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Bagwell College of Education

IMPACTING LIVES

ANNUAL REPORT
2013—2014

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Message from the Dean

teaching opportunities.

With unwavering dedication to offering the highest quality teacher education programs, faculty and staff remained focused on B-12 learning throughout the entire program redesign process. KSU teacher candidates and many alumni who serve as their collaborating teachers piloted edTPA. This activity informed our program redesign work in significant and consequential ways. In fall 2015, aspiring teachers will enroll in the 22 redesigned programs.

In hindsight, it is truly remarkable that so many other wonderful accomplishments were achieved in 2013-14 during this major change initiative. Throughout the report you will readily come to realize the powerful ways in which Bagwell, on an ongoing basis, impacts lives. Faculty research is directly linked to preparing educators to effectively advance the learning of all B-12 students. We have highlighted a few of our numerous, exceptionally strong partnerships in the community. The success of our faculty, staff and alumni is absolutely energizing and results in all of us taking great pride in our college.

To no one's surprise, the Bagwell College of Education has once again led the way at Kennesaw State University by offering the institution's first MOOC. Trustee Tom Hughes invited Bagwell to

provide teachers in Zambia with professional development experiences not previously available to them. Through a highly competitive process, we were selected by the Woodrow Wilson Foundation to participate in the STEM Teaching Fellowship program. The Carnegie Project on the Education Doctorate also selected Bagwell for membership in the consortium, which leads the national dialogue on the Ed.D. Finally, another first for the college during the past year was the installation of Bagwell's chapter of the Kappa Delta Pi honor society.

Our continuous improvement is substantially enhanced through the generosity of the college's faculty, staff, students, alumni and friends. Excellent examples are found in this report. We are eternally grateful for the ongoing support we receive from all of you. It unequivocally matters and positions Bagwell for continued success in impacting lives.

Professionally yours,

A handwritten signature in cursive script that reads "Arlinda J. Eaton".

Arlinda J. Eaton, Dean



IMPACTING
LIVES

*through
Research*



"Now we have the data to support the improvements we want to make to teacher preparation."

Dr. Marie Holbein

TQP Research Academy Findings Support PDS Co-Teaching Model

In an era of job shortages and budget cuts, newly minted teachers who participated in the BCOE's Teacher Quality Partnership urban education option are finding success.

"It's a major accomplishment to have them be employed, and staying in the classroom where they are effective teachers who will impact student learning," said Marie Holbein, co-director of the TQP grant and co-chair of the TQP Research Academy.

The TQP grant is a five-year, \$8.9 million U.S.

Department of Education grant – the largest ever awarded to Kennesaw State – which aims to transform teacher preparation. Launched in fall 2009, 25 out of 31 candidates in the grant's first cohort were hired, and many of the first and second year graduates continue to receive renewals, Holbein said.

The grant offers teacher candidates an urban education (UE) option in which they prepare to teach and work with students and families from diverse backgrounds. The UE teacher candidates

worked with KSU faculty and collaborating K-12 teachers in seven Professional Development Schools (PDS): five elementary schools, one middle school and one high school in Area 2 of the Cobb County School District.

"In the traditional model of teacher preparation, the teacher candidates were third-party observers in the classroom," she said. "Under the UE model pioneered by the TQP grant, they start their internships in August, and they remain in a K-12 classroom with a teacher for the whole year in a co-teaching model. This affords the UE teacher candidates to be part of the classroom from the first day, and it allows them to become invested in those classrooms and students."

To assess the effectiveness of the UE model, the TQP Research Academy was created to coordinate research activities, develop and implement research studies, oversee and contribute to the development of a central data warehouse in collaboration with the University's Information Security Office and disseminate research findings through publications and presentations at national and international

conferences. School district personnel collaborated with university faculty whose research expertise included qualitative and quantitative methodologies. Over the life of the grant the Research Academy has developed tools to analyze the effectiveness of the UE Professional Development School model. Research questions focused on culturally responsive practices, student achievement, school climate, applications of technology, self-efficacy, diverse learners, family engagement and attitudes toward working in urban settings.

The scope of the research employed both quantitative and qualitative methodologies. Various strands of research included surveys distributed to UE teacher candidates, traditional teacher candidates, teaching and non-teaching staff from the grant's partner P-12 schools; interviews with teacher candidates, district collaborating teachers, university faculty supervisors and P-12 building level administrators; input from recent graduates of the urban education option who were employed in their first and second years of teaching; and analysis of quantitative classroom and building level student achievement data.

"A major finding so far, is the overwhelming support from the district for the co-taught yearlong partnership," Holbein said. "They like it so much, they would like for it to be expanded to other programs. And, the UE teacher candidates very much like the co-teaching; it's a support system for them." Findings



also suggest that urban education option candidates held a developing sense of self-efficacy closely aligned with their K-12 collaborating teachers. They found value in the yearlong opportunity to build relationships with students, engage with parents and work with a diverse student population. They applied their technology skills to teaching, honed their classroom management skills and espoused high expectations for student achievement. Results from UE graduates' input suggest the model serves to better prepare teachers for their first and second year of teaching.

Though results are not surprising, Holbein said they are encouraging "because now we have the data to support the improvements we want to make to teacher preparation."

The academy received back-to-back acceptances to present its findings at the American Educational Research Association. Additionally, academy members have presented in two consecutive years to the National Association for Professional Development Schools and to the Association of Teacher Educators. Two manuscripts are currently under review for publication. Still under review are the model's effects on student achievement, Holbein noted.

"We hope because of this experience, our teacher candidates will stay in the system longer because they are better prepared," she said.



Bagwell's A.T.O.M.S. Center Fellows Advance STEM Education

Charlease Kelly-Jackson, an assistant professor of science education in the Department of Elementary and Early Childhood Education, left her Ph.D. program in molecular biology at Florida Institute of Technology. Despite holding a McKnight Fellowship and having a love of science, Kelly-Jackson dropped out of the program and changed her major.

"I lacked the confidence to continue," she said. "I did not have a mentor to encourage me; there was, and continues to be, a lack of exposure to the STEM

(science, technology, engineering and mathematics) fields for girls."

Hoping to encourage young girls to pursue their STEM dreams, and in the process help overcome a national shortage of teachers in the STEM disciplines, Kelly-Jackson created the GEMS program, Girls Engaged in Mathematics and Science.

The one-week summer camp gave 21 fourth- and fifth-grade girls the opportunity to work with Kell Robotics in Kennesaw. GEMS participants

"We [females] think we can't perform in STEM fields. . . . I want to provide the structure and stimulus to change that scenario."

Dr. Charlease Kelly-Jackson

worked in teams to build robots, developed poster presentations and explained their work at Russell Elementary in front of parents and other invited guests. They were mentored by high school girls on the Kell Robotics team.

"We want to engage these students early to create a community of learners that can act as a support group for participants moving forward," Kelly-Jackson said. "We (females) think we can't perform in STEM fields because we don't see ourselves there. I want to provide the structure and the stimulus to change that scenario."

The GEMS program is in the infant stage, but data from an outside evaluator already confirms that STEM-based programs enhance students' knowledge/awareness of STEM fields/careers. Seventeen of the 19 girls who participated in the focus group interview confirmed this finding. In addition, pre- and post-data from the STEM Semantic Survey, an instrument used to measure interest in science, technology, engineering and mathematics as well as interest in STEM careers (Tyler-Wood, Knezek, & Christensen, 2010), revealed

positive change in the number of students who viewed a career in STEM as meaningful, interesting, fascinating and appealing. Student feedback also showed positive change in the number of girls who agreed they would like to have a career in science, enjoy a career in science, and get a job in a science related field (Education Measures, 2014; Kelly-Jackson, 2014).

Because girls begin to lose interest in STEM by middle school (Halpern et al., 2007), Kelly-Jackson believes it is more important now than ever before to recognize and promote elementary level STEM programs for girls (Kelly-Jackson, 2014). The GEMS program was funded by a grant she received from the KSU Office of the Vice President for Research.

Kelly-Jackson is one of two Bagwell Fellows at the A.T.O.M.S. (Advancing the Teaching of Mathematics and Science) Center, a collaboration between the Bagwell College of Education and the College of Science and Mathematics. The Center was established to address the needs of Georgia's K-12 schools in science and mathematics. It also enhances faculty excellence by promoting scholarship and research efforts of faculty engaged in K-12 science and mathematics education.

The competitive fellowship process gives successful faculty course release time and an office in the A.T.O.M.S. Center. "During my two-year fellowship, in addition to GEMS, I received a Teacher Quality grant that funded professional development for in-service teachers on how to integrate instructional technology into earth science content," Kelly-Jackson said, "and I was able to work collaboratively with faculty from the BCOE and the College of Science and Mathematics to submit a \$1.1 million Georgia Department of Education grant to expand our currently funded Math Science Partnership grant. All of this came about because

the fellowship provided me with additional options for planning, developing and implementing these programs."

In addition to her grant writing, Kelly-Jackson said the fellowship allowed her to meet many in-service teachers from Cobb and Paulding counties who are interested in future collaborations.

Similar connections were a hallmark of Woong Lim's A.T.O.M.S. fellowship. "The A.T.O.M.S. fellowship is a great thing," Lim said. "There's an academic aura at the center that fosters scholarship and writing, whereas, in the office, it's all business: coursework, student meetings, etc."



"There's an academic aura at the center that fosters scholarship and writing."

Dr. Woong Lim

As part of his fellowship, Lim participated in outreach activities, including the Science and Engineering Fair in DeKalb and Fulton counties and presenting plenary talks at the 2012 and 2013 Korean Scientists and Engineers Association's National Mathematics Competition. "Asian-American students and their parents come to the math competition, and it's great for them to see a faculty member who happens to be a Korean-American himself teaching mathematics," Lim said.

Lim, an assistant professor in the Department of Secondary and Middle Grades Education,

has also created math problems for the ACT, conducted research studies at the national and international level, and taken on various state and national projects to advance STEM teacher education. He wrote a book chapter (Lim & Kim, 2013) on technology and Common Core State Standards. Recently, Lim won a KSU Institute for Global Initiatives grant to conduct an international comparative study on preservice teachers' use and process of language in mathematics.

He is part of a research group – established at the University of Michigan and the University of Maryland – exploring LessonSketch, a practice-

based research program, supported by the National Science Foundation. LessonSketch uses software tools to support the creation, examination and discussion of scenarios that depict the practice of mathematics teaching. Lim is creating LessonSketch modules (Lim, 2014) to improve preservice teachers' skills.

His other research includes: 1) cultivating a global community of STEM teachers (Lim & Son, 2013), 2) using a pedagogical content knowledge assessment to inform mathematics teacher preparation programs (Lim & Guerra, 2013), and 3) improving pre-service teachers' capacity for designing curriculum (Lim, 2013).

"You do one project, and it leads to another," he said. "If I didn't have the fellowship, I may not have experienced such meaningful professional opportunities."



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Faculty Research Spans the Globe

The Bagwell College of Education is committed to global research and scholarship; the following are examples of the quality and quantity of the commitment of the college and faculty to global education and the support offered by BCOE, KSU and the Institute for Global Initiatives (IGI) grants, which have facilitated meeting the strategic goal of internationalization of the university.

“Impact of Sustained Research on Student Teaching Abroad and Classroom Practice”

Robert A. DeVillar, professor in the Department of Elementary and Early Childhood Education, and Binbin Jiang, professor in the Department of Educational Leadership, have received several Global Learning Grants to conduct sustained research investigating the effects of student teaching abroad in Belize, China, Costa Rica, Ecuador, Mexico and

Uganda on teacher candidates' professional, cultural and personal development. In spring 2014, DeVillar and Jiang, in collaboration with faculty from across the KSU campus, received Institute of Global Initiatives funding—complemented by an equivalent sum of in-kind funding from the Bagwell College of Education and the College of Humanities and Social Sciences—to expand their original global research

into the domestic arena and investigate how student teaching abroad has impacted the K-12 classroom instruction of former teacher candidates who are now practicing teachers. Their sustained, multi-country research has provided relevant research information for numerous departments and colleges within KSU, as well as postsecondary teacher education entities across the nation and within international settings (DeVillar & Jiang, 2014).

Student teaching abroad participants reported increased development of professional and personal knowledge, skills and dispositions, as well as an in-depth understanding of instructional pedagogy



These experiences abroad added tangible value in terms of cross-cultural and secondary language experience ... [and help] institutions of higher education to develop teachers who embrace and embody culturally responsive values.

(Jiang & DeVillar, 2013)

and self-awareness, and a deeper appreciation for different cultures (Jiang & DeVillar, 2013). These developments were evidenced by teacher candidates' journal entries that emphasized a consistent positive emotional preparedness when encountering professional and cultural challenges. Participants also expressed positive impacts on students in the classroom (DeVillar & Jiang, 2012; Jiang & DeVillar, 2011). These experiences abroad added tangible value in terms of cross-cultural and second language experience for the KSU participants, and serve as a substantive step in helping institutions of higher education to develop teachers who embrace and embody culturally responsive values.

“Gender Ideologies, Schooling and Ethnic Identity of the Hmong in Laos”

Building on the work of an initial survey study funded by a U.S. Fulbright Fellowship, Leena Her, assistant professor in the Inclusive Education Department, explored the educational experiences of upper secondary and post-secondary school age Hmong women in Lao PDR for the purpose of gaining insight into eliminating gender disparities in education. This research, funded by a BCOE Global Learning Award, asked: 1) How does the nation-state (via schooling) participate in how Hmong women view themselves and their roles in Hmong

society? 2) How do Hmong women negotiate and challenge discourses of ‘maintenance’ or ‘loss’ of Hmong ethnic identity? 3) How do these discourses participate in limiting educational opportunities for Hmong women?

A review of research publications developed by government institutions and international development agencies revealed that gender disparities in education framed the outcome of deficits found within an ethnic group’s culture. For example, in the Hmong community, gaps in education enrollment in primary school are attributed to ‘patriarchal’ society, cultural preference to send boys to school and a lack of knowledge about the importance of education for girls.



Her’s ethnographic fieldwork documenting the educational experiences of Hmong women in Lao PDR indicates, however, that educational opportunities operate within a complex set of historical, political, economic and transnational constraints. While aspects of Hmong culture hinder the educational aspirations of Hmong women, these factors intersect with numerous government policies and transnational relationships within the Hmong Diaspora. This study suggests that by examining factors outside of the culture of ethnic groups, government and international agencies can develop better policies and programs to meet the educational needs of the ethnic minority women of Laos (Her, 2014).

“Teaching about Asia in the American South: An Analysis of Middle School Social Studies Standards in Six Southern States”

Asia, once known as an underdeveloped continent, has become a viable partner to the United States. The economic and cultural connections between the U.S. and Asia have dramatically increased in the era of globalization. In June 2012, the Pew Research Center reported that Asian Americans are surpassing Hispanics as the largest group of new immigrants. Asian immigrant communities have grown rapidly, bringing



demographic and cultural changes to the South. Has school curriculum reflected this growing trend associated with increased U.S.-Asia connections? How is Asia portrayed in school curriculum? What knowledge and perspectives are required to be taught about Asia? To what extent does this curriculum assist students in understanding Asia and its growing role in world affairs? Are there any similarities and differences among the standards in their coverage of Asia?

This collaborative project funded by a BCOE Global Learning Award and led by Guichun Zong, professor in the Department of Secondary and Middle Grades, and Sohyun An, assistant professor in the Department of Elementary and Early Childhood Education, attempts to answer these critical questions by examining the most recent middle school (6-8) social studies curriculum standards from six Southern states: Alabama, Florida, Georgia, Louisiana, South Carolina and Texas.

These findings suggest that the reasons attributed to the educational failure of minority children in Korea are similar to those reported in the U.S. in the 1990s (Kim, 2014).

Preliminary findings from the research indicate both promising trends and significant gaps in curriculum content about Asia (Zong & An, 2013). For instance, some progress has been made in Alabama and Florida on adopting a global education approach to frame teaching about Asia. While content about Asia is required in all six state's middle school social studies curriculum, there are major differences in content selection, depth and organization. Given the recent implementation of Common Core Standards in mathematics and language arts as nationwide benchmarks and the publication of Next Generation of Science Standards, Zong and An advocate that social studies education professionals rethink what knowledge and skills are essential for students in the 21st century.

