this year's Apple Computer Super Quiz Oral Relay Champion; Muscogee County's Hardaway High School, coached by Carmen Kimsey and Rita Wood, was First Runner-up; and Catoosa County's Lakeview-Fort Oglethorpe High School, coached by Ian Beck and Lisa Beck, was Second Runner-Up.

The United States Academic Decathlon sponsors a Small School Online national competition, which was held in conjunction with the national finals competition in April. Marion County's Tri-County High School, coached by Margie Hollomon and Olin Hollomon, won the opportunity to represent Georgia in this competition.

UNITED STATES ACADEMIC DECATHLON NATIONAL FINALS UPDATE

Berkmar High School represented Georgia in United States Academic Decathlon National Finals held in Honolulu, HI, in April. There they competed against state championship teams from 39 other states. They ended the competition ranked 20th in the overall team score rankings. Teammates Dua Hassan, a senior, and Andrew Bascas, a junior, both earned a medal in the Speech Competition. Hassan was one of three students in her division (of 150 students) to be chosen to participate in the USAD Speech Showcase. Liana Nisimova, a junior, received an award for earning the highest individual point average on the team. Katie Harazin, a senior, earned a medal in music and was also honored by Dr. Bob Brezina, the president of the USAD Board of Directors, for creating the design for the USAD National Competition logo for 2007. ♦

Walton County's Monroe Area High School decathletes clinched Division II First Runner-up Honors. Pictured here following the awards presentation are team members (front row, left to right) Caleb Milligan, Michael Thao, Christopher Diehl, Victoria Lundebo and Bethany Lightfoot; and (back row, left to right) Jason Lawrence, Andrew Schwegler, Anthony Pace and Coach Mindy Dess.

The 2007 PAGE Georgia Academic Decathlon State Champion cont.d

Rounding out the winners in Division II was Cook High School as Second Runner-up. Pictured here following the awards presentation are team members (front row, left to right) Coach Becky Futch, Ashley Anderson, Dee Messcher, Nicole Futch (mascot), Abi Daughtrey, Lisa Turner and Alice Mendez; and (back row, left to right) Coach Pat James, Britt Wall, Jeremiah McClelland, Alex Lovett, Nicholas Sumner, Brandon Long and Andy Futch.



Representatives from Kennesaw State University, including (left to right) Diana Poore, director, Teacher Resource & Activity Center; Dr. Susan Brown, executive director, Center of Services, Outreach and Partnerships; Dr. Debra Coffey, assistant professor of Elementary & Early Childhood; Kathy Rechsteiner, administrative associate, Human Resources; and Dee Rule, administrative associate, Teacher Resource & Activity Center, attended the PAGE GAD Awards Banquet. Kennesaw State University worked as a partner with the PAGE Georgia Academic Decathlon, providing and coordinating the more than 150 volunteers needed to successfully implement the two day event.

IN MEMORIAM

Clarke County Educator Howard Stroud, who created the PAGE Georgia Academic Decathlon, died on March 29, 2007 in Athens, Ga. Stroud began his 36-year career in education as a teacher at Athens High and Industrial School. He worked as a teacher, assistant principal and principal at Lyons Junior High School, and then moved to the district's central office, where he served as middle and high school coordinator, administrative assistant to the superintendent, acting superintendent and associate superintendent, before retiring in 1992.

He was a widely respected educator who launched the Academic Decathlon in 1987 in the Clarke County School District, which sponsored the student competitive event until the 1992-1993 school year. Under Stroud's leadership, the program that started in Clarke County was transformed into a statewide program. PAGE assumed sponsorship of the program in 1992. In 2003, the PAGE Foundation

created the Howard Stroud Award to honor the Georgia Decathlon championship team that will represent the state at the United States Academic Decathlon National Finals. Every year after that, Stroud was one of the presenters of this award.

"Howard was a highly respected educator with great vision," says PAGE Foundation President Tom Wommack.

"Each year, the Decathlon program offers hundreds of Georgia students the opportunity to delve into a rich curriculum; the program has had a profound effect on some of the participants by motivating under-achieving students to strive while engaging high-achievers with its challenging subject matter. I'm sure that that is what Howard saw in the program—that it appealed to a broad range of students and inspired all to do their best. A part of his education legacy remains here with us through the Decathlon program."



