

IMPACTING LIVES

BAGWELL COLLEGE OF EDUCATION | 2011-2012 ANNUAL REPORT



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MESSAGE FROM THE DEAN



As I reflect upon the 2011-12 academic year, I am in awe of the incredible efforts made by faculty, staff, students, alumni and friends to advance the upward momentum we have in the Bagwell College of Education. Focused on our vision to be a nationally recognized Professional Teacher Education Unit that remains at the forefront of educator preparation, we actively engaged all of our stakeholders in focus group conversations about Bagwell in an attempt to brand the college. Consistently, words such as relevant, real-world, leading edge, respected, valued, flexibility, relationships, confidence, collaboration, leaders, growth, expertise and community were mentioned. Ultimately, the key concept

emanating from our discussions was *Impacting Lives*. As a leading producer of teachers in Georgia, we take with utmost seriousness our responsibility to make an indelible imprint on those with whom we interface – fellow faculty, staff, students, alumni, colleagues and friends of Bagwell.

Students and alumni attest to the immeasurable impact their experiences at KSU have had on their careers and lives. I invite you to view their video clips on our website at <https://education.kennesaw.edu>. They repeatedly reference our exemplary faculty and high quality programming.

In preparation for our upcoming accreditation review by both the National Council on Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC), faculty and staff devoted extensive time and thought to writing program documents that were submitted to specialized professional associations (e.g., National Association for the Education of Young Children) during the past year. With immense pride, we can report that subject experts found 24 of our 27 initial teacher education programs meeting their respective sets of national standards at the highest level possible – Nationally Recognized. The other three initial programs are nationally recognized by the National Association of Schools of Art and Design and the National Association of Schools of Music – accrediting bodies approved by NCATE.

It has been a privilege for faculty and staff to collaborate with the Sizemore Group on the design of our soon-to-be new building addition. We eagerly await a facility (current building and new addition) that fully supports all of our programs and reflects the impact Bagwell makes in multiple venues. Now, more than ever before, the support of our alumni, donors, friends, faculty, staff and students is the greatest source of energy and vitality for the college. This year within Bagwell we saw unprecedented progress toward giving. We are extremely pleased to acknowledge the generous gifts of all contributors, an increase of more than 100 percent over last year.

In the pages that follow, I hope you enjoy reading about the impact the Bagwell College of Education is making locally, regionally, nationally and internationally. Please come to know the college better by following news items posted on our website and visiting us on campus. As we move forward, we will build upon our successes, take advantage of opportunities for improvement and growth and continue to make a profound difference in the communities we serve.

Professionally yours,

A handwritten signature in black ink that reads "Arlinda J. Eaton". The signature is fluid and cursive.

Arlinda J. Eaton, Dean

IMPACTING LIVES

▶ THROUGH INITIATIVES



“Each one of us has a better chance than most because we have just spent the past two years in the urban education program finding out what it truly means to be a teacher.”

Hannah Wyatt, Urban Education Cohort Graduate

FIRST URBAN EDUCATION COHORT GRADUATES

It was with much pomp and circumstance – as well as a spirited drumline – that the Professional Teacher Education Unit graduated its first cohort of urban educators this spring.

“Urban education graduates, you are change agents,” said Dr. Arlinda Eaton, dean of the Bagwell College of Education and co-principal investigator of the TQP grant. “You are pioneers, and you care deeply about all students. These are traits that will take you far in your teaching careers.”

Funded by a five-year, \$8.9 million grant from the U.S. Department of Education – the largest grant ever awarded to KSU – the Teacher Quality Partnership (TQP) initiative was launched in fall 2010 and offers teacher candidates an urban education option in

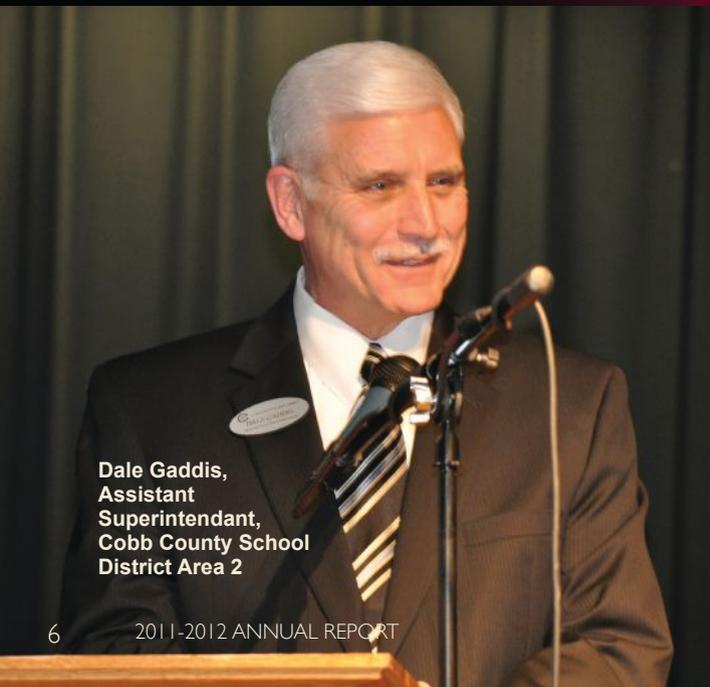
which they prepare to teach English language learners, students with special needs and those who live in poverty.