“School Barriers to Minority Parental Involvement in their Child’s Education in South Korea”

Supported through a BCOE Global Learning Award, Yanghee Kim, associate professor in the Department of Elementary and Early Childhood Education, designed a study to document the



school barriers that minority parents encounter in Korea by adopting a framework (Kim, 2009) that has been used to study minority parental involvement in the U.S. The framework identifies six barriers in schools that adversely affect minority parental involvement: 1) perceptions of teachers toward the capacity of minority parents, 2) teachers' beliefs in the effectiveness of parental involvement, 3) teachers' self-efficacy in teaching effectiveness, 4) school friendliness, 5) the diversity of parental involvement programs, and 6) school policies and leadership. By adopting this framework, countries with relatively short immigration history can avoid

the shortcomings of studying minority parental involvement that only focuses on parental barriers (e.g., research trends from the 1960s to the 1990s in the U.S.). They can then effectively intervene to support not only minority parents but also schools in promoting minority parental involvement in their child's learning. By proposing the comprehensive framework, the study intended to contribute to enhancing the equality and equity of education for minority children and their families in the world.

The Korean peninsula has experienced dramatic increases in minority immigration and this study found, congruent with other studies, that Korean

teachers reported the following challenges minority families and children experience while interacting with the school: 1) difficulty in learning language; 2) delayed academic achievement because of the lack of support at home; 3) the lack of opportunity to receive private tutoring after school because of their disadvantaged economic status, which further delays their academic achievement in school; and 4) emotional difficulties, violent behaviors and attention deficit hyperactivity disorder (ADHD) caused by exclusion. These findings suggest that the reasons attributed to the educational failure of minority children in Korea are similar to the ones reported in the United States in the 1990s (Kim, 2014): Few teacher respondents mentioned school practices or policies as contributing factors to the lack of minority parental involvement.

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IMPACTING LIVES

*through
Initiatives*

First MOOC at KSU Goes Global



By definition, it was an experiment. This experiment, however, was not the trial of a mad scientist, but rather an exercise in social justice by educators promoting open access.

"I wanted to make the best MOOC (Massive Open Online Course) ever," said Bagwell College of Education assistant professor of instructional technology Anissa Lokey-Vega. "Our goal was to provide free professional development to teachers across Georgia, especially in rural parts of the state where there are typically low budgets for professional development or not a lot of offerings

nearby."

Last September, the Bagwell College of Education received a green light to offer the university's first massive open online course to prepare Georgia's K-12 educators to facilitate student online learning in their own classrooms.

The K-12 Blended and Online Learning MOOC kicked off in January and enabled participants to earn up to five free professional learning units (PLUs), which are

required for teacher certification renewal. The open course was free, including nearly 30 instructional videos to replace the cost of textbooks, and ran for eight weeks.

"I wanted there to be as few barriers to teachers enrolling and completing the course as possible," Lokey-Vega said. "That's where the idea of social justice comes in. There are groups that have barriers to moving forward in society, and we want to remove those barriers whenever possible."

Just as the course itself was focused on blended and online learning, the MOOC itself was a hybrid

design, offering "X" MOOC scalability, through which thousands of students can be taught at the same time and graded by computer; and "C" MOOC connectivity, in which a community of learners work together, not necessarily in large numbers, and the learning that occurs can't be graded by a computer.

"The first four weeks, we provided them with the knowledge of K-12 blended and online learning," Lokey-Vega said. "And, the second four weeks we wanted them to start building the skills of being a K-12 blended or online teacher."

On Day 1, more than 3,000 people enrolled in the MOOC, with enrollment growing to 7,500 students from across the globe (only the continent of Antarctica was not represented).

More than 350 students completed all course requirements and received a Coursera statement of accomplishment; of those, 100 were Georgia teachers who applied for professional learning units.

"When you look at those numbers, it's hard to say what success is," Lokey-Vega said. "The question is: did the learners get what they wanted? If so, that's success. Students enroll in these types of courses because they want to browse and casually learn."

Better measures of success, according to Lokey-Vega, are the scores from a pre- and post-assessment test based on international standards. "Overwhelmingly, they had dramatically increased their scores, knowledge and expertise for K-12 blended and online learning, which was a huge success," she said. "The class as a whole moved up 34 percent based on those international standards."

Trustee Connects Bagwell to Zambia

In a place where access to education can be difficult and facilities sparse, Maurice Wilson, associate professor and director of Bagwell College's Education Student Services, found a passion for teaching and learning that moved him.

"One school was literally made up of four concrete walls and when a storm came, the wind was blowing rain inside and the students' papers were getting wet; and there was a bar next door, with loud music playing," Wilson recalled. "But, despite all the distractions, the kids seemed to be really focused on their work, and that was amazing to me."

At the invitation of Tom Hughes, a Coles College Advisory Board member and KSU Foundation trustee, Wilson and Associate Professor Emeritus Alice Snyder traveled to Lusaka, Zambia, with Hughes' wife, Barbara, during the summer of 2013. For the last 12 years, Mrs. Hughes has organized annual mission trips to Zambia taking volunteers who bring their expertise to the poor in that country. Wilson and Snyder were tapped to work with teachers to assess areas for curriculum improvement.

"We observed the teachers in the classroom, and during breaks they would ask for critiques,"

Wilson said. "Some of the teachers struggle with content knowledge, but for the most part, it's their lack of pedagogy. They have the heart to teach, but in a lot of cases, they just haven't done it before."

In 1999, the Alliance for Children Everywhere began opening church-based primary schools, called Faith Works, for children who could not afford school. According to the alliance, more than 67,000 Zambian children ages 7–13 do not go to school because of financial constraints. Total primary school attendance is only 57 percent. Hughes' church joined this effort and opened the Garden Presbyterian Community School in Lusaka.

"Trying to get the kids beyond grade seven is a problem," Wilson said. "When their education stops before eighth grade, that's equivalent to fifth grade here."

"One of the things we found most interesting was the testing used to determine who would get to go to the high school," Wilson said. "The scores fluctuated. The cut-off score is based on the percentage of students, which seemed unfair because one year your score could have been good enough to get into the high school, but the next year, it's not."

Toward the end of their visit, Wilson and Snyder conducted math and literacy workshops, respectively, and offered teachers "quick pointers" on pedagogy. After examining the teachers' lesson plans, textbooks and exams, the Bagwell faculty formulated a professional development plan for future implementation.



Woodrow Wilson Fellowships to be Offered at KSU

At a press conference at the state capitol earlier this year, Gov. Nathan Deal announced the Bagwell College of Education had been selected as one of five Georgia institutions that will offer the Woodrow Wilson Georgia Teaching Fellowship, a growing national initiative that seeks to increase the supply of outstanding teachers in the science, technology, engineering and mathematics (STEM) fields and to change how they are prepared to teach. Georgia is the first state in the South to join the fellowship foundation.

“STEM education plays a critical role in our state’s competitiveness and future economic prosperity,” Deal said. “The most important thing we can do for our students in this field is ensure they have effective teachers. The Woodrow Wilson Teaching Fellowships will encourage more partnerships between institutes of higher education and our K-12 schools to improve educational opportunities for students in this critical area.”

In the ensuing weeks and months, a committee of 26 people, including representatives from

Bagwell’s three partner districts – Cobb County School District, Marietta City Schools and Paulding County School District – met to develop a model master’s-level teacher preparation program.

“We are looking for career changers and people coming out of college with their bachelor’s in math or science to apply for the Woodrow Wilson fellowship,” BCOE associate professor and project

director Desha Williams said. “With a three-year commitment to teach in Georgia, these fellows can be eligible to receive up to \$50,000 if they also apply for the National Science Foundation’s Robert Noyce Scholarship.”

Woodrow Wilson Teaching Fellows receive \$30,000 in stipends to use during the 15-month, 36-credit hour master’s program, followed by three years of mentoring as beginning teachers. Preparation extends into the first three years of teaching in urban or rural schools, incorporating induction and mentoring programs that feature ongoing school-university cooperation. Two cohorts of 15 fellows will be funded. Bagwell’s first fellows are expected next summer.

“The Woodrow Wilson Teaching Fellowship provides us with the opportunity to partner with KSU to develop a program that will prepare highly qualified teacher candidates for teaching assignments in schools and areas that are considered high need,” said Marietta City School System Associate Superintendent Dayton Hibbs. “In partnering with



KSU, we hope to attract and support the best teacher candidates in the areas of mathematics and science. We recognize the background and expertise that the Woodrow Wilson Teaching Fellows offer and are excited about the benefits of their collaboration with our teachers. We appreciate the support they will offer to help our students become successful."

Kennesaw State, along with Columbus State University, Georgia State University, Mercer University and Piedmont College, each will receive \$400,000 matching grants to develop their teacher preparation programs based on standards set by the Woodrow Wilson National Fellowship Foundation.

To differentiate Bagwell's program from the others, Williams said fellows will have the opportunity to earn an endorsement outside of their master's degree and initial certification, in such areas as TESOL, inclusive education, reading, technology and gifted education.

"Another tool we will use to differentiate our program is double mentoring," she said. "Our courses will be co-taught by someone in education with a content education person. We will connect pedagogical content knowledge with educational foundations in TESOL, inclusive education and technology."



From left, Nathan Deal, governor of Georgia; Dan Papp, president of KSU; Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation; Arlinda Eaton, dean, Bagwell College of Education; Hank Huckaby, chancellor of the University System of Georgia; Desha Williams, KSU program director; Ken Harmon, KSU provost and program principal investigator.



"We chose Kappa Delta Pi because it is the most prestigious of the honor societies."

*Lina Garcia
Co-President*

Kappa Delta Pi Chapter Installation Attracts 75 Founding Members

Thanks to the efforts of two students, the Bagwell College of Education is now affiliated with Kappa Delta Pi, an international honor society in education. "Since 1911, Kappa Delta Pi has fostered excellence in education and promoted fellowship among those dedicated to teaching," Dean Arlinda Eaton said at the official installation ceremony April 30. "Unequivocally, our involvement with the honor society brings distinction

and recognition to Bagwell and Kennesaw State University."

It was standing room only at the initiation of the Tau Sigma chapter of Kappa Delta Pi, as 75 founding members were installed. Candles were lit, and inductees were asked to pledge allegiance to the organization's ideals of fidelity to humanity, science, service and toil.

"Kappa Delta Pi was founded in 1911, and it was a

daring society at the time," said Mary C. Clement, the 2012–2014 international president of Kappa Delta Pi. "There were other societies for teachers at the time, but they didn't let women in; women could be teachers, but not professional educators."

Kappa Delta Pi was one of the first discipline-specific honor societies, and its membership is limited to the top 20 percent of those entering the field of education. Its motto is, "Knowledge, Duty, Power;" and its mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership and service.

"All of you are high-achieving students who merit this recognition for your hard work and outstanding accomplishments," Eaton said. "You deserve to become members of a professional association in education that signifies you are one of a select group of educators recognized by your peers and committed to excellence in education."

Today, the honor society has more than 14,000 members internationally – the most among societies for professional educators. Famous members include Albert



... its [Kappa Delta Pi] mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership and service.

Einstein, John Dewey, George Washington Carver and Eleanor Roosevelt.

Roommates, education majors and now, co-presidents Sarah Sanderfer and Lina Garcia spearheaded the effort to bring a Kappa Delta Pi charter to campus. "We chose Kappa Delta Pi because it is the most prestigious of the honor societies," Garcia said. They were assisted by BCOE faculty members Daphne Hubbard, associate professor of English education and literacy in the Department of Secondary and Middle Grades Education, and Debra Coffey, associate professor of elementary and early childhood education in the Department of Elementary and Early Childhood Education.

"I give full credit to these amazing young women and all members of the executive board who worked diligently to meet requirements and shape the vision of this chapter," Hubbard said. "They established a strong legacy of service to KSU and others through participation in Relay for Life, collecting books for African schools, and the selfless leadership they demonstrated in establishing this chapter for current and future students."

"During the coming year members will have exciting professional development opportunities," Coffey added. "We plan to increase our involvement with international schools by providing more books and opportunities for interaction with our international partners."



Bagwell Selected to Join the Carnegie Project on the Education Doctorate

The Carnegie Project on the Education Doctorate (CPED) is an action-oriented initiative that has brought together a consortium of colleges and schools of education that work together to institute a clear distinction between the professional practice doctorate in education (Ed.D.) and the education research doctorate (Ph.D.); and to improve reliability and efficacy of programs leading to the professional doctorate in education.

"The aim of the consortium is to learn together," said Kristina A. Hesbol, CPED membership chair. "New members understand that acceptance into the consortium is an invitation to enter into a change process for their Ed.D.

programs."

With the addition of its third cohort of members, the CPED consortium totals 87 schools and colleges of education working in collaboration to redesign the Ed.D. In attendance at the June

convening of CPED were Susan Stockdale, associate dean for graduate studies; Corrie Davis, interim director of Ed.S./Ed.D. programs; and Kim Gray, teacher leadership program coordinator.

"The CPED convening introduced me to innovative ways of thinking about our

doctoral coursework, comprehensive exams and dissertation," Davis said. "The principles, mission and vision of CPED affords us the opportunity to make our teacher leadership program more student-centered in every way while staying true

to the strategic plan and goals of the BCOE."

"For me, one of the most important messages was the idea that the Ed.D. research should address a problem in practice, meaning that the focus of the research should be on real problems in real schools," Gray said. "This, when done thoughtfully and intentionally, should improve practice and be an avenue for positive school reform."

According to Jill Perry, CPED executive director, the expansion of the consortium to a third cohort speaks to the credibility of this faculty-led effort and to their dedication to learn from diverse settings around the U.S. and beyond.

Joining Kennesaw State University in the third cohort are 36 universities including Brigham Young University, Florida A&M University, Michigan State University and The George Washington University.





IMPACTING
LIVES

*through
Partnerships*



"This is a mutually beneficial opportunity to increase the number of diverse teachers in Georgia."

Dr. Maurice Wilson

Bagwell Degree Offered at Atlanta Metro Campus

As the top producer of teachers in Georgia, the Bagwell College of Education at Kennesaw State University is well known for populating suburban schools with its graduates.

A new 2 + 2 partnership with Atlanta Metropolitan State College (AMSC), however, is extending the BCOE's reach into urban schools downtown.

"This is a mutually beneficial opportunity to increase the number of diverse teachers in Georgia,"

said Maurice Wilson, director of education student services and associate professor of elementary and early childhood education at KSU.

In July 2013, the Board of Regents of the University System of Georgia approved the tailored program, which offers early childhood education majors the opportunity to complete their first two years of undergraduate coursework through AMSC, then apply and be admitted to Kennesaw State and the Bagwell College.

"KSU faculty teach classes at the AMSC campus," Wilson explained. "This program offers AMSC teacher candidates the ability to earn their bachelor's degree on a campus they're familiar with, and it provides an exciting opportunity for KSU faculty to become more engaged in this welcoming community."

Wilson added that this partnership is timely, given current workforce projections. According to the University System of Georgia, by 2020, it is estimated that more than 60 percent of jobs in Georgia will require a certificate, associate's degree or bachelor's degree, while only 42 percent of the state's young adults, its burgeoning workforce, are prepared to such a level. To remain competitive, Georgia must not only maintain current graduation levels, but also produce an additional estimated 250,000 graduates in coming years. Under the direction of Gov. Nathan Deal's Complete College Georgia (CCG) initiative, the University System of Georgia and the Technical College System of Georgia address this critical need in Georgia's Higher Education Completion Plan.



“As a part of the Atlanta Metropolitan State College Completion Plan to address the Complete College Georgia strategic plan, our partnership with KSU provides an immediate opportunity to improve recruitment, retention, progression and graduation rates in accordance with the CCG initiative,” said Hazel Mays, AMSC assistant professor of education. “AMSC students have the convenience of remaining on site to complete their four-year degree in early childhood, which will increase the number of teachers from underrepresented groups. This partnership also affords AMSC students the opportunity to pursue a career that will enable them to serve their local community and surrounding school systems.”

Bagwell College has a similar 2 + 2 program in Paulding County in collaboration with Georgia Highlands College.

KSU Partners with PAGE Foundation to Plan Georgia Academic Decathlon

For nine years, the Bagwell College of Education has partnered with the PAGE (Professional Association of Georgia Educators) Foundation to plan the Georgia Academic Decathlon (GAD). For the last six years, KSU has hosted a fall workshop for the decathlon team members who compete each year for a shot at a national title.

“GAD is a high school academic competition,” explained Connie Lane, BCOE grants manager, who serves on the GAD executive board. “There are nine students on each team; three ‘A’ students, three ‘B’ students and three ‘C’ students. I like the fact that it’s an academic competition that encourages participation from typical students – not just the ‘A’ students.”

For the fall workshop, more than 200 high school students and their coaches from across the state come to the KSU Center for a daylong series of workshops to get acquainted with decathlon and its content subjects. Several of the workshops are led by KSU faculty subject experts.