Honor Your Favorite Teacher

By Lieutenant Governor Casey Cagle



Lieutenant Governor Casey Cagle

ject that was not my favorite, interesting as well as applicable to my life. She expected me to sit on the front row and required my full attention. She was passionate about her teaching and it rubbed off on those of us in the classroom. For the first time, events from long ago suddenly seemed to come alive and piqued my curiosity. Not only did she support me in the classroom, but she also spent time with me outside of the classroom. She supported me by coming to my sporting events and showing an interest in my life. Coming from a single parent home, additional



Retired teacher
Jennie Sue Vaughan

adult interactions meant a lot to me. Mrs. Vaughan may never know how much her encouraging words spoke to me.

Teachers have the ability to inspire and to impart lessons beyond those just learned in textbooks.

Education does not start and end at the classroom door, but carries on in every aspect of a child's life. Teachers like Mrs. Vaughan recognize this, and we need more like her—teachers who are able to capture the attention of their students and make learning exciting and applicable to their lives. ♦

When I think back on the many excellent teachers I had throughout my life, it is not easy to narrow down my list to just one. But I believe a good teacher is one who motivates a student in the classroom, expects excellence from each student, takes time to mentor and support a student through tough times and extends the student/teacher relationship beyond the classroom by being an active participant in the community. That teacher in my life was Jennie Sue Vaughan

For anyone who taught me, it goes without saying that I was not the quietest or most focused student in the classroom. Oftentimes it was hard for me to concentrate on subjects that did not personally interest me—especially if there was a conversation to be had with my friend sitting in the desk beside me. But when I think back on Mrs. Vaughan's classroom, I realize she had a way of focusing my attention, and I always walked out of her classroom having learned something new.

Mrs. Vaughan taught me World History at Johnson High School in Hall Co., Ga., and made an academic sub-

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MARGARET CICCARELLI

2007 PAGE Final Legislative Report

The 2007 General Assembly was plagued by infighting between leadership in the House, Senate and the Governor's office. A standoff over the 2007 Supplemental Budget nearly resulted in an expensive Special Session, anticipated to cost Georgia taxpayers over \$45,000 per day. House and Senate members ultimately agreed with Governor Perdue's recommendation not to restore education budget cuts and passed the following legislation, which has been sent to the Governor for his signature. Governor Perdue has 40 days after adjournment to sign or veto any bills or joint resolutions. At the end of this 40-day period, bills that are not yet signed or vetoed become law. The effective dates of these bills will be July 1, 2007, unless otherwise specified within the bill.

CLASS SIZE

SB 123 requires that school administrators allow parents of twins or higher order multiples to decide if those children should be placed in the same classroom, unless factual evidence shows that the students should be separated. The parent or guardian must request the classroom placement no later than five days before the first day of each school year or five days after the first day of attendance of the children during a school year if the children are enrolled in the school after the school year commences.

Though it did not pass the Senate on its own, HB 332, which permanently delays planned high school class size reductions, passed as part of SB 123. Beginning with the 2007-2008 school year, each local board of education is allowed to exceed maximum class sizes set by the state board for general education programs in mathematics, science, social studies and language arts for grades 9 through 12, and

may establish such maximum class sizes that shall not exceed the funding class size by more than 39 percent. Local boards will annually report to the state board and to each school council the established class sizes.

VOUCHERS

SB 10 allows public tax dollars to flow to private schools in the form of vouchers for students with disabilities. During the 2007 session, PAGE lobbyists fought to defeat SB 10 and to amend the legislation to require accountability from private schools accepting vouchers. The legislation narrowly passed.

A student is eligible for the voucher if the student is: autistic, deaf, blind, hard of hearing; or has an emotional and behavioral disorder, an intellectual disability, an orthopedic impairment, another health impairment, a specific learning disability, a speech-language impairment, a traumatic brain injury or a visual impairment. Additionally, the student's parent or guardian must be a Georgia resident for at least a year, and the student must have an Individual Education Program (IEP) and be enrolled in a public school for one year.

Federal dollars will not flow with the voucher, and the amount of the voucher will be equivalent to the costs of the educational program that would have been provided for the student in the resident school system. Students will be eligible for the vouchers until they graduate or reach age 21, whichever happens first. Students need not be retested during that time to ensure that they remain disabled.

SB 10 does not require private schools accepting the vouchers to employ certified teachers or teachers with special education experience. The teachers must have a bachelor's degree.

GRADE INTEGRITY

SB 9 states that no classroom teacher will be required, coerced, intimidated or disciplined by the local board of education, superintendent or school administrator to change the grade of a student. The law does not apply when a teacher has failed to comply with grading policies or rules adopted by the local board of education or written procedures established by an individual school that are applicable to the grading process, unless such policy, rule or procedure would require a student to receive a grade different than the actual grade achieved. A violation of this new law will constitute an ethics violation reportable to the Professional Standards Commission (PSC).

CHARTER SCHOOLS

SB 39 allows for the creation of charter school systems that are exempt from Title 20 of the Official Code of Georgia. A local board of education seeking to create a charter system must submit a petition to the state board. Prior to submission of such petition, the local board must adopt a resolution approving the proposed charter system petition, conduct at least two public hearings and provide notice of the hearings, send a notice to each principal within the local school system of the hearings with instructions that each school shall distribute the notice to faculty and instructional staff members and to the parent or guardian of each student enrolled in the school. Under SB 39, the SBOE is required to form a Charter Advisory Committee to review charter petitions and make recommendations regarding approval or denial of such petitions.

HB 559, also pertaining to charter schools, ensures that all public charter school teachers, including teachers at start-up charter schools, may enroll in the State Health Benefit Plan (SHBP).

SALES TAX HOLIDAY

HB 128 creates a sales tax holiday, which will run from August 2, 2007 to August 5, 2007. The sales tax exemption applies to certain school supplies, clothing, footwear, computers and computer-related accessories.

WHISTLEBLOWER PROTECTION

HB 16 adds public school employees to the group of government workers protected as whistleblowers. If such employees report fraud, waste or abuse in state programs, they are protected from retaliatory tactics such as discharge, suspension and demotion.

RETIREMENT

HB 318 increases the cap on the amount of Teachers Retirement System (TRS) funds that may be invested internationally. Previously, the cap was set at 10 percent. HB 318 allows up to 15 percent of TRS funds to be invested internationally.

GENERAL ASSEMBLY PAGES

HB 375 mandates that student pages for the General Assembly be counted as present in their respective school systems. The bill's sponsor, Freshman Representative Doug Collins (R-Gainesville) explained that he drafted the legislation because some school systems labeled page service as an excused absence.

BUSINESS MANAGERS, SCHOOL COUNCILS AND ALTERNATIVE CERTIFICATION

SB 72 allows school systems to use state dollars to hire business managers in lieu of assistant principals. The bill's sponsor Sen. Tommy Williams (R-Lyons) says he modeled his proposal on a British system where business managers handle the financial and business aspects of running schools, leaving principals free to handle curriculum and instruction.

The House attached two other pieces of legislation to SB 72 as it moved through the House. One, formerly known as HB 208, requires that parents hold a majority of seats on school councils and mandates that parents chair those councils. The second piece of legislation, HB 603, pertains to alternative certification. The bill allows local school systems to hire uncertified teachers to teach non-core courses in academic subjects if those teachers hold a master's degree, a doctoral degree or a Juris Doctor in those subjects. Such teachers must demonstrate satisfactory progress toward full certification as prescribed by the PSC.

DEAF CHILD'S BILL OF RIGHTS AND AMERICAN SIGN LANGUAGE

SB 168 requires that, when developing IEP'S for deaf or hard-of-hearing children, local school systems must consider the related services and program options to provide those children with an appropriate and equal opportunity for communication access. The bill does not require school systems to expend additional resources or hire additional personnel.

SB 170 allows American Sign Language to fulfill students' college preparatory foreign language requirement.

RESOLUTIONS

The following resolutions required passage by only one chamber:

HR 322 creates a joint committee on continuing education and collegiate sports for disabled students.

HR 523 urges Georgia's schools to observe Veteran's Day.

SR 487 creates a study committee on teacher grievance policies. PAGE, the Georgia Association of Educators, and the Georgia Association of Educational Leaders are named participants on the committee.

SR 517 creates a study committee on diabetes and childhood obesity.

SR 483 encourages the effective teaching of Social Studies in Georgia's schools.

SR 420 recognizes Georgia's authors and urges their increased presence in school curricula.

SR 419 urges schools to observe Georgia Day.

2008 BUDGET HIGHLIGHTS

A comprehensive 2008 budget can be found online at legis.state.ga.us. Numerical figures in parenthesis denote budget cuts.

- Increase funds to reflect a 3 percent salary increase. \$178,227,443
- Increase funds to reflect an adjustment in the employer share of the SHBP premiums from 16.713 percent to 18.534 percent for teachers. \$103,856,005

(The employee share of the premium increase is expected to rise 10 percent on January 1, 2008.)

- Fund public school capital outlay at 100 percent.
- Increase funds to raise the benefit

continued on page 32

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Professional Insights

Transition Programs What Does the Research Show?