Traditionally, the decathlons have had a histori-

cal theme, but this year’s theme is a current topic: “New Alternatives in Energy: Ingenuity and Innovation.” Content subjects include: economics, art, literature, mathematics, music, science and social studies. The decathlon also includes a public speaking segment, as well as an interview, and an essay.

“We recruit about 200 volunteers each year to judge each of the different events,” said GAD volun-





GAD gives students the opportunity to participate on a team – outside of athletics.

athletics.

“It’s a great event that highlights high school academics,” Lane said. “The students benefit from the team experience, and many return to compete for two or three years.”

The winning team representing Georgia at the 2014 U.S. Academic Decathlon in April was Catoosa County’s Lakeview-Ft. Oglethorpe High School coached by Ian Beck and Lisa Beck. Georgia also sent a wildcard team to the competition, Gwinnett County School District’s Parkview High School coached by Melodie Carr, Amy Hammond and Dave Steele. Winning at the state level this year was particularly exciting because the national competition was held in Honolulu, Hawaii, where Lakeview-Ft. Oglethorpe placed 16th in Division II (small schools) and Parkview placed 11th in Division I (large schools).

More information about GAD and how to volunteer can be obtained from www.pagefoundation.org/gad.

teer chair Dee Rule, administrative associate in the BCOE Teacher Resource and Activity Center. “The volunteers include high school teachers, community members, Bagwell students and lots of our faculty and staff.”

The competition takes place the last weekend in February every year and is held at Berkmar High School in Gwinnett County. Teams spend several months preparing to participate.

“Every event is an individual effort, and points are earned individually then added together for a team score,” Rule said. “It’s a fun event, and we love watching how excited the students get.”

With 25 to 30 high school teams from across the state competing, the decathlon is a great way to build brand awareness for the Bagwell College and Kennesaw State University, and it gives students the opportunity to participate on a team – outside of

Improving Reading Skills with Technology

Every week, early childhood education major Jessica Davis prepares a lesson plan, which she delivers to local elementary students in an after-school program held at the Walton Ridenour Apartments in Kennesaw. But, she is learning about more than just teaching Common Core standards.

“The lesson plans don’t always go as planned,” she said while playing a game of matching sight words with two Hasty Elementary kindergarten students. “The kids get bored sometimes, so you have to think on your feet and adjust quickly.”

In addition to several games and arts and crafts

alternatives, Jessica also has the World Wide Web at her fingertips, thanks to two grants obtained by Stacy Delacruz, an assistant professor of reading education. Her program, “Empowering K-3 Students Through Tablet Reading After School Program,” received a \$2,000 grant from Target and a \$1,000 grant from





From left, Pat Newman, Walton Communities director, program services; Angie Smith, advisor, Walton Ridenour Adventure Center; Laura Mann, director, Walton Ridenour Adventure Center; Stacy Delacruz, KSU, assistant professor of literacy.

Walmart to purchase 11 mini-iPads.

"At first, we were using the iPads as a reward system," Delacruz said, "but my teacher candidates have learned to use them as a meaningful instructional tool."

Instead of a worksheet on letters, Delacruz's teacher candidates have their pupils practice writing letters on the iPad touchscreen. The students also use the iPads to create digital stories, access literacy apps and read e-books. Delacruz shared some of the elementary students' digital stories at the National

Science Teachers Association conference, presenting a session on digital literacy in science and how to use tablet technology in the classroom or an after-school program.

"Many students have been exposed to this technology at home, so they are already familiar with it, but some of them don't have iPads at home," Delacruz said. "Today, technological literacy is almost as important as reading literacy."

For one hour, once a week each semester, Delacruz's early childhood education teacher candidates

tutor in the after-school program at Walton Ridenour Apartments off Barrett Parkway. The teacher candidates co-teach students at the Walton community's "Adventure Center."

"The kids who participate in this program are really motivated," said Angie Ausburn Smith, Adventure Center advisor. "What they have responded to is the love and attention these college students are giving them."

Delacruz has been using the Adventure Center after-school program as a teaching site for her teacher candidates for two years, and beginning last year, Walton Communities established a scholarship program for KSU students who have completed, or are in the process of completing, a literacy field placement at one of its Adventure Centers. Chelsea Meeker was the first recipient of the \$1,000 Walton Reads Annual Scholarship.



IMPACTING
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Consolidation Brings UTeach Program to the New University

As a result of consolidating Kennesaw State University and Southern Polytechnic State University (SPSU), the new Kennesaw State University will offer all of the current KSU teacher education programs except two at the secondary level – B.S. in Biology Education and B.S. in Chemistry with a concentration in teaching. The secondary teacher preparation model currently in place at SPSU in biology, chemistry and physics – known as UTeach – will be offered instead of the current programs.

Developed at the University of Texas at Austin, the UTeach secondary STEM teacher preparation program was designed specifically for undergraduate STEM majors. UTeach students earn degrees in their content areas (e.g., math, biology, chemistry, and physics) along with teaching certification within four years. UTeach also combines extensive, individualized coaching with intensive field-based teaching opportunities and relevant content. Students begin teaching in their

first semester of the freshman year.

“In the UTeach program, students fulfill fieldwork requirements in elementary and middle school classrooms as freshmen,” Bagwell College of Education Dean Arlinda Eaton said. “During their sophomore year, they teach high school students. These early field experiences provide students the opportunity to determine whether or not they want to pursue teaching as a career,” she continued. “UTeach also has a significant support component for teachers after graduation, which includes induction activities during the teachers’ first three years of teaching. We will need to raise external funding to sustain these programmatic features.”

As part of the consolidation process, KSU President Daniel S. Papp created 81 Operational Working Groups, which he charged with the task of making recommendations around issues of consolidation. The Education Operational Working Group, co-chaired by Arlinda Eaton and Alan Gabrielli, UTeach Co-director at SPSU,



recommended the UTeach model of teacher preparation be instituted at the new university for biology, chemistry and physics, but not math.

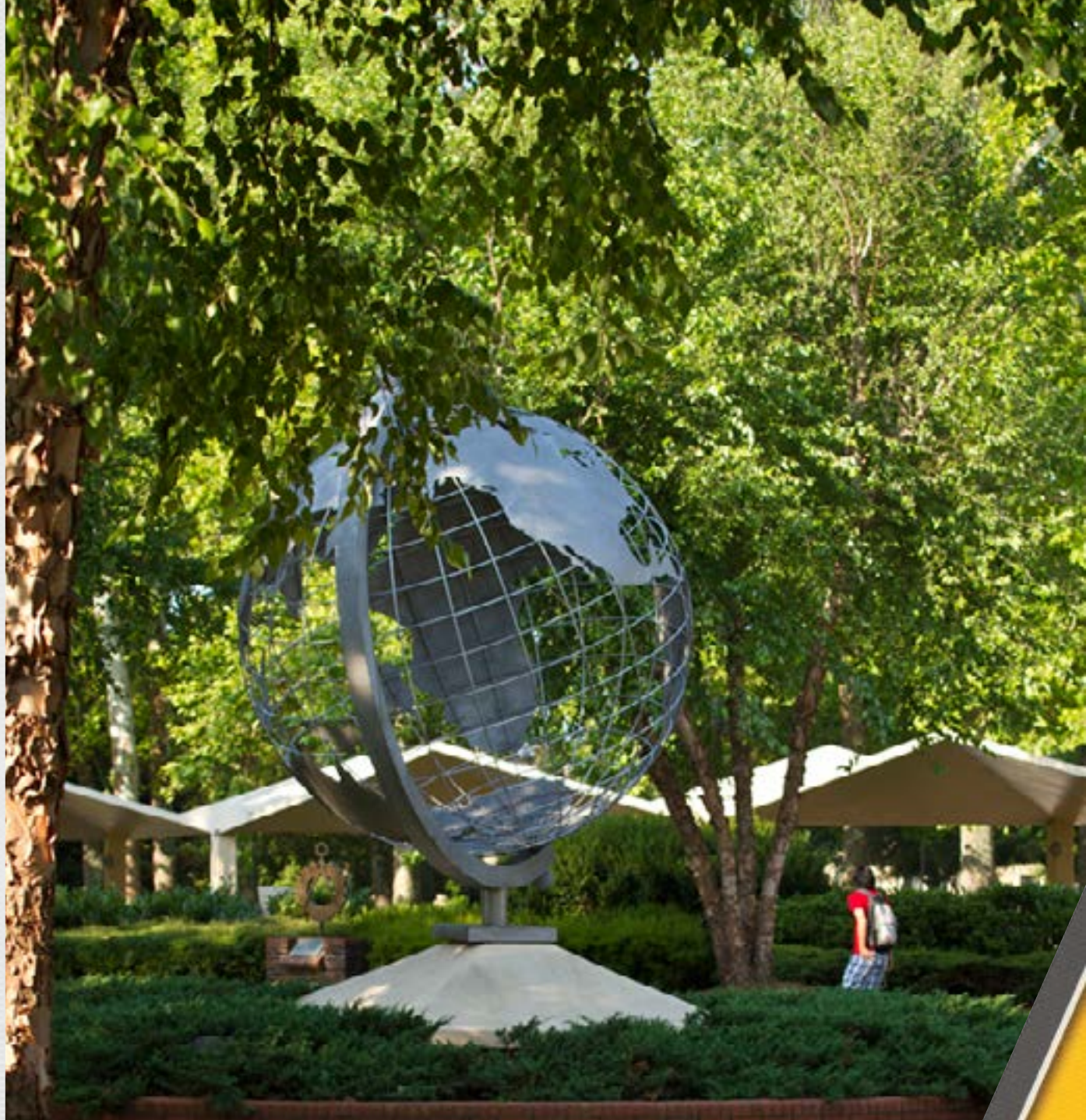
The UTeach program boasts that more than 6,900 math and science majors are enrolled in UTeach secondary STEM teacher preparation programs being implemented at 40 universities in 19 states. According to the UTeach Institute, as of spring 2013, 1,622 graduates have been produced by UTeach programs – 819 from the University of Texas at Austin and another 803 from UTeach partner programs.

Of those graduates, 90 percent of UT Austin graduates entered teaching, and 80 percent are still in the classroom five years later, while 78 percent of UTeach partner program graduates since 2010 entered teaching and 98 percent are still teaching.

“The statistics the UTeach Institute has on the retention of teachers who experience the UTeach model are very promising,” Eaton said.

“UTeach also has a significant support component for teachers after graduation, which includes induction activities during the teachers’ first three years of teaching.”

Arlinda J. Eaton, dean, BCOE





New Building Addition has Faculty and Community Support

It's moving day for faculty and staff in the Bagwell College of Education. Construction of the college's new 78,756-square-foot addition will be completed this fall, and faculty and staff are thrilled. "With support from the university budget, for which we are most grateful, we were able to finish construction of and equip the fourth floor of the new building," Dean Arlinda Eaton said. "We are all very excited about our new home."

The first three floors of the new addition will house nine general classrooms, eight model classrooms, one computer lab, two seminar rooms, student study areas, the Center for Literacy and Learning, three conference rooms, a department

suite and the dean's suite. The fourth floor will consist of a general classroom, two early childhood classrooms, two computer labs, student study areas, a conference room, a department suite, and designated space for an endowed chair, research and grants, the doctoral program, and global engagement.

Though the state contributed \$20.3 million for the construction of the addition, a successful internal fundraising campaign and other donations allowed the building to be completed as originally conceptualized. Among those donations were two \$20,000 gifts from the Price Gilbert Foundation and a \$10,000 donation from Debra Coffey, associate professor of elementary and early childhood

education.

Coffey, an avid researcher and writer, received her doctorate in Literacy, Language and ESL Education from the University of Tennessee. Her research focuses on differentiation, intercultural competence and virtual field trips to connect theory with practice.

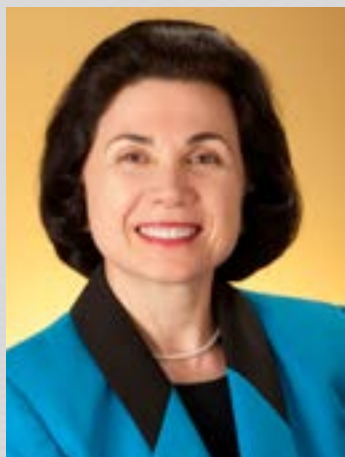
There was never a doubt about her career path. "My mother was a marvelous teacher," she said, "and I knew I wanted to teach at an early age. For me, it's about seeing students enter the world of a book and become enthralled with the learning process."

During her ten years at Kennesaw State University, she has conducted literary projects, co-

authored several books and journal articles about literacy strategies, and presented at national and international conferences, including the Oxford Round Table. Coffey enjoys collaborating with teams of teachers as a lead coach and conducting international professional development workshops.

"I absolutely love KSU, and this was an opportunity to give back and show my appreciation for the quality staff, faculty and administration that I collaborate with," Coffey said.

In recognition of her generosity, an office in the Center for Literacy and Learning, which she directed for the past two years, will be named in Coffey's



honor. "I'm grateful for that honor," she said. "KSU is a growing, thriving university, and the Bagwell College of Education is on the cutting edge of educational transformation. This is an exciting time to

work in teacher preparation."

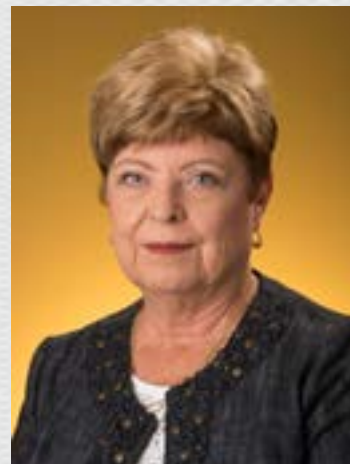
"Donations, no matter how large or small, are strong statements of the donor's commitment to and affiliation with the college and KSU," Eaton said. "Dr. Coffey's gift exemplifies this deep connection and belief in the good work of Bagwell faculty, staff and students."

Generosity Transforms Lives

Faculty Member Establishes Scholarship Fund

Over a teaching career spanning four decades, Mary Ursits has been moved by the financial struggles many adult students endure to become teachers – so much so, that she established the Dr. Mary Ursits Student Assistance Scholarship. "My intent in creating this scholarship fund is to help ensure that single parent students and other non-traditional students who meet the eligibility criteria have enough money to purchase the many textbooks that are required for their classes," Ursits said.

This \$10,000 fund will provide for two \$1,000 scholarships each year for five years: \$1,000 will be awarded to a student who is a single parent or the child of a single parent, and \$1,000 will be awarded to a non-traditional student. Ursits, a senior lecturer in the Department of Elementary and Early Childhood Education, provided these merit-based awards specifically for fulltime undergraduate students who have



a minimum 2.75 GPA and are pursuing a degree in either elementary (P-5) or birth-through-kindergarten (B-K) education.

"It is my hope other faculty and staff will recognize the positive impact this scholarship program will

have for our students and chose to contribute funds to perpetuate this support of our early childhood teacher candidates," Ursits said.

KSU Alumna/Cobb County Educator is Paying It Forward

Gail Johnson worked two campus jobs and earned three scholarships to put herself through college. When the qualifications for one of those scholarships changed during her senior year, her future as

an early childhood educator was briefly in doubt.

"I was a multi-scholarship student," the longtime Cobb County educator recalled. "In

my family, there was no money for school, but I was determined to become a teacher." Losing that scholarship put in motion a series of events that have culminated in Johnson's creating an endowed

scholarship for early childhood education majors at Kennesaw State University. The scholarship is need-based and earmarked for seniors.

"When the qualifications for that scholarship

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\$20,000 - \$ 49,999

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Fund

\$10,000 - \$19,999

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Walton Communities

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Haffner

changed, it meant I didn't have enough money to finish my senior year," she said. "So, the two nuns that were in charge of my program in the Spanish department called alums until they raised enough money to replace my scholarship."

Johnson's philanthropy began with a donation to her undergraduate institution, Dominican University, in 2013, when she and her husband endowed a scholarship for non-native English speakers as a "thank you" for the kindness shown to her all those years ago.

The \$150,000 bequest gift to KSU for early childhood education is in recognition of the nearly 30-year history Johnson has shared with the institution, first as a student, then as an alum, a K-12 partner educator, and a part-time instructor.

Johnson was a certified TESOL (Teaching English to Speakers of Other Languages) teacher when she and her husband, Chris, moved from Chicago to Atlanta in the mid '80s. Even though she was two-thirds of the way through a master's program before the move, Georgia officials did not recognize her Illinois credentials. "My teaching certificates

were no good in Georgia," she said. "Cobb hired me on a temporary certificate, and I had to go back to school."

Once Johnson finished plugging in the "holes" in her undergraduate degree in early childhood education at Kennesaw State, she went on to earn her master's in 1992. In addition, as the years went by, she served as a supervising master teacher, overseeing Bagwell student teachers in Cobb schools, co-au-

thored a co-teaching manual, served as an instructor in the ESOL master's program and served on the alumni board for 14 years.

"Our history with KSU is long," Johnson said. "We do not have children of our own, and so, we decided these two scholarship donations are our legacy. My husband has known since he met me that someday my dream was to fund a scholarship for someone else because someone paid for me."



(left to right) Chris and Gail Johnson

"My dream was to fund a scholarship for someone else because someone paid for me."

Gail Johnson
Cobb County Educator
and KSU Alumna

Bagwell College of Education

Building Addition Naming Opportunities

Naming Opportunity	Gift Amount Beginning At:	Naming Opportunity	Gift Amount Beginning At:
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Building

College of Education Building	Funded*
Lobby	\$3,000,000
Courtyard	\$500,000
	\$250,000

Instructional Support

General Classrooms	\$25,000
Model Classrooms	\$50,000
Seminar Room	\$50,000
Computer Labs	\$75,000
Student Study Areas	\$10,000 – 75,000

Research Support

Doctoral Suite	\$50,000
Endowed Chairs	\$500,000**
Global Engagement Suite	\$25,000
Research/Grants Suite	\$100,000

Center of Excellence

Center for Literacy and Learning	\$500,000
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Faculty Support

Faculty Offices	\$10,000
Conference Rooms	\$25,000 – 50,000

Administrative Support

Dean's Suite	\$250,000
Department Suites	\$150,000

*Bagwell College of Education funded by Leland and Clarice C. Bagwell.

**One Endowed Chair funded by the Goizueta Foundation.



IMPACTING
LIVES

*through
Alumni*

Featured Alumni



Lindsay Williams Bowley,

an eighth-grade language arts and Georgia history teacher at Creekland Middle School, was named Cherokee County Teacher of the Year. She received her bachelor of middle grades education degree from Kennesaw State University in 2007.

"I'm really passionate about what I do," Bowley said. "It's my calling and what I love." She is known for establishing rules in her classroom, not only for her students, but also for herself, creating an atmosphere of mutual respect. When asked to describe her teaching style, she said, "I am a professional 'noticer.' I look for what makes kids tick."

Bowley was also the recipient of one of seven 2014 Georgia Innovation in Teaching Awards. This statewide competition is administered by the Governor's Office of Student Achievement and winners earn cash prizes for themselves and their schools.



Abigail May

is one of six recipients of the 2013 Clendenin Scholars Award, through which she is pursuing a doctoral degree in Educational Leadership at Kennesaw State. Established in 2008 and formerly known as the Clendenin Graduate Fellowship, the program provides financial support for academically talented students accepted into graduate programs.

A two-time KSU graduate, May received a M.Ed.

in Educational Leadership with an emphasis in Instructional Technology in 2011 and an Ed.S. in Educational Leadership in 2013. May currently serves as the STEM Program Specialist for the Northeast Learning Community of Fulton County Schools. Through the KSU Ed.D. program, she is researching the effects of STEM education on students' interests in math and science and the implications for the STEM design in classrooms and schools.

Throughout her teaching career she has received recognition including Teacher of the Year finalist and recipient of the class of 2011's Yearbook Dedication.



Paige Robbins,

second-grade teacher at Cartersville Primary School, is the 2013 Cartersville City Schools Teacher of the Year.

Robbins received her bachelor's degree in Early Childhood Education from Kennesaw State University in 1997 and taught kindergarten and first grade before becoming a second-grade Focus teacher in 2011. In Robbins' classroom, emphasis is placed on reading and mathematics. "I am a firm believer that all children have the ability to learn," she said. "Learning comes easier to some than others and it is my job to meet each child where they are in their learning and move them forward."

Robbins believes that when learning is fun and carried out in a safe, supportive environment, it promotes motivation and positive academic outcomes. She describes teaching as “the most rewarding job on the planet.” And when asked why, she responded, “Because I love making a difference in the lives of children.”



Jim Triplett

is the first graduate of Bagwell's Urban Education Program to be selected Teacher of the Year at his school. Triplett received a bachelor of science in early childhood education from KSU in 2012, after which he was hired by Teach for America and assigned to Gateway Math-Science-Technology Elementary School in the St. Louis, Mo., Public School District.

Being named Teacher of the Year during his second year of teaching is indicative of the passion Triplett has for teaching, and he attributes much of his success to the background he received at KSU. “The urban education program equipped me with the academic tools and strategies that I needed to be an effective teacher,” Triplett said. “I was very well-prepared for the journey.”

Triplett teaches in an urban, gender-specific environment in which teachers are “looped” for several years with the same students. He began teaching 21 third-grade boys, moved with the same group to teach fourth grade, and next year, will be their fifth-grade teacher.



Dean Yoder,

Marietta Center for Advanced Academics assistant principal and former Teacher of the Year at Marietta Middle School, is one of three 2013 Kennesaw State University Distinguished Alumni. This award is the highest honor the university bestows on its graduates. Academic departments across all eight of the university's colleges nominate candidates who compete within their colleges and then at the university level.

Yoder's nomination was unusual in that he was selected by two departments in the Bagwell College of Education (Secondary and Middle Grades Education, and Educational Leadership) for this honor – a tribute to the quality of his professionalism and his impact on education. He earned a Bachelor's degree in Middle Grades Education in 2006, a Master's in 2010, and recently completed the Education Specialist (Ed.S.) in Educational Leadership.

Alumni News

Please let us know when you or other alumni receive professional recognition by sending an email to **PI2News@kennesaw.edu**.

Join Our Social Network

Follow the Bagwell College of Education on Facebook, Twitter and Google+.
or visit **bagwell.kennesaw.edu**

Alumni Receive Honors

2013-2014 Teachers of the Year

Bartow County Schools

Pamela Fitzgerald, Kingston Elementary School
Lori Jackson, Woodland Middle School
Lisa Tackett, South Central Middle School

Cartersville City Schools

Paige Robbins, Cartersville Primary School
& District Teacher of the Year

Cherokee County School District

Lee Ann Banks, Teasley Middle School
Lindsay Bowley, Creekland Middle School
& District Teacher of the Year
Melissa Christensen, Freedom Middle School
Andrew Hall, Woodstock High School
Susan Jones, Tippens Education Center
Amy Means, Avery Elementary School
Rachel Wasserman, Woodstock Elementary School
Judy Ann Wright, Canton ES STEM Academy

Cobb County School District

Carole Bronzino, Dickerson Middle School
Tracie Bucy, Rocky Mount Elementary School
Alexia Bultman, Kennesaw Mountain High School
Megan Burtsfield, Green Acres Elementary School
Karan Couch, Garrett Middle School
William Dryden, Brumby Elementary School
Sheri Fowler, Due West Elementary School
Lisa Gagnon, Nicholson Elementary School
Joymichelle Green, Walton High School
Nena Greene, Pope High School
Erin Harris, Mableton Elementary School
Lorre Harris, LaBelle Elementary School
Megan Huss, Cheatham Hill Elementary School
Katie Kilkenny, Lovinggood Middle School
Helga Kulkarni, Kennesaw Elementary School
Lisa Lockwood, Argyle Elementary School
Rita Mohrmann, Daniell Middle School
Amanda Newman, Nickajack Elementary School

Mala Pepper, Lewis Elementary School
Kacie Phipps, Griffin Middle School
Annette Simpson, Keheley Elementary School
Stephanie Smith, McCall Primary School
Debby Snyder, Pitner Elementary School
Tina Stanton, Allatoona High School
Mary Teren, Tapp Middle School
Michael Tydings, Hillgrove High School
Vaseem Mohammed, Big Shanty Elementary School
Andrew Wolfgang, Barber Middle School
Sandra Yoder, Campbell High School
Paula Zaragoza, Baker Elementary School

Marietta City Schools

Judith Arbelo-Weber, Lockheed Elementary School
Kayce Grogan-Wallace, Marietta Middle School
Carrie Reeser, West Side Elementary School

The background image features a group of five people in a dynamic, artistic pose on a stage. A woman with dark curly hair is at the top left, smiling with her hands raised. Below her, a man in a black V-neck shirt is crouching. To his right, a woman with long dark hair is leaning forward, her arms extended. Behind her, an older man with glasses and a beard is smiling. On the far right, a large, close-up portrait of a man with glasses and a blue blazer is shown. The entire scene is framed by diagonal lines in dark blue, gold, and red.

IMPACTING
LIVES

*through
Faculty and Staff*

Welcome New Faculty and Administrators

FACULTY



Megan Adams, Ph.D.
Assistant Professor
Secondary & Middle Grades
Education



Mei-Lin Chang, Ph.D.
Assistant Professor
Secondary & Middle Grades
Education



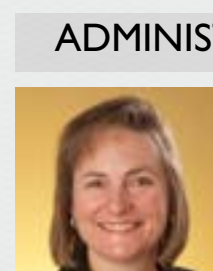
Katherine Zimmer, Ph.D.
Assistant Professor
Inclusive Education



Sherri Booker, Ed.S.
Lecturer
Instructional Technology



Julia S. Fuller, Ed.D.
Assistant Professor
Instructional Technology



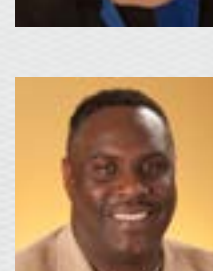
Lynn Stallings, Ph.D.
Professor
Department Chair
Secondary & Middle Grades
Education



Laurie Brantley-Dias, Ph.D.
Associate Professor
Instructional Technology



Shannon Howrey, Ph.D.
Associate Professor
Elementary & Early Childhood
Education



Maurice L. Wilson, Ed.D.
Associate Professor
Director, Education Student
Services

ADMINISTRATORS

Faculty Receive Prestigious Awards



Dr. Sandra Bryan,

a tireless champion of international programs, is leaving a legacy as she retires from Kennesaw State University. The KSU Global Learning and Innovative Grant program, from this point forward, will be known as the Dr. Sandra Bryan Global Learning and Innovative Grant. The announcement was made at the 2014 Global Engagement Certification Ceremony May 12th by Dr. Lance Askildson, executive director of the KSU Institute for Global Initiatives. The grant supports international programs that impact student learning, improvement in the academic rigor and outcomes of education abroad programs, and the development of internationally focused instructional materials, coursework and/or degree programs.

Dr. Bryan, Bagwell's director of global engagement, came to KSU in 2003 and has overseen the recruitment and supervision of teacher candidates who complete their field experiences abroad. She has placed approximately 300 candidates in South Korea, China, Ecuador, Belize, Costa Rica, Mexico and Uganda to satisfy their student teaching requirement. Since the inception of the Global Engagement Certification program in 2009, 178 teacher candidates have achieved this certification.

"Our teachers are going to be teaching in diverse classrooms wherever they go," Bryan said. "Through this program, we are developing culturally responsible

teachers who have a passion for giving all children the opportunity to learn." Bryan's passion for global education is contagious, inspiring life-changing experiences in the hearts and careers of hundreds of students and faculty.



Dr. Amanda Richey,

assistant professor of TESOL, accepted a 10-month faculty position at the University of Jordan in Amman for the 2014–2015 academic year made possible through a Fulbright Scholar award. "This means a lot to me, personally and professionally," Richey said. "I'm interested in that region because I think it is a misunderstood part of the world."

Richey's Fulbright grant is a teaching-centered award focused on culturally relevant pedagogy in the field of TEFL (Teaching English as a Foreign Language) at the postsecondary level. At the University of Jordan, she will teach and develop curriculum.

"I've always been interested in language," said Richey, a former Peace Corps volunteer who is fluent in Moroccan Arabic. "In Morocco, I taught English in a youth center, and it wasn't just about teaching grammar; it was about connecting to people's lives and learning together." Richey's experiences in Morocco inspired her research on issues of representation and culture in schooling. "I have a particular inter-

est in representations of Islam in school curriculum and the experiences of Muslim students and families," she said.

In addition to her own scholarship, Richey said she hopes her Fulbright award will give her the opportunity to forge institutional partnerships, potential field placements and study abroad sites. The Fulbright Scholar Program seeks to increase mutual understanding between the people of the United States and the people of the more than 150 countries that currently participate in the program.



Dr. Jim Wright,

assistant professor, Department of Secondary and Middle Grades Education, is the 2013 recipient of the Dissertation of the Year Award from the International Society for Educational Planning (ISEP). Dr. Wright received his doctoral degree in Instructional Technology from Kennesaw State University in 2012, and his acclaimed dissertation is titled *Planning and Implementing Online Instruction: Faculty Perceptions of One University*. Dr. T. C. Chan, professor in the Department of Educational Leadership, (pictured on the left with Wright) chaired Dr. Wright's dissertation committee.

ISEP is a non-profit network that promotes academic and cross-cultural learning through its worldwide network of more than 300 higher education institutions in 50 countries. The Dissertation of the Year award was presented to Dr. Wright in October, 2013, at the ISEP annual meeting in Niagara Falls, New York.

2013-2014 FACULTY AND STAFF RECOGNITION*

FACULTY RECOGNITION

Dr. Megan Adams (Assistant Professor, SMGE) is the associate editor for the *Georgia Educational Research Journal*.

Dr. Sohyun An (Assistant Professor, EECE) is a member of the Editorial Review Board for the *Journal of Curriculum and Pedagogy* and co-chair of the Curriculum and Pedagogy Nominating Committee. She is serving on the Executive Board of the International Assembly of the National Council for Social Studies and on the Dissertation Committee for the Critical Educators for Social Justice SIG-AERA.

Dr. Teresa Banker (Associate Professor, CSM-MS) is the secretary of the Georgia Association of Mathematics Teacher Educators (GAMTE).

Dr. T. C. Chan (Professor, EDL) is the editor of *Educational Planning*, the official journal of the International Society for Educational Planning.

Dr. Mary Chandler (Associate Professor, EDL) is the president-elect of the International Society for Educational Planning.

Dr. Mei-Lin Chang (Assistant Professor, SMGE) is a member of the American Educational Research Association Division C Affirmative Action Committee.

Dr. Debra Coffey (Associate Professor, EECE) is the secretary of the Association of Literacy Educators and Researchers Teacher Education Division. She serves as state of Georgia coordinator for the International Association of Invitational Education and as vice president of research for the Kennesaw Mountain Chapter of Phi Delta Kappa.

Dr. Robert DeVillar (Professor, EECE) and **Dr. Binbin Jiang** (Professor, EDL) were nominated for the University of Louisville's 2014 Grawe-

* See abbreviation key on page 46

meyer Award in Education for their work culminating in the publication of *Transforming America: Cultural Cohesion, Educational Achievement, and Global Competitiveness*.

Dr. Lee Digiovanni (Associate Professor, EECE) received the Effective Practice Award from The Sloan Consortium given for effective practices in online instruction. She is the Kennesaw State University nominee for the University System of Georgia Regents' Teaching Excellence Award for Online Teaching for the 2015 fiscal year. She serves as chair of the Early Childhood Education SIG, Society for Information Technology and Teacher Education (SITE).

Dr. Arlinda Eaton (Dean, BCOE) is the president-elect of the Georgia Association of Colleges for Teacher Education (GACTE). She serves as the Southern region representative on the executive committee of the Advisory Council of State Representatives of the American Association of Colleges for Teacher Education (AACTE), the Region II representative of the executive committee of the Teacher Education Council of State Colleges and Universities (TECSCU), and as a member of the governing board of The Renaissance Group (TRG).

Dr. Julia Fuller (Assistant Professor, IT) serves on the Georgia Educational Technology Consortium (GaETC) Conference Steering Committee and is poster session co-chair of the International Society for Technology in Education (ISTE) Conference Program Team.

Dr. H. E. "Doc" Holliday (Associate Professor, EDL) presented "Reconnecting, Redirecting & Redefining 21st Century Males" for the *Dean's Speaker Series*. He was the keynote speaker for the DeKalb County School's Star Teacher Workshop.

Dr. Charlease Kelly-Jackson (Assistant Professor, EECE) was selected to participate in the 2014 Kennesaw State University Excel Leadership Program.

Dr. Yanghee Kim (Associate Professor, EECE) is co-chair of the Association for Childhood Education International (ACEI) Research Committee for the 2014-2016 term and served as ACEI, SPA and NCATE/CAEP reviewer in spring semester 2014.

Dr. Gwen McAlpine (Associate Professor, EECE) is serving on the board of the National Committee for the Association of Teacher Educators—Committee for Administration & Membership and served on their Professional Journal Committee from 2006-2013.