DR. EDIE BELDEN

Starting school is a big deal for students, their parents, school personnel and the community. This is the first major transition that occurs in a child's/student's life.

For many students, moving from one grade to another or from school level to school level, ranks high on their lists of life's most dreaded experiences. At each level there are different concerns. At all levels, successful transitioning is linked to students' achievement and success. Because student achievement and success are so inextricably tied to smooth transitions, it is prudent for every school administrator and every teacher to examine the practices and expectations held and required of students; however, the research does not support the lowering of expectations as a means of improving grade/school transitions. In evaluating and planning transition

programs, it is useful to know the major concerns of students, parents and educators as documented in the research. Does the transition program mirror what research cites as the major concerns of students? Surprisingly, most of the research does not capture the voices of those who are most directly involved, and some of the most interesting research has been done in countries other than the United States. (P. Akos and J. P. Galassi, "Middle and High

School Transitions Viewed by Students, Parents and Teachers," *Professional School Counseling*, April 2004.)

TRANSITION TO PRE-K AND KINDERGARTEN

Starting school is a big deal for students, their parents, school personnel and the community. This is the first major transition that occurs in a child's/student's life. For some children it will be their first time without a parent present, and for others it will be moving to a new school that has older students.

In a study of 1,339 kindergarten teachers' views on school readiness conducted in 1993, 75 percent felt the three top determinants for a student being ready to transition to kindergarten were his/her: (1) physical health (rested/nourished); (2) ability to communicate thoughts in his/her own language and (3) curiosity or enthusiasm for new activities. The perception that the transition to kindergarten is more successful if the student has academic skills is a stronger finding in studies focused on children of low-income families, and a perception held more prevalently by minority teachers. Studies of parents' attitudes about readiness show that most parents believe children can make a more effective transition into kindergarten if they have a positive disposition about going to school and can socially adjust. Parents (58 percent) also believe that counting to 20 or more and knowing letters is important for starting kindergarten in contrast to only 10 percent of teachers. (S. Heavyside and S. Farris, *Public School Kindergarten Teachers' Views on Children's Readiness for School*, NCES 93410, Washington, D. C., 1993, retrieved on April 4, 2007 at nces.ed.gov/surveys/frss/publications/93410/index.asp?sectionID=9. Click on Kindergarten Teachers' Views; J. West, E.G. Hausken and M. Collins, "Readiness for Kindergarten: Parent and Teacher Beliefs," *Statistics in Brief*, NCES 93-257, Washington, D.C., 1995, retrieved on April 4, 2007, www.nces.ed.gov/pubs93/web/93257.asp.)

American research on transitioning to kindergarten does not for the most part include the voices of the students. Ackerman and Barnett state, "Children's views about skills or approaches to learning that are needed as one starts kindergarten have not received much attention. Instead studies have primarily focused on what children think they will learn or do in kindergarten..." (D. J. Ackerman and W. S. Barnett, "Prepared for Kindergarten: What Does "Readiness" Mean?" *Preschool Policy Brief*, National Institute for Early /Education Research, March 2005, retrieved on



RESOURCES

Other resources used in preparation of this article.

An Introductory Packet on Transitions: Turning Risks into Opportunities for Student Support, UCLA Center: Mental Health in Schools. Program and Policy Analysis, June 2003 retrieved on March 20, 2007, www.eric.ed.gov/sitemap/html_0900000b80123352.html. Click on Full Text.

Dedmond, R., Brown, R. D. and LaFauci, J.M. "Freshman Transition Programs: Long Term and Comprehensive." Principal's Research Review, July 2006.

Reents, J. N. "Isolating 9th Graders." The School Administrator. March 2002 retrieved on March 15, 2007, www.aasa.org/publications/saissuedetail.cfm?ItemNumber=1790.

Suggestions for Improving Primary/Secondary Transfer. National Literacy Trust. Retrieved on March 20, 2007, www.literacytrust.org.uk/database/secondary/prisecsuggestions.html

Supporting Students in Their Transition to Middle School. A Position Paper Jointly Adopted by National Middle School Association and the National Association of Elementary School Principals, March 2002 retrieved on March 19, 2007, www.nmsa.org/AboutNMSA/PositionStatements/TransitioningStudents/tabid/283/Default.aspx.

April 4, 2007, www.nieer.org/docs/index.php?DocID=121.

In the Australian study cited below, parents, teachers and students were included. It is evident that parents' and educators' concerns are not the same as the students. The students are most concerned about school rules, followed closely by how they feel about going to school (disposition). Physical refers to concerns about length of the school day, the intensity of activity and the concern for nap or lack of nap.

Comparison of Students, Parents and Early Childhood Educators Perceptions on Beginning School

Students	Parents	Early Childhood Educators
1. Rules	1. Social Adjustment	1. Social Adjustment
2. Disposition	2. Educational Environment	2. Disposition
3. Social Adjustment	3. Disposition	3. Skills
4. Knowledge	4. Physical	4. Educational Environment
5. Physical	5. Family	5. Physical
6. Skills	6. Skills	6. Knowledge
	7. Rules	7. Family
	8. Knowledge	8. Rules

(S. Dockett and B. Perry, *Starting School: Effective Transitions, Early Childhood Research and Practice*, 3(2) Fall, 2001 retrieved on March 20, 2007, <http://ecrp.uiuc.edu/v3n2/dockett.html>.)

Because there is some variation in Australian and American schools, the data cannot be directly applied, but it does provide interesting data on students', parents' and educators' insights into transitioning into school.

TRANSITION TO MIDDLE SCHOOL

Transition to middle school causes most students and their parents concern. Elias asserts that rising middle schoolers' concerns do not get the attention they need and that this age group has real concerns that can destabilize even a successful elementary learner. Rising middle schoolers are mostly concerned about getting lost—finding their way around the building, finding and opening lockers, and bringing the right materials to class. Because middle schools are typically larger than elementary schools and are fed from several elementary schools, students are also concerned about making new friends and finding the "right" peer group. Establishing one's identity is a goal of every middle school child. (M. Elias, "Middle School Transition: It's Harder Than You Think," *Middle Matters*, Winter 2001 retrieved on March 20, 2007, <http://www.naes.org/ContentLoad.do?contentId=519>).

A 1998 study of students and teachers conducted by Donna Schumaker in Gwinnett County, Ga. found the following. The study did not include the parent voice.

Middle Level Transition Concerns of Students and Teachers

Students	Teachers
1. Getting to class on time	Changing classes
2. Finding lockers	Reduced parent involvement
3. Keeping up with materials	More teachers
4. Finding lunchroom/bathrooms	No recess; no free time
5. Getting on the right bus	New grading standards
6. Getting through crowded halls	More peer pressure
7. Remembering which class to go to next	Developmental differences of boys and girls
8. Personal safety	Cliquishness

(D. Schumaker, *The Transition to Middle School*, retrieved on March 19, 2007, www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/2b/ac.pdf)

In a study conducted by Akos and Galassi (2004) of 173 middle school students, 83 of their parents and 12 of their teachers, the researchers found the following:

Top Three Student Concerns about Middle School Transition As Perceived by Students, Parents and Teachers.

Concern	Students *	Parents *	Teachers*
Amount of Homework	65%	47%	*
Getting to Class on Time	57%	*	*
Getting Lost	55%	*	*
Fitting in/Making Friends	*	37%	83%
Getting Lost	*	34%	75%
Pressure To Do Things	*	34%	58%
Having Lockers	*	*	58%

(P. Akos and J. P. Galassi, "Middle and High School Transitions as Viewed by Students, Parents, and Teachers" *Professional School Counseling*, April 2004, retrieved on March 20, 2007, www.findarticles.com/pl/articles/mi_m0KOC/is_4_7/ai_n6033397.)

* Data not reported.

As can be seen clearly from the chart, there is considerable disconnect between what students, parents and teachers perceive to be of most concern when a child/student moves from elementary school to middle school. This study shows that parents and the school do not understand the concerns of the middle school student.

TRANSITION TO HIGH SCHOOL

One of the most daunting and perplexing problems of educators today is reducing the dropout rate. Nationally only about two-thirds of all students who enter 9th grade graduate with a regular diploma four years later, and the rate of 9th and 10th graders dropping out increased from 1990 to 2000. "The Dropout Problem in Numbers,"

One of the most daunting and perplexing problems of educators today is reducing the dropout rate. Nationally only about two-thirds of all students who enter 9th-grade graduate with a regular diploma four years later.

Every Nine Seconds in America a Student Become a Dropout, retrieved on April 1, 2007, www.aypf.org/publications/WhateverItTakes/WIT_ninseconds.pdf).