Dr. April Munson (Assistant Professor, COTA-AD) is a member of the editorial team on the Advisory Board for the *Qualitative Research in Education Journal* and serves on the Cobb Education Leadership Consortium Steering Committee.

Dr. Amanda Richey (Assistant Professor, INED) has been selected a Fulbright Scholar. She will spend the upcoming academic year in Jordan working with TEFL teachers at the post-secondary level.

Dr. Scott Ritchie (Assistant Professor, EECE) is serving on the Executive Board of the Center for the Expansion of Language and Thinking (CELT). He is communications co-chair and steering committee member for the Critical Educators for Social Justice SIG, American Educational Research Association.

Dr. Greg Rushton (Associate Professor, CSM-CB) is the associate editor, precollege, for the *Journal of Chemical Education*. He is the recipient of the 2013 College of Science and Mathematics Distinguished Scholarship Award.

Drs. Anete Vásquez (Director, CEPP), **Kristin Hoyt** (Associate Professor, CHSS-FL) and **Joe Terantino** (Assistant Professor, CHSS-FL) won the Georgia Field Directors Innovations Award for innovations in new and creative ideas in field placements.

Dr. Desha Williams (Associate Professor, SMGE) is KSU's director for the Woodrow Wilson Foundation Fellowship and is the program chair for the National Council of Teachers of Mathematics 2016 Annual Meeting and Exposition.

Dr. Jo Williamson (Associate Professor, IT) served as Regional Program Chair for the 2014 International Society for Technology in Education Annual Conference held in Atlanta, Ga.

Dr. J. M. Wright (Assistant Professor, SMGE) is the 2013 recipient of the Dissertation of the Year Award from the International Society of Educational Planning (ISEP).

KSU FOUNDATION AWARDS

Dr. T. C. Chan (Professor, EDL) was a finalist for the *KSU Distinguished Research and Creative Activity Award*.

Dr. Nita Paris (Professor, SMGE) was a finalist for the *KSU Distinguished Professional Service Award*.

Dr. Susan Stockdale (Associate Dean, BCOE) received the *KSU Foundation Prize* for her article *Development of the PRO-SDLS: A measure of Self-Direction in Learning Based on the Personal Responsibility Orientation Model*.



KSU GRADUATE COLLEGE FACULTY AWARDS

Dr. Joya Carter-Hicks (Associate Professor, INED) was recognized as a 2014 Distinguished Graduate Faculty Award Winner (Junior Level) in the category of Distinguished Teaching.

BCOE FACULTY AWARDS

Dr. Bryan Gillis (Assistant Professor, SMGE) - *Distinguished Faculty Award for Teaching.*

Dr. Kim Gray (Professor, SMGE) - *Distinguished Faculty Award for Professors.*

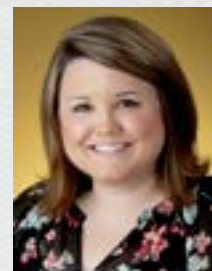
Dr. Toni Strieker (Professor, SMGE) - *Distinguished Faculty Award for Research and Creative Activity.*

Abbreviation Key:

BCOE = Bagwell College of Education
EDL = Educational Leadership
EECE = Elementary and
Early Childhood Education
INED = Inclusive Education
IT = Instructional Technology
SMGE = Secondary and

Middle Grades Education
CEPP = Center for Education
Placements and Partnerships
CETL = Center for Excellence in Teaching and Learning
COTA = College of the Arts
AD = Art and Design
MU = Music
DA = Dance

KSU & BCOE STAFF RECOGNITION



Ms. Jordan Cameron (Instructional Designer, IT) was selected by the KSU Presidential Commission on Disability Strategies and Resources as the recipient of the 2013-2014 *Carol J. Pope Award of Distinction.*

Ms. Lois Leahy (Administrative Associate, Office of the Dean) was the 2013-2014 recipient of the *Bagwell College of Education Distinguished Staff Award.* She was also the April 2014 *KSU Employee of the Month.*



Ms. Helen Maddox (Instructional Technology Coach, IT) won the Outstanding Collaboration Award at the Adult Learner Recognition Ceremony for offering the *Couponing 101* class for faculty and staff.

Ms. Tisha McCalla (Administrative Associate, EECE) was the recipient of the 2013 *KSU Distinguished Academic Support Award.*



TH = Theatre
CHSS = College of Humanities and Social Sciences
ENG = English
FL = Foreign Languages
HIS = History
CSM = College of Science and Mathematics
BP = Biology and Physics
CB = Chemistry and Biochemistry

CS = Computer Science
MS = Mathematics and Statistics
WCHHS = Wellstar College of Health and Human
Services

Faculty Research

External and Internal Awards

EXTERNAL FUNDING

Principal Investigators:	Dr. Arlinda Eaton , Dean, BCOE Dr. Cheryl Hungerford , Deputy Superintendent, Cobb County School District
Project Directors:	Dr. Angela Blaver , Assistant Professor, BCOE-SMGE Ms. Laura Kelley , Cobb County School District Dr. Marie Holbein , Professor, BCOE-EDL
Project Title:	Teacher Quality Partnership Grant
Funding Agency:	U.S. Department of Education
Award:	\$8.9 million
Principal Investigators:	Dr. Greg Rushton , Associate Professor, CSM-CB Dr. B.A. Criswell , Clinical Assistant Professor, University of Kentucky Dr. Taha Mzoughi , Professor, CSM-BP Dr. David Rosengrant , Associate Professor, CSM-BP Dr. Adrian Epps , Associate Dean, CSM, & ATOMS Center Director Dr. Donna Whiting , CEISMC, Georgia Institute of Technology
Project Title:	Recruiting and Retaining Teachers in Physics and Chemistry
Funding Agency:	National Science Foundation-Robert Noyce Scholarship
Award:	\$2,841,528

Principal Investigators:	Dr. Michelle Dean , Assistant Professor, CSM-CB Dr. Meltem Alemdar , CEISMC, Georgia Institute of Technology Dr. Gregory Rushton , Associate Professor, CSM-CB Dr. David Rosengrant , Associate Professor, CSM-BP Dr. Maurice Wilson , Associate Professor, Director of ESS
Project Title:	The Pipeline to Teacher Preparation in Physics and Chemistry
Funding Agency:	National Science Foundation-Robert Noyce Scholarship
Award:	\$1,198,577

Principal Investigators:	Dr. Jennifer Frisch , Associate Professor, CSM-BP Dr. Brendan Callahan , Assistant Professor, CSM-BP Dr. Neporcha Cone , Assistant Professor, BCOE-EECE
Project Title:	TELBio: Teaching English Learners Biology
Funding Agency:	National Science Foundation
Award:	\$1,198,244

Principal Investigators:	Dr. David Rosengrant , Associate Professor, CSM-BP Dr. Charlease Kelly-Jackson , Assistant Professor, BCOE-EECE
Project Title:	Northwest Georgia Mathematics & Science Education Partnership
Funding Agency:	Georgia Department of Education
Award:	\$914,053

Principal Investigators: **Dr. Desha Williams**, Associate Professor, BCOE-SMGE
Dr. Adrian Epps, Associate Dean, CSM & ATOMS Center Director
Dr. Karen Kuhel, Associate Professor, BCOE-INED
Project Title: Increasing Mathematics Teachers for All Students
Funding Agency: National Science Foundation – Robert Noyce Scholarship
Award: \$896,765

Principal Investigator: **Dr. W. Ken Harmon**, Provost & Vice President for Academic Affairs
Project Director: **Dr. Desha Williams**, Associate Professor, BCOE-SMGE
Project Title: Woodrow Wilson Foundation Teaching Fellowship
Funding Agency: Woodrow Wilson Foundation
Award: \$400,000

Principal Investigators: **Dr. Jennifer Dail**, Associate Professor, CHSS-ENG
Dr. Brendan Callahan, Assistant Professor, CSM-BP
Project Title: The Cobb County Area 2 Teaching Collaborative: A Multi-Tiered Approach to Literacy Instruction
Funding Agency: Improving Teacher Quality State Grant – Title II
Award: \$56,272

Principal Investigators: **Dr. Charlease Kelly-Jackson**, Assistant Professor, BCOE-EECE
Ms. Karyn Alme, Lecturer, CSM-BP
Project Title: Sci-Tech
Funding Agency: Improving Teacher Quality State Grant-Title II
Award: \$46,023

Principal Investigators: **Dr. Patricia Alvarez McHatton**, Professor and Chair, BCOE-INED
Dr. Linda Evans, Assistant Professor, BCOE-INED
Dr. Felice Russell, Assistant Professor, BCOE-INED

Project Title: Coaching for EL Teachers
Funding Agency: Fulton County Schools
Award: \$32,900

Principal Investigators: **Dr. Scott Ritchie**, Assistant Professor, BCOE-EECE
Dr. Neporcha Cone, Assistant Professor, BCOE-EECE
Dr. Sohyun An, Assistant Professor, BCOE-EECE
Dr. Patricia Bullock, Associate Professor, BCOE-EECE

Project Title: Teacher Education for Social Change
Funding Agency: Open Society Foundation Education Support Grant
Award: \$5,000

Principal Investigator: **Dr. Scott Ritchie**, Assistant Professor, BCOE-EECE
Project Title: Teacher Education for Social Change
Funding Agency: Open Society Foundation Education Support Grant
Award: \$1,200

Principal Investigator: **Dr. Julia Fuller**, Assistant Professor, BCOE-IT
Ms. Wendi Pitts, Teacher, Oconee County Schools
Project Title: Digital Development of Language Arts Learners
Funding Agency: Education Foundation of Oconee County, Inc.
Award: \$488

KENNESAW STATE UNIVERSITY FUNDING

Dr. Nichole Guillory (Associate Professor, BCOE-SMGE) and **Dr. Amanda Richey** (Assistant Professor, BCOE-INED) - \$7,909 CETL funding for “Engaging Schools, Families and Community in Critical Dialogue: Photovoice and Teacher Education,” a partnership with Osborne High School.

Dr. Leena Her (Assistant Professor, BCOE-INED) - \$1,000 CETL Award to attend the “Institute for Online Teaching and Learning.”

Dr. Robert DeVillar (Professor, BCOE-EECE), **Dr. Binbin Jiang** (Professor, BCOE-

EDL), **Dr. Darren Crovitz** (Associate Professor; CHSS-ENG) and **Dr. Kay Traille** (Associate Professor; CHSS-HIS) - \$20,000 Institute for Global Initiatives (IGI) International Research and Scholarship Grant "The Effects of International Student Teaching Experiences on U.S. Classroom Practice."

Dr. Charlease Kelly-Jackson (Assistant Professor; BCOE-EECE) - \$9,810 award from the Office of the Vice President for Research to support "Girls Engaged in Mathematics and Science [GEMS]" partnership with Russell Elementary School in Cobb County.

Dr. April Munson (Assistant Professor; COTA-AD) - \$750 CETL Award to support the Faculty Learning Community "Narrative Inquiry: Shattering Silos and Building New Towers" with **Drs. Linda Evans, Kristin Hoyt, Lynn Stallings, and Anete Vásquez.**

Dr. Yanghee Kim (Associate Professor; BCOE-EECE) and **Dr. T. C. Chan** (Professor; BCOE-EDL) - \$8,000 CETL Incentive Funding Award for Research & Creative Activity to support "School Barriers to Minority Parental Involvement in Their Child's Education in China, Taiwan, South Korea and the United States."

Dr. Woong Lim (Assistant Professor; BCOE-SMGE) - \$5,000 from the Institute for Global Initiatives to fund "Patterns of Academic Language in Mathematics Education," an international comparative research study of preservice teachers' language use in mathematics.

Dr. Marvin E. Smith (Associate Professor; BCOE-EECE) - CETL 2013 Tenured Faculty Enhancement Leave Program award to conduct a mixed methods study of teaching practices of former students who have been prepared to implement Cognitively Guided Instruction in elementary mathematics.

Dr. Toni Strieker (Professor; BCOE-SMGE) - \$5,000 award from the Institute for Global Initiatives to fund "Developing & Expanding Our Global Approach to Collaboration and Pre-Service Co-Teaching" in Ecuador and Costa Rica.

Dr. Binyao Zheng (Professor; BCOE-SMGE) - \$10,000 award from the Institute for

Global Initiatives to fund "A Comparative Study of Educational Reforms in the U.S. and China" in collaboration with professors from Jilin University and Hubei University of Education in China.

Dr. Kate Zimmer (Assistant Professor; BCOE-INED) - \$7,800 CETL funding for "Meaningful Interactions Through Storybooks" (MITS) – a first-of-its-kind program to examine the effects of educating local preschool teachers about the evidence-based practice of shared storybook reading to increase joint attention in young children with autism.

BAGWELL COLLEGE OF EDUCATION FUNDING

GLOBAL LEARNING AWARDS

Dr. Sohyun An (Assistant Professor; EECE) - \$3,300 to conduct research with elementary teacher candidates in ECE 4403 classes regarding "Educating Elementary Teachers for Global Citizenship Education."

Dr. Leena Her (Assistant Professor; INED) - \$3,325 to support data analysis and writing a journal article about "Gender Ideologies, Schooling and Ethnic Identity of the Hmong in Laos," an ongoing ethnographic study of ethnic minority schooling in Laos.

Dr. Binbin Jiang (Professor; EDL) - \$2,800 to support international student teaching research, "Supervising International Student Teaching and Conducting Research in Shanghai, China."

Dr. Felice Atesoglu Russell (Assistant Professor; INED) - \$4,100 to support research and professional development regarding "Developing Capacity for Intercultural Competence in a KSU Partner School: Teachers Learning from Practice."

Dr. Barbara Salyer (Assistant Professor; SMGE) and **Dr. Guichun Zong** (Professor; SMGE) - \$2,500 to create and pilot a learning module for "Integrating Education for Sustainability into Teacher Education: An Interdisciplinary Inquiry."

Dr. Maria Shaheen (Assistant Professor, EECE) - \$4,975 to support video, written and online exchanges between students and educators from Ghana and the U.S. to compare “Global STEM: Elementary Preservice Teachers Engaging in a Global STEM/Project-Based Learning P-5 Learning Project.”

RESEARCH/SCHOLARSHIP AWARDS

Dr. H. E. “Doc” Holliday (Associate Professor, EDL) - \$2,500 to develop and conduct a series of four half-day, “Mother/Son Community Workshops,” in underserved areas to provide information and tools for single moms and their sons.

Dr. Changnam Lee (Associate Professor, INED) - \$2,500 to conduct “An Investigative Analysis of Evidence-Based Teaching Practices to Enhance the Quality of Teacher Education” at the What Works Clearinghouse and Education Resources and Information Center U.S. Department of Education websites.

Dr. Scott Ritchie (Assistant Professor, EECE) - \$2,500 to compile existing research data obtained from interviews with teachers into a draft of a book proposal, *Learning from Social Justice Educators*, which will create a pedagogical model that can be used for social justice education.

Dr. Felice Atesoglu Russell (Assistant Professor, INED) - \$2,500 to conduct a literature review and pursue an in-depth analysis of data collected from the “University and School District ESOL Partnership.”

Dr. Joanne Simpson (Assistant Professor, SMGE) and **Dr. Barry Bogan** (Associate Professor, EECE) - \$2,500 to examine how “Perceptions of Higher Education Faculty on Teaching Differentiated Instruction to Pre-Service Teachers” impact the efficacy of teacher preparation.

Dr. Gita Taasooobshirazi (Associate Professor, SMGE) - \$2,500 to conduct research in eight high schools to assess, “Is Context-Based Physics More Effective than Traditional Physics Instruction,” using an experimental design to include pretests, posttests, and randomly selected control groups.

PROFESSIONAL DEVELOPMENT AWARDS

Dr. Sohyun An (Assistant Professor, EECE) and **Dr. Paula Guerra** (Assistant Professor, EECE) - \$985 each to present “Towards an Understanding of Inclusion through the Playbuilding of Beyond the Masks” at the National Council for the Social Studies Conference.

Dr. Mei-Lin Chang (Assistant Professor, SMGE) - \$1,000 to conduct a study of “Student Self-Efficacy and Self-Regulation Strategies in Mathematics” to include piloting a series of mixed-methods studies to investigate sources and motivational factors that contribute to middle school students’ self-concepts, self-efficacy in math and their self-regulatory strategies in math learning.



Dr. Debra Coffey (Associate Professor, EECE) - \$1,000 to enhance personalizing technology by “Connecting Theory and Practice in the Virtual Classroom: Individualized Instruction to Enhance Student Achievement,” which has the potential to take distance learning to the next level by providing access to new innovations for presentation and interaction.