Lan and Lanchier (2003) designed a study to investigate changes in personal attributes of high school dropout students between 8th and 12th grade. Students who participated in three waves of data collection in the "National Educational Longitudinal Study: 1988-1994" in the 8th, 10th and 12th grades, but who dropped out before completing high school, were identified and assessed in the following areas: academic performance, relationships with teachers, relationships with peers, perceptions of school, participation in school activities, motivation for school work, effort

expended in school work, self-esteem and locus of control. The study showed their academic performance, relationship with teachers, perception of school, motivation in school work and participation in school activities were significantly below the national average in the 10th and 12th graders who remained in school. The study demonstrated that the personal attributes of students are neglected at the most critical time—the high school transition—and intervention must be provided. (W. Lan and R. Lantheir, "Changes in Students' Academic Performance and Perceptions of School and Self Before

Dropping Out of Schools." *Journal of Education for Students at Risk*, 8 (3), 300-332.

In Akos'and Galassi's study (2004), the top three concerns of students as perceived by the students themselves, their parents and their teachers concerning students' transition into high school were isolated.

Top Three Student Concerns about High School Transition As Perceived by Students, Parents and Teachers

Concerns	Students	Parents	Teachers
Amount of homework	70%	57%	*
Hard Classes	69%	57%	53%
Getting Lost	59%	*	*
Pressure to Do Well	*	*	65%
Pressure to Do Things	*	43%	*
Fitting In/Making Friends	*	*	59%

P. Akos and J. P. Galassi, "Middle and High School Transitions as Viewed by Students, Parents, and Teachers" *Professional School Counseling*, April 2004, retrieved on March 20, 2007, www.findarticles.com/p/articles/mi_m0KOC/is_4_7/ai_n6033397.

* Data not reported.

As in the middle school data, there is considerable disconnect between what the students, parents and students perceive as the biggest concerns of high school students. At the high school level, educators identified only one of the three major transition concerns that a student in high school has; parents identified two. The high school transition study population included 320 students, 61 parents and 17 teachers.

THE NEED FOR RESEARCH

There is article after article suggesting ideas for developing exemplary transition programs for students at these three critical transition periods; however, there is little research on what students perceive to be their biggest concerns as they transition from level to level. Data of what students think of as problems compared to what their teachers and parents think is almost non-existent. The paucity of research makes it impossible to make meaningful suggestions to improving transition programs, but it does point to an action research project that could yield large benefits for a school or school system. Having successful transition programs is at the very heart of leaving no child behind. ♦

New Employees

Ricky Clemmons, a Paulding County educator, has been hired to direct the PAGE High School Redesign Initiative, which is currently underway in four counties across the state.

Clemmons will work with Georgia high schools to improve the effectiveness of education at that level. He, along with the participating schools, will explore what can be done to facilitate change so that high schools will have greater relevance for more students.

Clemmons received his master's and education specialist degrees at the University of West Georgia, and served for 12 years as a highly regarded principal at Paulding Co. High School. While there, he led efforts to change from traditional vocational programs to industry certification standards.



Continued from page 10

His presentation also received the highest possible scores from almost every single STAR teacher who attended. Here are some comments:

"Mr. Antonetti is perhaps the finest presenter I've ever encountered in a conference of this kind. So many good ideas presented in a thoroughly enjoyable manner."

"John Antonetti is one of the strongest, most articulate speakers I've heard. The only thing I didn't like was too little time for too much good stuff."

"A joy to be part of it."

"I most appreciated Mr. John Antonetti's sense of humor. Laughing is so important to students and teachers."

"I have enjoyed both speakers and am so impressed at the level of care that has been taken of us."

From these comments, it would appear that the STAR teachers have enjoyed their presenters equally as much as their TOTY counterparts. And they are just as anxious to put what they have learned to good use.

Stephen Dartt, a math and science teacher at Shiloh High School in Gwinnett County, says, "I have found the STAR Leadership Institutes to be useful in several ways. The concepts and topics covered in the institutes lend themselves to a discussion of best practices by not only those leading the institutes but other STAR teachers as well. The institutes also tend to encourage and rejuvenate participants to go back and share and apply the ideas discussed at the institutes. Just spending the day with competent and inspirational teachers is motivational."

Judy Cole, an AP music theory teacher at Pebblebrook High School in Cobb County, also appreciates the opportunity to share ideas with other top teachers. "The STAR Teacher Institutes have been great for networking as well as some good suggestions for classroom use that were applicable even in Performing Arts, which is generally not the case in most teacher workshops. In all honesty, having a day away from the students where I could talk with other teachers about all sorts of things was a huge help too!"

Al Wolmer is likewise a satisfied participant. "I have taught mathematics and physics for the past five years at Yeshiva Atlanta High School, he says. "I'm always looking for ways to become a better teacher, and the techniques and strategies presented by Mr. Antonetti 'rang true' and made sense to me. I'm already using some of his material

in my classes. If I can pick up just one small technique in each of these sessions, think of where I'll be in a few years!"

And finally, here is what Sharon Pepple, a high school chemistry teacher in Cobb County, has to say. "I have found the STAR Leadership Institutes to be very valuable. Diane (Ray) and her team have done a fantastic job of bringing in superb speakers to help each of us tap into our creative natures and improve upon our teaching techniques. Various suggestions have been given to us to help us come up with more intriguing ways of keeping the learner

interested in learning the material in our classroom. It has been enlightening, encouraging and very supportive."

Hearing the comments of the TOTY and STAR teachers, there can be little doubt that the PAGE Institutes have been wildly successful. But, they are also costly for PAGE to sponsor. Are they worth the cost? The teachers seem to think so, and so does the PAGE Professional Learning Division. "Investing in our best teachers is definitely worth the cost," says Ray. "Good teachers are costly, but bad teachers cost much more." ♦



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New Teachers— Old Standards?

By Dr. Ann H. Stucke

Assistant Director for Professional Learning, Professional Association of Georgia Educators

Dr. Mike White

Center for Performance Assessment

The opinions expressed in the Forum are those of the authors and do not represent the official position of PAGE.

One of the most rewarding experiences we have had over the past few years has been our involvement with the Professional Association of Georgia Educators (PAGE) Teacher Academy. The academy was developed to provide high-potential, novice teachers with information, technology, teaching techniques and skills, and connect them with exemplary veteran teachers, thereby helping them become more effective in meeting the demands of the classroom. Through these experiences, it is the Academy's goal that these new teachers will view teaching as a rewarding and long-term career. The Academy is a two-year program designed for 30 teachers—10 elementary teachers, 10 middle school teachers, and 10 high school teachers—representing mostly rural, low income and/or high diversity school systems.

As we work with these young teachers we learn from each other. They hopefully gain from the wisdom of our many years in education while we see schools, students, standards and tests through their eyes.

One of the issues that is raised each year is that many teachers are feeling overwhelmed with the amount of material they are being asked to “cover.” If we do not fix this problem many of these fine

young teachers may leave education to pursue other interests.

The problem is this: When Georgia's performance standards were introduced; many schools never stopped teaching their old textbook standards. Teachers tried valiantly to add the new standards to the school day and their workload. Most research shows that American teachers are already trying to cover too much material. Fourth grade teachers in Japan are content to cover 17 math topics and they have 250 days of school in which to do it. In Singapore it's against the law to adopt a textbook with more than 100 pages. Compare that to America, where the educational mantra is still “finish the book.” Additionally it is thought that the bigger the book the better. Fourth grade teachers in America scurry to cover on average 78 topics in a 180-day school year. That comes out to a little more than two days per topic.

When our new performance standards came along, teachers, testing coordinators, principals and superintendents should have focused on this material and put the old standards aside. Georgia's performance standards consist of 36 math skills in 6th grade. The other grades have similar numbers. The real question is whether or not we would have the nerve, sense and permission to put aside all the old standards.

The Teacher Academy participants are learning to apply Georgia's new Performance Standards. They discuss realigning their curriculum in order to make sure they focus on the new standards. We learn about curriculum calendars that could remind us and show parents what standards were being covered each month. The conversation gets exhilarating as some of the best teachers in the state imagine teaching fewer concepts but teaching them richer and deeper.

To paraphrase one of the Academy teachers: “State standards are here to stay. They are beneficial because they provide us with a focused plan—a roadmap of what to teach and what not to teach.

But, even the best roadmap is useless if the path is cluttered with unexpected detours and distracting side trips. Students who succeed will be those who have been guided by teachers and schools that have abandoned all those detours.” ♦



Members in the News

PAGE Planner 2007

May

- 31** GACE Workshop,* Kennesaw State University

June

- 19-21** PAGE Pre-Conference Professional Learning Institute – Grant Writing for Educators
22-23 PAGE Summer Conference, Atlanta Marriott-Gwinnett Place

July

- 17-19** Professional Learning Institute on Math, Kennesaw State University
19 GACE Workshop,* Armstrong Atlantic State University
23-26 Professional Learning Institute on Reading Strategies, Ga. Southern 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.

Emily Jennette



PAGE MEMBER AND MARIETTA CITY SCHOOLS SECOND-GRADE TEACHER EMILY JENNETTE NAMED AS 2008 GEORGIA TEACHER OF THE YEAR

Last month the Georgia Department of Education named Emily Jennette, second-grade teacher from Marietta City's Sawyer Road Elementary, as the 2008 Georgia Teacher of the Year. Jennette was selected from among the 147 applicants from each of Georgia's local districts.