Dr. Neporcha Cone (Assistant Professor, EECE) - \$1,000 to attend the STEM Forum and Expo, providing the college with tools and resources to effectively apply best practices for “Integration for Innovation: Creating STEM Rich Environments” to be implemented, applied and sustained in K-12 settings.

Dr. Kimberly Gray (Professor, SMGE) - \$1,000 for work in connection with KSU's appointment to the “Carnegie Project on the Education Doctorate,” a consortium of universities that work collaboratively to develop, test and implement CPED's principles and design concepts as a whole and in their local context.

Dr. Nichole Guillory (Associate Professor, SMGE) and **Dr. Amanda Richey** (Assistant Professor, INED) - \$1,000 for transcription services for the Photovoice Project audio files of co-teaching and de-briefing sessions with KSU faculty and Osborne High School faculty and students.

Dr. H. E. “Doc” Holliday (Associate Professor, EDL) - \$1,000 to professionally print Core Values Worth Knowing Workbooks, a collection of student-developed work that is comparable to a character education workbook.

Dr. Charlease Kelly-Jackson (Assistant Professor, EECE) - \$1,000 for external evaluation and data collection to increase awareness of “Girls Engaged in Mathematics and Science (GEMS): Strengthening the STEM Pipeline” with a pilot study theme, The Robotics Approach.

Dr. Ethel King-McKenzie (Associate Professor, EECE) - \$1,000 to conduct a site visit to South Africa to research “Juxtaposing Post-Apartheid South African Curriculum with Post-Civil-Rights Curriculum of the United States and the Impact They Make on Elementary Education in Their Respective Countries.”

Dr. Woong Lim (Assistant Professor, SMGE) - \$1,000 to publish two manuscripts: “Latina Girls’ Problem Solving” and “An Assessment of a Mathematics Teacher Preparation Program.” Findings were presented in 2013 at the NCTM pre-session and GERA annual meeting.

Dr. Scott Ritchie (Assistant Professor, EECE) - \$1,000 to present research using theater around diversity topics of inclusion and exclusion in education, “Towards an Understanding of Inclusion through the Playbuilding of Beyond the Masks” at the ICQI Conference.

Dr. Felice Atesoglu Russell (Assistant Professor, INED) - \$1,000 to fund a case study, “Developing Capacity for Intercultural Competence in a KSU Partner School: Teacher Learning from Practice” to assess effectiveness of a professional development model.

Dr. Joanna Simpson (Assistant Professor, SMGE) - \$1,000 to attend the Text and Academic Authors Conference in anticipation of publishing qualitative data about teachers enrolled in KSU's Gifted Endorsement, researching and examining how critical literacy is used in their gifted classrooms.

Dr. Ikechukwu Ukeje (Professor, EECE) - \$1,000 for ‘Study Abroad to Uganda’ in which faculty will present lectures, socio-cultural and educational pedagogical programs, and collect data.

Dr. Anissa Vega (Assistant Professor, IT) - \$1,000 – KSU's first Massive Open Online Course (MOOC) was offered to facilitate blended and online learning. “MOOCs for Teacher Professional Learning Interview Transcriptions” is an approved research project to evaluate the instructional strategies used in the KSU Instructional Technology Department. This funding will be used for interview transcription services.

Abbreviation Key:

BCOE = Bagwell College of Education
 EDL = Educational Leadership
 EECE = Elementary and Early Childhood Education
 ESS = Education Student Services
 INED = Inclusive Education
 IT = Instructional Technology
 SMGE = Secondary and Middle Grades Education
 CETL = Center for Excellence in Teaching and Learning
 COTA = College of the Arts
 AD = Art and Design
 MU = Music

DA = Dance
 TH = theatre
 CHSS = College of Humanities and Social Sciences
 ENG = English
 FL = Foreign Languages
 HIS = History
 CSM = College of Science and Mathematics
 BP = Biology and Physics
 CB = Chemistry and Biochemistry
 CS = Computer Science
 MS = Mathematics and Statistics
 WCHHS = Wellstar College of Health and Human Services

Faculty Scholarship Publications

BOOKS

Cruz, B., Ellerbrock, C., **Vásquez, A.**, & Howes, E. (2014). *Talking diversity with teachers and teacher educators: Exercises and critical conversations across the curriculum*. New York, NY: Teachers College Press.

DeVillar, R.A., Jiang, B., & Cummins, J. (2013). *Transforming education: Global perspectives, experiences, and implications*. New York, NY: Peter Lang.

Dias, M., Eick, C., & **Brantley-Dias, L.** (Eds.), (2014). *Science teacher educators as K-12 teachers: Practicing what we teach*. New York, NY: Springer.

BOOK CHAPTERS

Alvarez McHatton, P., & McCray, E. (2013). Diversity: Beyond tolerance. In L. Smith, T. Knopp, & D. Skarbeck (Eds.), *Professional teacher dispositions: Additions to the mainstream*. (pp. 51-66). Lanham, MD: Rowman & Littlefield Education.

An, S. (2013). Transforming South Korean education. In R. DeVillar & B. Jiang (Eds.), *Transforming education: Global perspectives, experiences, and implications*. New York, NY: Peter Lang.

An, S. (2014). We are more racist: Early study abroad Korean students navigate race and racism in the United States. In A. Lo, N. Abelman, S. Kwon, & S. Okazaki (Eds.), *South Korea's education exodus: The life and times of early study abroad*. Seattle, WA: University of Washington Press.

Cone, N., Bantwini, B., **King-McKenzie, E.**, & **Bogan, B.** (2013). Differentiating through problem-based learning: Learning to ExploreMore! with gifted students. In M. Dias, C. Eick, & L. Brantley-Dias (Eds.), *Science teacher educators as K-12 teachers: Practicing what we teach*. (pp. 169-180). New York, NY: Springer.

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Delacruz, S., & **Shaheen, M.** (2013). Creating virtual field trips to support student-centered learning. In J. Keengwe, G. Onchwari, & D. Hucks (Eds.), *Literacy enrichment and technology integration in pre-service teacher education*. (pp. 91-106). Hershey, PA: IGI Global.

DeVillar, R.A., Jiang, B., & Cummins, J. (2013). Introduction. In R. A. DeVillar, B. Jiang, & J. Cummins (Eds.), *Transforming education: Global perspectives, experiences, and implications* (pp. 1-16). New York, NY: Peter Lang.

Fuller, J. S., & Bachheimer, B. A. (2013). Using an observation cycle for helping teachers integrate technology. In A. Ritzhaupt & S. Kumar (Eds.), *Cases on educational technology implementation for facilitating learning*. Hershey, PA: IGI Global.

Jiang, B. (2013). A personal journey of cultural evolution and professional transformation. In Y. Wang & Y. L. Zhao (Eds.), *Seeking the common dreams between the worlds: Stories of Chinese American faculty in North American higher education*. Charlotte, NC: Information Age Publishing.

Jiang, B., & **DeVillar, R.A.** (2013). The effects of student teaching abroad on professional development, character formation, and cultural responsiveness. In R. A. DeVillar, B. Jiang, & J. Cummins (Eds.), *Transforming education: Global perspectives, experiences, and implications* (pp. 169-192). New York, NY: Peter Lang.

Terry, A. (2013). My journey in grief: A mother's experience following the death of her daughter. In P. Sikes (Ed.), *Autoethnography*. (Vol. 4, Speaking for Ourselves). Thousand Oaks, CA: SAGE. (ISBN 9780857027856)

Vásquez, A. (2014). English/language arts education: Valuing every voice. In B. Cruz, C. Ellerbrock, A. Vásquez, and Elaine Howes (Eds.), *Talking diversity with teachers and teacher educators: Exercises and critical conversations across the curriculum*. New York, NY: Teachers College Press.

Zong, G., & **An, S.** (2014). Trends and issues in global education. In S. Totten & J. Pederson (Eds.), *Educating about social issues in the 20th and 21st centuries* (Vol. 3). Charlotte, NC: Information Age.

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Alvarez McHatton, P., & Parker, A. (2013). Purposeful preparation: Longitudinally exploring inclusion attitudes of general and special education pre-service teachers. *Teacher Education and Special Education, 36*(3), 186-203.

Alvarez McHatton, P., Smith, M. D., Brown, K. H., & Curtis, J. (2013). "First do no harm": Purposeful preparation of culturally competent educators. *Multiple Voices for Ethnically Diverse Exceptional Learners, 13*(2), 19-31.

An, S., Kim, M., & Delacruz, S. (2014). U.S. history through the eyes of South Korean youth. *The Social Studies, 105*(4), 1-10. doi:10.1080/00377996.2013.866931

Chang, M.-L. (2013). Toward a theoretical model to understand teacher emotions and teacher burnout in the context of student misbehavior: appraisal, regulation, and coping. *Motivation and Emotion, 37*, 799-817. doi:10.1007/s11031-012-9335-0

Coffey, D. J. (2014). Transforming lives with differentiated literacy instruction. *Journal of Education and Human Development, 1* (1), 25-38.

Davis, H. A., **Chang, M.-L.**, Andrzejewski, C. E., & Poirier, R. R. (2014). Examining relational engagement across the transition to high school in three U.S. schools reformed to improve relationships. *Learning Environments Research Journal, 17*. 263-286. doi:10.1007/s10984-013-9148-4

Kim, Y.A. (2014). Conceptualizing prenatal care: Recent research and the application of Tae-Kyo, Korean traditional beliefs and practices. *Health Care for Women International, 1*-15. doi:10.1080/07399332.2014.888719

King-McKenzie, E., Bantwini, B., & Bogan, B. (2013). Supporting teachers to enhance students success in the USA and South Africa. *International Journal of Humanities and Social Science, 3*(15), 25-33.

King-McKenzie, E., Delacruz, S., Bogan, B., & Bantwini, B. (2013). Pre-service teachers' perceptions of co-teaching between professional development schools and university faculty. *School-University Partnerships, The Journal of the National Association for Professional Development Schools, 6*(2), 40-49.

Lim, W., & Guerra, P. (2013). Using a pedagogical content knowledge assessment to inform a middle grades mathematics teacher preparation program. *Georgia Educational Researcher, 10*(2), 1-15.

Lim, W., & Son, J. (2013). A case of cultivating a global community of STEM teachers. *New Waves — Educational Research and Development, 16*(2), 40-54.

Lokey-Vega, A. (2014). Grab a MOOC by the horns. *Educational Leadership Professional Learning: Reimagined, 71*(8), 61-64.



McCall, Z., **Alvarez McHatton, P.**, & Shealey, M.W. (2014). Special education teacher assessment: A review. *Teacher Education and Special Education, 37*(1), 51-70.

Parker, A. K., **Alvarez McHatton, P.**, & Crip, T. (2014). Conceptualizing difference: Exploring pre-service teachers' constructions of disabilities. *Teacher Education and Practice, 27*(1), 138-153.

Ritchie, S., Cone, N., An, S., & Bullock, P. (2013). Teacher education for social change: Transforming a content methods course block. *Current Issues in Comparative Education*, 15(2), 63-83.

Russel, L. R., Kinuthia, W. L., Lokey-Vega, A., Tsang-Kosma, W., & Madathany, R. (2013). Identifying complex cultural interactions in the instructional design process: A case study of a cross-border, cross-sector training for innovation program. *Educational Technology Research and Development*, 61(4), 1-26.

Russell, F.A. (2014). Collaborative literacy work in a high school: Enhancing teacher capacity for English learner instruction in the mainstream. *International Journal of Inclusive Education*, 18(6), 1-19. doi:10.1080/13603116.2014.884642

Russell, F.A. & Klune, J. (2013). Instructional advocacy for English learners: The role of a teacher leader in breaking down traditional high school silos. *NABE Perspectives*, 18(6), 1-19.

Shaheen, M., & Kelly-Jackson, C. (2013). What are our "scripts"? Examining the autobiographical narratives of two social justice teacher educators. *GATEways to Teacher Education*, 14(1), 2-15.

Shealey, M., Alvarez McHatton, P., McCray, E., & Thomas, U. (2014). "Sista doctas" taking a seat at the table: Advocacy and agency among women of color in teacher education. *NASPA Journal About Women in Higher Education*, 7(1), 19-46.

Swars, S. L., Smith, S. Z., Smith, M. E., Hart, L. C., & Carothers, J. (2013). Providing space for elementary prospective teachers' viewpoints on mathematics content courses: A two-dimensional model of learning. *Action in Teacher Education*, 35(5-6), 372-386 (ATE Yearbook XXII-Part 2). doi:10.1080/01626620.2013.846174

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Bell, D. D., & Bogan, B. L. (2013). English language learners: Problems and solutions found in the research for general practitioners in early childhood. *e-Journal of Balanced Reading Instruction*, 1(2), 18-23. Retrieved from www.balancedreadinginstruction.com/e-journal-bri-fall-2013.html

Bogan, B., & Simpson, J. (2014). Using the common core: Differentiating a middle grades reading standard. *International Journal for Innovation, Education, and Research*, 2(2), 68-74. Retrieved from http://www.ijer.net/assets/using-the-common-core-differentiating-a-middle-grades-reading-standard-ijer.net-vol-2-no-2_7.pdf

Chandler, M., Jiang, B., & Chan, T. C. (2013). An examination of an embedded practicum experience approach to an educational program: Program candidates' perspectives. *International Journal of Teaching and Learning in Higher Education*, 25(1), 79-91. Retrieved from <http://www.isetl.org/ijtlhe/current.cfm>



Digiovanni, L.W. (2013). Connecting with online students. *Talon Tips: Technology Enhanced Teaching and Learning*, 5(1). Retrieved from <http://www.kennesaw.edu/dlc/TalonTips/Volume/TalonTipsVol5Issue1.pdf>

Digiovanni, L.W., & Leeds, E. M. (2014). Enhancing learning effectiveness and student satisfaction through a student connectivity framework for online instruction. *The Sloan Consortium Effective Practices*. Retrieved from http://onlinelearningconsortium.org/effective_practices/enhancing-learning-effectiveness-and-student-satisfaction-through-student-connectivity

Ritchie, S. (2013). Teaching for social justice in three voices. *Journal of Critical Thought and Praxis*, 2(2). Retrieved from <http://lib.driastate.edu/jctp/vol2/iss2/5>

Simpson, J. (2014). Enrichment seminar and the socioemotional needs of adolescents. *International Journal for Education, Innovation, and Research*, 2(1), 14-29. Retrieved from <http://www.ijer.net/assets/ijer.net-vol-2-no-1-manuscript-no-3.pdf>

Simpson, J. & Bragg, K. (2013). Advisory programs: Improving the social-emotional needs of gifted students. *The Social & Emotional Needs of the Gifted* (104). Retrieved from <http://www.sengifted.org/archives/articles/advisory-programs-improving-the-social-emotional-needs-of-gifted-students>

Strieker, T. S., Shaheen, M. D., Hubbard, D. W., Digiovanni, L. W., & Lim, W. (2014). Transforming teacher education through coaching pre-service co-teaching. *Educational Renaissance*, 2(2), 39-62. Retrieved from <http://educationalrenaissance.org/index.php/edren/article/view/71/pdf>

Werth, L. H., Sindelar, P. T., & **Chang, M.-L.** (2014). Affective Education. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). Hoboken, NJ: John Wiley and Sons. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/9781118660584.e0059/full>

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Fuller, J. (2014). Using student response systems to collect formative data for learning: A professional learning evaluation. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 739-746). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/130846>

Kastberg, S., **Sanchez, W.**, Tyminski, A., Lischka, A., & **Lim, W.** (2013). Exploring mathematics methods courses and impacts for prospective teachers. In A. C. Superfine & M. Martinez (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1349-1357). Chicago, IL: University of Illinois at Chicago.

Lim, W. (2013). A snapshot of pre-service teachers' capacity for designing curriculum. In A. C. Superfine & M. Martinez (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 813-816). Chicago, IL: University of Illinois at Chicago.

Lim, W., & Stallings, L. (2013). The mathematics teacher educator's reflection on edTPA: the basics and the complexity of Georgia's implementation. *Proceedings of the annual meeting of the Georgia Association of Mathematics Teacher Educators* (pp. 5-13). Rock Eagle, GA.

College of the Arts

PROCEEDINGS

Boettler, L., & Gregory, D. (2013). Riding the wave of institutional initiatives and trends in higher education. *Proceedings of the 8th Institute for New Faculty Developers: Theory, Research, Praxis* (p. 33). Atlanta, GA: POD & KSU CETL.

Boettler, L., Gregory, D., & Braden, S. (2013). Jolly good faculty fellows. *Proceedings of the 8th Institute for New Faculty Developers: Theory, Research, Praxis* (p. 37). Atlanta, GA: POD & KSU CETL.

College of Humanities and Social Sciences

ONLINE PUBLICATIONS

Hoyt, K. & Swanson P. (Eds.) (2014). Uniting the Corps: Uniting the Core 2014. *Southern Conference on Language Teaching*. (ISBN: 1-883640-29-6)

College of Science and Mathematics

BOOKS

Dias, M., Eick, C., & Brantley-Dias, L. (Eds.), (2014) *Science teacher educators as K-12 teachers: Practicing what we teach*. New York, NY: Springer.

JOURNAL ARTICLES

Criswell, B. A. & **Rushton, G. T.** (2014). Activity structures and the unfolding of problem-solving actions in high-school chemistry classrooms. *Research in Science Education*, 44(1), 155-188. doi:10.1007/s1165.013.9374.x

Hernandez, G. E., Criswell, B. A., Kirk, N. J., Sauder, D. G., & **Rushton, G. T.** (2014). Pushing for particulate level models of adiabatic and isothermal processes in upper-level chemistry courses: A qualitative study. *Chemistry Education: Research and Practice*, 15, 354-365. doi:10.1039/C4RP00008K

Lotter, C., **Rushton, G. T.**, & Singer, J. (2013). Teacher enactment patterns: How can we help move all teachers to reform-based inquiry practice through professional development? *Journal of Science Teacher Education*, 24(8), 1263-1291. doi:10.1007/s10972-013.9361.0

Rushton, G. T., Criswell, B. A., Moore, L. A., McAllister, N. D., **Polizzi, S. J.**, & Pierre, M. S. (2013). Charting an alternate pathway to reaction orders and rate laws in introductory chemistry courses. *Journal of Chemical Education*, 91(1), 66-73. doi:10.1021/ed3006743

PROCEEDINGS

Kastberg, S., **Sanchez, W.**, Tyminski, A., Lischka, A., & **Lim, W.** (2013). Exploring mathematics methods courses and impacts for prospective teachers. In A. C. Superfine & M. Martinez (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1349-1357). Chicago, IL: University of Illinois at Chicago.

Faculty Scholarship Presentations

Adams, M. G. (2013, December). *Empowering youth? What happens to the marginalized youth in shift to Common Core?* American Reading Forum, Sanibel Island, FL.

Adams, M. G. (2014, April). *How can schools better serve marginalized youth?* American Educational Research Association (AERA), Philadelphia, PA.

Adams, M. G. (2014, May). *Defining something for others: The ethical necessity of resisting positivism.* International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Adams, M. G. (2014, May). *Struggling against positivism: Ethical dilemmas faced in qualitative and mixed methods focus groups.* International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Adams, M. G., Inglett, J. L., and Wright, T. A. (2014, May). *Our struggle against positivism: A journey.* International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Adams, M. G., Mitchell, C., Robinson, D., & Fingall, S. (2014, March). *Improving reading habits multi-generationally: How teachers in Fulton County are addressing the needs of unique learners.* Conference on Literature for Children and Young Adults, Kennesaw, GA.

Alvarez McHatton, P., & Thomas, D. (2013, November). *Capturing the voices of diverse families: An arts-based approach to home-school partnerships.* Council for Exceptional Children Teacher Education Division National Conference, Ft. Lauderdale, FL.

Alvarez McHatton, P., & White, J. (2013, November). *Increasing visibility of disability in the content areas: A systematic review of content journals.* Council for Exceptional Children Teacher Education Division National Conference, Ft. Lauderdale, FL.

Alvarez McHatton, P., & White, J. (2014, April). *Preaching beyond the choir: Content-area professional organizations' journals and disability.* American Educational Research Association (AERA), Philadelphia, PA.

An, S. (2013, November). *Teaching and learning of U.S. history in South Korea.* Annual Curriculum and Pedagogy Conference, New Orleans, LA.

An, S. (2013, November). *U.S. history through the eyes of South Korean middle school students.*

Annual Meeting of College and University Faculty Association of the National Council for the Social Studies, St. Louis, MO.

An, S., Davis, C., Ford, J., Guerra, P., Her, L., McHatton, P. A., Norris, J., & **Ritchie, S.** (2014, April). *Beyond the masks: A participatory performance exploring issues of inclusion/exclusion in schools and beyond.* American Educational Research Association Annual Meeting, Philadelphia, PA.

An, S., Davis, C., Ford, J., Guerra, P., Her, L., McHatton, P. A., Norris, J., & **Ritchie, S.** (2014, May). *Beyond the masks: A participatory performance exploring issues of inclusion/exclusion in schools and beyond.* International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

An, S., & Delacruz, S. (2013, November). *Teaching and Learning of U.S. history in South Korea.* Annual Curriculum & Pedagogy Conference, New Orleans, LA.

An, S., & Suh, Y. (2014, April). *Immigration, imagined communities, and collective memories of Asian American experiences: A content analysis of Asian American experiences in the Virginia U.S. history textbooks.* American Education Research Association, Philadelphia, PA.

Barbour, M., Smaldino, S., & **Moore, J. A.** (2013, October). *Preparing teachers for virtual school environments.* Association for Educational Communications and Technology Conference, Anaheim, CA.

Bell, D. (2013, October). *Coming, going & belonging: Attachment & separation with infants & toddlers.* Georgia Association on Young Children Annual Conference, Duluth, GA.

Blaver, A., & Gregory, D. (2013, October). *Authentic assessment use in a high need middle school.* Georgia Educational Research Association, Savannah, GA.

Blaver, A., & Kelley, L. (2013, October). *Further reform in teacher preparation: School and university based.* Georgia Educational Research Association, Savannah, GA.

Bogan, B. L. (2014, March). *Differentiated instruction: Incorporating theory with practicality for middle grades teachers.* Conference on Literature for Children and Young Adults, Kennesaw, GA.

Bogan, B. L., & Simpson, J. (2013, November). *Differentiation for middle/secondary reading using the*

Common Core. National Council of Teachers of English (NCTE) National Conference, Boston, MA.

Bogan, B. L., & Simpson, J. (2013, November). *Using the Common Core GPS: Differentiating a middle grades reading standard.* National Council of Teachers of English (NCTE) National Conference, Boston, MA.

Bogan, B., & Simpson, J. (2014, March). *Differentiated instruction: Incorporating theory with practicality for middle grades reading/ELA teachers.* Conference on Literature for Children and Young Adults, Kennesaw, GA.

Bullock, P., Slonaker, A., Gleason, E. (2013, November). *Capturing a serious game of starpower with preservice teachers: Using ethnographic fieldnotes and educational simulation as a tool for civic engagement.* Annual Curriculum & Pedagogy Conference, New Orleans, LA.

Carter-Hicks, J. (2014, January). *Cross-cultural perspectives on facilitating preschool inclusion.* Hawaii International Conference on Education, Honolulu, Hawaii.

Chan, T. C., Jiang, B., Xu, M., & Shu, Z. D. (2013, October). *How do Chinese educators perceive school community relations?* International Society for Educational Planning, Niagara Falls, NY.

Chan, T. C., Jiang, B., Xu, M., & Shu, Z. D. (2013, October). *School community relations: An examination of Chinese educators' perspectives.* Georgia Educational Research Association, Savannah, GA.

Chan, T. C., Jiang, B., Xu, M., & Shu, Z. D. (2013, October). *School community relations: Its significance to Chinese educators.* Southern Regional Council on Educational Administration, Oklahoma City, OK.

Chandler, M. M. (2013, October). *Can educational excellence in a country be a liability? High expectations in Hungary reveal unintended consequences especially in higher education.* Southern Regional Council on Educational Administration, Oklahoma City, OK.

Chandler, M. M., Du, R. Q., Turan, S., Kpeglo S., Chan, T. C. (2014, April). *Comparing school principals' roles and responsibilities in five countries.* American Educational Research Association, Philadelphia, PA.

Coffey, D. (2013, November). *A university-based e-mentoring partnership.* Association of Literacy Educators and Researchers Annual Conference - Teacher Education Division, Dallas, TX.

Cole, P. (2013, November). *40 years of ALAN: Celebrating great books for young adults.* National Council of Teachers of English-Assembly on Literature for Adolescents of the NCTE [keynote address], Boston, MA.

Delacruz, S., & Coffey, D. (2013, November). *Edmodo: A 21st century tool for reader response.* Association of Literacy Educators and Researchers, Dallas, TX.



Delacruz, S., & Shaheen, M. (2013, October). *Making and taking virtual field trips: Research symposium presentation*. Georgia Association on Young Children, Duluth, GA.

Delacruz, S., & Shaheen, M. (2014, June). *Digital age standards-based field trips*. International Society for Technology in Education (ISTE), Atlanta, GA.

DeVillar, R. A., & Jiang, B. (2014, March). *Student teaching abroad as a value-added experience: Emerging cultural-, professional-, and character-development patterns in six international contexts*. Oxford Education Research Symposium, Oxford University, England.

Digiovanni, L. W. (2014, April). *Designing online courses: Keeping the student experience central*. University System of Georgia Board of Regents Teaching and Learning Conference, Athens, GA.

Digiovanni, L. W., & Lokey-Vega, A. (2014, March). *Getting a MOOC off the ground: From dream to reality*. Society for Information Technology and Teacher Education (SITE) International Conference, Jacksonville, FL.

Edwards, B., & Williams, D. (2013, November). *From STEM professional to STEM teacher: New perspectives on teaching and student learning*. North American Chapter of the International Group for the Psychology of Mathematics Education, Chicago, IL.

Evans, L. S. (2013, October). *Georgia coalition for English learners: Calling all teachers*. Georgia Teachers of English to Speakers of Other Languages Conference, Atlanta, GA.

Ford, J. C. (2013, October). *The other with the other: Daring to talk about mental health*. LGBTQ Womyn of Color Conference, Atlanta, GA.

Ford, J. C. (2013, November). *Dialogues in the diaspora: A curriculum to inspire change*. National Council for the Social Studies Annual Conference, St. Louis, MO.

Fuller, J. (2014, March). *Using student response systems to collect formative data for learning: A professional learning evaluation*. Society for Information Technology and Teacher Education International Conference, Jacksonville, FL.

Fuller, J. S., & Brantley-Dias, L. (2013, November). *Conversion (bridge) program portfolio for instructional technology certification!* Georgia Educational Technology Conference, Atlanta, GA.

Fuller, J., & McCullers, T. (2014, June). *Teachers are flipping over professional learning*. Alabama Educational Technology Conference, Birmingham, AL.

Gillis, B., & Simpson, J. (2013, November). *Making a case for controversial YA Literature*. Assembly on Literature for Adolescents (ALAN) National Conference, Boston, MA.

Haid, L., Marasco, J., Snyder, A., Williams, R., & Coffey, D. (2013, December). *Response to intervention: Theory, research, and reform of RTI as a transformative process in an age of reform*.

Literacy Research Association Conference, Dallas, TX.

Heckert, J. (2013, November). *Principals' reported understanding of effective instructional strategies for students with learning disabilities*. Council for Exceptional Children Teacher Education Division National Conference, Ft. Lauderdale, FL.

Heckert, J., & Alvarez McHatton, P. (2013, November). *Innovative communities: The impact of embedding special education faculty within general education methods courses*. Council for Exceptional Children Teacher Education Division National Conference, Ft. Lauderdale, FL.

Hinnant-Crawford, B. N., Chang, M.-L. (2014, June). *Policy and motivation: Unintended consequences of accountability on teachers' classroom goal orientation*. International Conference on Motivation, Helsinki, Finland.

Holbein, M., Doll, V., & Mann, B. (2014, February). *The urban education option in a teacher preparation program*. Eastern Education Research Association, Jacksonville, FL.

Holbein, M., Vásquez, A., & Baker, M. (2014, March). *PDS interns: Challenges and opportunities on the journey to becoming culturally responsive*. National Association for Professional Development Schools, Las Vegas, NV.

Hoyt, K., & Vásquez, A. (2014, May). *Place and passion: Layered lives*. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Jackson, P., & Moore, J. A. (2013, December). *School partnerships: Evaluating induction using data*. Learning Forward Conference, Dallas, TX.

Jean-Sigur, R. (2013, October). *Mentoring others in diversity: A workshop to promote anti-bias and multicultural education in your program-advanced level*. Georgia Association on Young Children, Duluth, GA.

Jean-Sigur, R., Queen, H. (2013, November). *The birth through five world: Encouraging the profession and empowering families through higher education collaboration*. Annual Curriculum & Pedagogy Conference, New Orleans, LA.

Jiang, B., Annis, K., Baker, M., Lang, M., Doll, V., & Holbein, M. (2014, April). *Developing culturally responsive first-year teachers for urban schools*. American Educational Research Association, Philadelphia, PA.

Jiang, B., Chan, T. C., Xu, M., & Shu, Z. (2014, April). *Significance of school community relations to Chinese educators*. American Educational Research Association, Philadelphia, PA.

Jiang, B., Lang, M., Annis, K., & Holbein, M. (2014, February). *Developing culturally responsive teachers for urban schools: Preliminary findings of a research-informed PDS model*. Association of Teacher Educators, St. Louis, MO.

Keller, M. M., **Chang, M. -L.**, Becker, E. S., Goetz, T., & Frenzel, A. (2014, June). *Emotional experiences and emotional dissonance of teachers during class and how they relate to emotional exhaustion: An experience-sampling study*. International Conference on Motivation, Helsinki, Finland.

Kelly-Jackson, C., Delacruz, S., Monteiro, M., Jones, R., & Green, A. (2014, February). *Teaching science academic language using digital informational texts*. ESOL Conference, Kennesaw, GA.

Kelly-Jackson, C., & Garris, J. (2013, September). *Teaching science in the elementary classroom using Vernier Technology*. West Georgia RESA Technology Summit, Grantville, GA.

Kelly-Jackson, C., Groce, H., Patrick, L. (2014, February) *Accessing academic language with ESOL students through STEM*. ESOL Conference, Kennesaw, GA.

Kelly-Jackson, C., & Hernandez, A. (2014, February). *Digital informational texts: Integrating science, technology, and literacy*. Georgia Science Teacher Association Annual Conference, Macon, GA.

Kelly-Jackson, C., Loomis, K., & Smith, H. (2014, February). *The Yellowstone teacher project meets the next generation science standards*. Georgia Science Teacher Association Annual Conference, Macon, GA.

Kelly-Jackson, C., **McAlpine, G.**, **Steffen, C.**, & **Peery, B.** (2013, August). *A comparison of three teacher education models for student success*. Association of Teacher Educators (ATE) Summer Conference, Washington, D.C.

Kelly-Jackson, C., & **Rosengrant, D.** (2013, September). *Northwest Georgia math science partnership*. U.S. Department of Education-Mathematics and Science Partnership Program Regional Conference, Washington, D.C.

Kelly-Jackson, C., **Shaheen, M.**, & Garland, S. (2013, September). *Meaningful STEM-based learning in a university/elementary school partnership*. 2013 Global STEMx Education (Online) Conference. Kennesaw, GA.

Kelly-Jackson, C., **Shaheen, M.**, & Garland, S. (2014, February). *Building blocks for elementary STEM: A unique university/elementary school STEM partnership*. Georgia Science Teacher Association (GSTA) Conference, Macon, GA.

Kelly-Jackson, C., & **Steffen, C.** (2014, March). *Comparing a PDS yearlong field experience model with two traditional field experience models*. Professional Development Schools National Conference, Las Vegas, NV.

Kim, Y. A. (2014, April). *Minority parental involvement and school barriers in China, Korea, and Taiwan*. Association for Childhood Education International (ACEI), Global Summit, Vancouver, Canada.

Lim, W. (2013, October). *A mathematics teacher educator's reflection in the edTPA*. Georgia Association of Mathematics Teacher Educators, Rock Eagle, GA.

Lokey-Vega, A., **Cameron, J.**, & **Redish, T.** (2013, November). *MOOCs 101*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Lokey-Vega, A., & **Chan, T. C.** (2014, March). *Using international curriculum exemplars to revise curriculum standards*. Association for Supervision and Curriculum Development, Los Angeles, CA.

Lokey-Vega, A., & **Redish, T.** (2014, June). *Invasion of the MOOCs*, International Society for Technology in Education (ISTE), Atlanta, GA.

McAlpine, G., & **Steffen, C.** (2014, February). *Advancing teacher education that matters in teaching, learning & schooling*. Association of Teacher Educators, St. Louis, MO.