"Emily Jennette possesses all of the qualities of a great teacher," said State Superintendent of Schools Kathy Cox. "She is extremely knowledgeable, has boundless energy and deeply cares about all of her children."

Jennette will begin her one-year reign as Georgia's public schools ambassador in July. Her duties will include speaking engagements throughout the state, staff development activities and participation in statewide committees and conferences. She will also be entered as a candidate for National Teacher of the Year.

THOMASTON-UPSON MIDDLE SCHOOL HISTORY TEACHER NAMED SYSTEM TEACHER OF THE YEAR

Chip Clarke, eighth-grade Georgia History teacher at Upson-Lee Middle School, was named Teacher of the Year for the Thomaston-Upson School System. Clarke is in his fifth year of teaching at ULMS. In addition to being a PAGE member, he is also a member of the school's Steering Committee, the Homework Hotline and was

voted one of five "Teachers that Rock" by the student body.

Clarke believes that his greatest contribution to education is the strong, positive influence he is able to have on the lives of these young people. He wrote in his application, "Caring for my students, bringing history alive, and making learning fun are traits that have molded me into the teacher I am today. I relish the fact that students enjoy coming to my room each day." ♦



PAGE Membership Services Rep. B.J. Jenkins (left) presents Chip Clarke (right) with a Certificate of Recognition.

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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:

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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/

The Dozier Centre

2250 Stilesboro Road,
Kennesaw, GA 30152

The Dozier Centre offers performing arts courses in dance, theatre, vocal performance, instrumental performance and audio/visual media.
(770) 428-ARTS · doziercentre.com

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
www.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

U.S. Space Camp

One Tranquility Base,
Huntsville, AL 35805
(800) 637-7223 · spacecamp.com

Continued from page 25

accrual rate for Public School Employees Retirement System from \$14.00 to \$14.50 per month for each year of service.
\$1,450,000

- Increase funds to provide two new employees at the Georgia Department of Education to administer the provisions of SB 10, the "Georgia Special Needs Scholarship."
\$200,000

- Increase funds to provide two new positions at the Georgia Department of Education for the Charter School Division and operational costs for the Charter Advisory Committee per SB 39, the "Charter Systems Act."
\$200,000

- Increase funds to promote the development of Charter Schools by providing financial assistance for planning grants, facility improvement, renovation and construction and equipment purchase.
\$2,000,000

- Increase Communities and Schools funds for two new Performance Learning Centers in Muscogee County and the Oconee RESA.
\$500,000

- Transfer funds from Communities in Schools and increase funds for three new Performance Learning Centers in Candler, Montgomery and Muscogee counties.
\$750,000

- Appropriate funds to provide a 10 percent salary increase for Nationally Board Certified Teachers.
\$23,332,663

- Increase funds to provide a 10 percent salary increase for new teachers achieving National Board Certification
\$1,256,593

- Increase funds for classroom cards from \$10,000,000 to \$11,213,5000 for additional teachers and provide one card per school media center.
\$1,213,500

- Reduce funds for High Performance Principal program to reflect actual participation.
(1,875,000)

- Increase funds to develop instructional video clips for the online Georgia Performance Standards training.
\$500,000

- Increase funds to expand graduation coaches to middle schools.
\$18,016,320

- Reduce funds from teacher liability premiums (\$200,000) and transfer remaining funds (\$900,000) to the Central Office to pay

the state teacher liability premiums.

- Increase funds for Advanced Placement and the Preliminary Assessment Tests to reflect a higher number of students taking these exams.
\$2,404,116

- Increase funds to pay for college entrance exams.
\$1,250,000

- Provide funding toward Advanced Placement Exams for private school students on the same basis as public school students.
\$354,075

FAILED LEGISLATION

PAGE successfully fought and defeated another venture capital bill this session. SB 80 allowed investment of Employees Retirement System funds into risky venture capital. The legislation passed the Senate but stalled in the House Retirement Committee. SB 160, eliminating a one-time 3-percent state income tax offset for future retirees, met a similar fate when it failed to pass on the Senate floor. SB 240, which seeks to privatize the Teacher Retirement System, was introduced, but was not voted out of committee. ♦

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Shelley Anderson

School leadership certification, 2006; M.Ed., reading, 2004; B.S., therapeutic recreation, 1994; B.S., early childhood education, 1992

Curriculum Specialist,
Villa Rica Elementary