McAlpine, G., **Steffen, C.**, & **Kelly-Jackson, C.** (2014, March). *Comparing a PDS year-long field experience with two traditional field experience models*. Professional Development Schools Association, Las Vegas, NV.

Norris, J., **Alvarez McHatton, P.**, & A Motley Crew. (2013, October). (Co-author and actor). *Beyond the masks*. Public Performance. Osborne High School, Marietta, GA.

Norris, J., **Alvarez McHatton, P.**, & A Motley Crew. (2014, April). (Co-author and actor). *Beyond the masks*. Public Performance (Invited). American Educational Research Association, Philadelphia, PA.



Norris, J., An, S., & A Motley Crew. (2014, April). *Beyond the masks*. Pre-conference workshop - American Education Research Association, Philadelphia, PA.

Norris, J., An, S., & A Motley Crew. (2014, May). *A participatory performance exploring issue of inclusion/exclusion in schools and beyond*. Performance and paper presented at the annual meeting of the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Paris, N.A. (2013, October). *Metaphors we teach by: Distinguished teachers' metaphors of teaching*. Georgia Educational Research Association, Savannah, GA.

Redish, T. (2013, November). *Newcomer's Presentation*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Redish, T., Williamson, J., & Fuller, J. S. (2013, November). *Trending technology topics jam session: Instructional technology certification in Georgia*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Richey, A. B., Guillory, N., Schoer, A., & Glendenning, J. (2013, November). *Collaboration, urban education, and third spaces: A dialogue on university-school partnerships*. National Association for Multicultural Education, Oakland, CA.

Ritchie, S. (2013, November). *Activist and critical literacies: Creating counter-hegemonic spaces in and beyond the classroom*. National Council of Teachers of English (NCTE) Conference, Boston, MA.

Ritchie, S. (2013, November). *The battle for critical literacy in the Common Core State Standards*. National Council of Teachers of English (NCTE) Convention, Boston, MA.

Ritchie, S. (2013, November). *Using historical and personal narratives to address issues of race, ethnicity, and religion*. National Council of Teachers of English (NCTE) Conference, Boston, MA.

Ritchie, S. (2013, December). *Disrupting genderism in schools: A critical analysis of transgender trade books*. Literacy Research Association Conference, Dallas, TX.

Ritchie, S. (2013, December). *Exploring youth and preservice teachers' multimodal compositions: Tensions, connections, and intersections*. Literacy Research Association Conference, Dallas, TX.

Ritchie, S. (2013, December). *Reading and (re)writing the world: Teacher education for transformative literacies*. Literacy Research Association Conference, Dallas, TX.

Ritchie, S. (2013, December). *Teacher identity and agency in a critical literacies course*. Literacy Research Association Conference, Dallas, TX.

Ritchie, S. (2014, February). *National panel on high-stakes standardized testing*. Session organized and chaired - Testing Our Patience: Gaining Clarity on Education Reforms in Georgia Teach-in/ Learn-In, National Association of Multicultural Education, Georgia Chapter, Lawrenceville, GA.

Ritchie, S., & Bevins, D. (2013, July). *Transgressing transphobia: How teachers can support gender variant students in the ELA classroom*. 2013 Whole Language Umbrella's Literacies for All Summer Institute, Hofstra University, Hempstead, NY.

Ritchie, S., & Bevins, D. (2014, February). *Disrupting genderism in schools: A critical analysis of transgender trade books*. JoLLE@UGA 2014 Spring Conference, Athens, GA.



Ritchie, S., Cone, N., An, S., & Bullock, P. (2014, March). *Teacher education for social change: Transforming a content methods course block*. Comparative and International Education Society Annual Conference, Toronto, Canada.

Russell, F.A. (2013, December). *The ELL facilitator as a resource for developing mainstream secondary teacher capacity*. In K. Brayko & A. Lucero (Co-chairs), Conceptualizing, identifying, and leveraging resources for ELLs' literacy learning. Symposium conducted at the Literacy Research Association Conference, Dallas, TX.

Russell, F.A. (2014, March). *University and district ESOL coaching partnership: A pilot study*. Poster presented at TESOL International Convention, Portland, OR.

Russell, F.A. (2014, April). *A university and district ESOL partnership: Collaboration within the context of Common Core State Standards implementation*. In M. M. Peercy (Chair), From NCLB to Common Core: How do new standards affect practices and policies for English Learners? Symposium conducted at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Russell, F.A. (2014, April). *Context for content teachers' learning: Leadership and supports in a linguistically diverse high school*. American Educational Research Association Annual Meeting, Philadelphia, PA.

Russell, F.A., Lucero, A., Brayko, K. & VonEsch, K. (2013, December). *Conceptualizing, identifying, and leveraging resources for ELLs' literacy learning*. Literacy Research Association, Dallas, TX.

Salyer, B.A. (2013, November). *A decade of concerns about becoming a teacher*. Midsouth Education Research Association, Pensacola, FL.

Shaheen, M. D., Kelly-Jackson, C. P., & Garland, S. (2014, March). *STEM infusion FX*. International Technology and Engineering Educators Association Showcase, Orlando, FL.

Simpson, J. (2013, July). *The socio-emotional needs of gifted adolescents through enrichment seminar*. Social and Emotional Needs of the Gifted (SENG) National Conference, Orlando, FL.

Simpson, J. (2014, February). *Teaching gifted ELL students in urban settings*. 13th Annual ESOL Conference, Kennesaw, GA.

Simpson, J. (2014, March). *Taking a critical stance with YA Lit: Developing multilateral acceptance and understanding*. Conference on Literature for Children and Young Adults, Kennesaw, GA.

Simpson, J. (2014, May). *Crossing theories – the intersection of identity theory and social identity theory in marginalized gifted youth*. International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Simpson, J., & Hensel, M. (2014, April). *Facilitating critical literacy competence in pre-service teachers placed in urban schools*. Annual Sources of Urban Educational Excellence State Conference, Atlanta, GA.

Smith, M. E. (2013, October). *Professional development in the pedagogy of cognitively guided instruction*. Rochester and Troy Uncommon Schools, Syracuse, NY. (1-day workshop).

Smith, M. E. (2014, March). *Introduction to cognitively guided instruction (CGI)*. NYC Montessori Charter School, Bronx, NY. (1-day workshop).

Smith, S. Z., **Smith, M. E.,** & Fuentes, D. S. (2013, November). *Introduction to cognitively guided instruction (CGI)*. KIPP Charter Schools (New York City Region), Bronx, NY. (2-day workshop).

Stallings, L.L., Burke, M. A., Goldfine, R. A., Kirby, D. L., **McHatton, P. M.,** Nandan, M., Pearcey, S.M., Porter, K. J., Woszcynski, A. (2014, February). *Learning to be a chair: A professional learning community of women*. 31st Academic Chairpersons Conference, Jacksonville, FL.

Steffen, C., Delacruz, S., & Hillman, S. (2013, November). *Creating and using informational text e-books with elementary students*. National Science Teachers Association Conference, Charlotte, NC.

Steffen, C., Kelly-Jackson, C., McAlpine, C.G., & An, S. (2014, March). *Comparing a PDS yearlong field experience model with two traditional field experience models*. Professional Development Schools National Conference, Las Vegas, NV.

Strieker, T., Shaheen, M., Digiovanni, L.W., & Hubbard, D. (2014, February). *Transforming clinical practice through pre-service co-teaching and coaching*. Association for Teacher Educators' Annual Conference, St. Louis, MO.

Strieker, T., Shaheen, M., Digiovanni, L.W., Hubbard, D., & Lim, W. (2013, September). *Transforming teacher education through coaching pre-service co-teaching*. Joint Fall Conference of the Teacher Education Council of State Colleges and Universities and The Renaissance Group, Arlington, VA.

Suh, Y., & **An, S.** (2013, November). *Immigration, conflicting images, representation of Asian American experiences in the U.S. history curriculum*. Annual Meeting of College and University Faculty Association of the National Council for the Social Studies, St. Louis, MO.

Swars, S. L., Smith, S. Z., **Smith, M. E.,** Hart, L. C., & Carothers, J. (2014, February). *Providing space for elementary prospective teachers' viewpoints on mathematics content courses: A two-dimensional model of learning*. Association of Teacher Educators' Annual Conference, St. Louis, MO.

Thomas, D., **Alvarez McHatton, P.,** & Glenn, T. (2013, November). *Family engagement: Examining the perspectives of non-traditional families*. Council for Exceptional Children Teacher Education Division National Conference, Ft. Lauderdale, FL.

Vásquez, A. (2014, February). *Academic language: English learners meeting the challenge of complex texts*. 13th Annual ESOL Conference, Kennesaw, GA.

Vásquez, A. (2014, May). *Place and passion: Changing stories changing lives*. International Congress of Qualitative Inquiry Annual Conference, Urbana-Champaign, IL.

Vásquez, A., & Hansen, A. (2013, November). *(Re)inventing instructional strategies for ELLs: Act, change, empower*. National Council of Teachers of English (NCTE) Conference, Boston MA.

Vásquez, A., Holbein, M., & Baker, M. (2014, February). *PDS Interns: Challenges and opportunities on the journey to becoming culturally responsive educators*. National Association for Professional Development Schools Conference, Las Vegas, NV.

Vásquez, A., & Stallings, L. (2013, October). *Administrative perspectives on emerging field experience models*. Georgia Association of Teacher Educators, Jekyll Island, GA.

Williams, D. (2013, November). *Yearlong internships for middle grades teachers*. Annual Curriculum and Pedagogy Conference, New Orleans, LA.

Williams, D., & Gray, K. (2013, October). *We're ready! Results of a yearlong internship*. Georgia Educational Research Association Conference, Savannah, GA.

Williams, J. (2013, July). *Making inclusion work: A systematic model for inclusion in your country*. International Association of Special Education, Vancouver, British Columbia.

Williams, J. (2013, November). *After the chaos: Education, NGOs and media in the aftermath of civil unrest*. Arab-U.S. Association for Communication Educators Conference, Tangier, Morocco.

Williams, J., & Alvarez McHatton, P. (2014, February). *Innovative communities: The impact of embedding special education faculty in general education methods courses*. Research on Teaching and Learning Summit, CETL, Kennesaw State University, Kennesaw, GA.

Wright, J. M. (2013, October). *Planning and implementing online instruction: Faculty perceptions of one university*. International Society of Educational Planning (ISEP) Conference, Niagara Falls, NY.

Wright, J. M. (2014, March). *Lessons learned from iPad implementation*. Impacting Student Learning Conference, Georgia Regents University, Augusta, GA.

Zimmer, K. E. (2013, October). *Enhancing emergent literacy opportunities for preschool students with disabilities: A teacher's guide to reading aloud*. Florida Council for Exceptional Children Conference and Expo, St. Petersburg, FL.

Zong, G. (2013, November). *Internationalization of higher education and recruitment of international students to the United States: A critical review of policies and practices*. International Alliance of Leading Education Institutes, Beijing, China.

Zong, G., & An, S. (2013, November). *Teaching about Asia in the American South: An analysis of six southern state social studies standards*. International Assembly of the National Council for the Social Studies, St. Louis, MO.

COLLEGE OF THE ARTS

Blaver, A., & Gregory, D. (2013, October). *Authentic assessment use in a high need middle school*. Georgia Educational Research Association, Savannah, GA.

DiPietro, M., & Gregory, D. (2013, September). *Helping students process information effectively*. KSU CETL, Kennesaw, GA.

Gregory, D. (2013-2014). *Presentations/Workshops at KSU as Fellow for Creativity and Innovation Four Part Series on Creativity: Create/Destroy/Recreate; 10 Ways to Increase Creativity; Drawing 101: Step-by-Step; and Mandalas for Self-Discovery and Creativity*, KSU CETL, Kennesaw, GA.

Gregory, D., Hewson, K., Martensson, K., & Robinson, J. M. (2013, October). *From Classroom to Lobby? A Roundtable on Advocacy* by ISSOTL, International Society for the Scholarship of Teaching and Learning Conference, Raleigh, NC.

Gregory, D., & Munson, A. (2014, March). *edTPA: An examination of the peaks and pits in this multimodal assessment system*. National Art Education Association Conference, San Diego, CA.

Munson, A. (2014, May). *Place and passion: Crafty denial*. International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Bernardy, A., Murphy, K., & Ryburn, L. (2014, March). *Let's turn boring grammar exercises into communicative activities!* Foreign Language Association of Georgia, Atlanta, GA.

Hoyt, K. (2014, May). *Perspectives: The marginalized 'P' of cultures in the five C's*. International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ.

Hoyt, K., Carajal, A., Garcia C., Martin, S., Murphy, K., Ramos, R., & Ryburn, L. (2013, September). *Using authentic texts to build literacy and advance proficiency*. American Association of Teachers of Spanish and Portuguese (AATSP) Georgia 2013 Teacher Conference, Norcross, GA.

Hoyt, K., & Terantino, J. (2013, November). *Rethinking foreign language field observations: Creating communities of practice through the instructional rounds model*. American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

Hoyt, K., & Vásquez, A. (2014, May). *Place and passion: Layered lives*. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Wynn, C. T., & Mosholder, R. (2013, November). *The effect of problem-based learning and metacognitive reflection on the development of postformal thinking among first-year learning community students*. National Learning Communities Conference, Corpus Christi, TX.

COLLEGE OF SCIENCE AND MATHEMATICS

Banker, T. (2014, April). *The Squares of Pythagoras: A radical connection*. National Council of Teachers of Mathematics, New Orleans, LA.

Edwards, B., & Williams, D. (2013, November). *From STEM professional to STEM teacher: New perspectives on teaching and student learning*. North American Chapter of the International Group for the Psychology of Mathematics Education, Chicago, IL.

Kelly-Jackson, C., & Rosengrant, D. (2013, September). *Northwest Georgia math science partnership*. U.S. Department of Education-Mathematics and Science Partnership Program Regional Conference, Washington, D.C.

Stallings, L. L., Burke, M. A., Goldfine, R. A., Kirby, D. L., McHatton, P. M., Nandan, M., Pearcey, S. M., Porter, K. J., Woszcynski, A. (2014, February). *Learning to be a chair: A professional learning community of women*. 31st Academic Chairpersons Conference, Jacksonville, FL.

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Approved Educator Preparation Programs

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Montessori Concentration
Traditional Concentration

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Middle Grades Education (4-8)

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Concentration in Mathematics
Concentration in Reading
Concentration in Science
Concentration in Social Studies

Secondary Education (6-12)

Biology Education
Chemistry Education
English Education
History Education
Mathematics Education

P-12

Art Education
Health & Physical Education
Modern Language & Culture
Concentration in French
Concentration in German
Concentration in Spanish
Music Education

MASTER OF ARTS IN TEACHING (M.A.T.)

Art (P-12)
Biology (6-12)
Chemistry (6-12)
English (6-12)
Foreign Languages: Chinese Education (P-12)
Foreign Languages: Spanish Education (P-12)
Mathematics (6-12)
Physics (6-12)
Special Education (P-12)
TESOL (P-12)

MASTER OF EDUCATION (M.Ed.)

Early Childhood Education*
Early Childhood Education: Montessori
Educational Leadership: Technology Leadership*
Educational Leadership: Ethics & Multicultural Leadership*
English to Speakers of Other Languages (TESOL)*
Instructional Technology*
Middle Grades Education: Language Arts*
Middle Grades Education: Mathematics*
Middle Grades Education: Science*
Middle Grades Education: Social Studies*
Reading*
Secondary Education: English*
Secondary Education: History*

Secondary Education: Mathematics*

Secondary Education: Science*

Special Education: General Curriculum*

Teacher Leadership*

EDUCATION SPECIALIST (Ed.S.)

Curriculum and Instruction*
Early Childhood Education
Educational Leadership
Instructional Technology*
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades: Social Studies
Secondary Education: English
Secondary Education: Mathematics
Secondary Education: History
Secondary Education: Chemistry
Special Education
Teacher Leadership*

DOCTORATE (Ed.D.)

Early Childhood Education
Educational Leadership
Instructional Technology*
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Middle Grades: Social Studies

Secondary Education: Chemistry

Secondary Education: English

Secondary Education: History

Secondary Education: Mathematics

Special Education: General Curriculum

Teacher Leadership*

NON-DEGREE PROGRAMS

Graduate

Assessment Certificate*
Autism Spectrum Disorders Certification*
Coaching Endorsement
Curriculum and Instruction Certification
Educational Leadership [P-6] (certification only)
ESOL Endorsement*
Gifted Endorsement
Instructional Technology Certification*
Leadership Preservice Endorsement
Online Teaching Certificate*
Online Teaching Endorsement*
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Reading Endorsement*
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