“None of us knows where we will go in our lives or what impact we will have on the lives of children,” graduate Hannah Wyatt, representing members of the elementary cohort, told her fellow graduates. “But each one of us has a better chance than most because we have just spent the past two years in the urban education program finding out what it truly means to be a teacher.”

The teacher candidates worked with KSU faculty and mentor teachers in five elementary schools, one middle school and one high school in Area 2 of the Cobb County School District. The K-12 student

populations in the partner schools are culturally diverse: 31 percent do not speak English as their first language and 79 percent live in poverty.

“But more than what we have learned about being great teachers, is what this program has taught us about being great people,” said graduate J. Michael Crawley, representing members of the secondary cohort. “This program has taught us how to find the good in people, how to get the most out of a tough situation, how to overcome obstacles and get back up every time we get knocked down. This program has made our transition into teaching an amazing experience, but it is our transition into being better people that will be the lasting impact of this program.”



Dale Gaddis,
Assistant
Superintendent,
Cobb County School
District Area 2

Desha Williams, Ph.D. – KSU Urban Education (UE) middle grades liaison, Shauna Defreitas – middle grades UE graduate, Dean Speer – Smitha Middle School site coordinator



The overarching goal of the KSU/CCSD partnership is to improve student learning in high-need schools by reforming teacher preparation (at the baccalaureate level), induction (during the first two years of a beginning teacher's career) and professional development (throughout a professional educator's career) under a Professional Development School (PDS) model in which all stakeholders share in the responsibility of providing exceptional education for all students.

Graduates took the majority of their urban education classes on site at one of the seven selected Area 2 schools – the secondary cohort at Osborne High School, the middle grades cohort at Smitha Middle School, and the elementary cohort rotating semester by semester across five elementary schools (Birney,

Fair Oaks, Hollydale, LaBelle and Milford). Early field work and the year-long clinical experience took place in the same schools.

“Three months of student teaching did not prepare me for what I was about to face teaching day to day,” said Alice Stouder, Cobb County School District deputy superintendent and co-principal investigator of the TQP grant. “You’ve learned a lot, and teaching strategies are great, but when you get to the point where you don’t think you can take it anymore, remember when you’re dealing with a child, how you treat that child, what you do or say, can make or break that child. Your influence is powerful; use it to make a difference.”

As soon as diplomas were conferred, five newly minted urban educators had jobs, three at Osborne High School and another two who were selected by Teach for America, which is placing them in high-need schools out of state. TFA will provide them with financial assistance toward relocating and paying off their student loans.

As they make their way into classrooms this fall, the TQP Research Academy will track the teachers, assess the impact they have on K-12 student learning and use these data for continuous improvement of KSU teacher education programs.



CO-TEACHING COLLABORATIVE MODEL EXPANDS BEYOND TQP

When university faculty and K-12 faculty work together to prepare teacher candidates it's a win-win situation. The result is a more effective allocation of resources and a teacher candidate who is better prepared to enter the workforce.

Those are two of the important lessons quickly learned when co-teaching was implemented in the urban education cohort of the Teacher Quality Partnership initiative. In this co-teaching context, the collaborating teacher and the teacher candidate share in the planning, organization, delivery and assessment of instruction, as well as the physical space. Both are actively engaged in all aspects of instruction, including differentiated instruction, formative assessment and classroom management.

"My co-teacher was a wonderful role model, with 30 plus years of experience," said intern Dorothy Holmes. "She noticed things that I missed which resulted in real 'aha' moments for me. Because I didn't have to sit on the sidelines for six weeks watching, there were never any issues for me in terms of transfer of power from the classroom teacher. The kids always saw me as an art teacher, not a student teacher."

Supported by the TQP grant, 40 KSU teacher candidates – in addition to the 30 interns in the urban education cohort – benefitted from the co-teaching experience during the spring 2012 semester. These placements were made alongside 40 mentor classroom teachers throughout Cobb and Cherokee County school districts. Each of the co-teaching teams had access to one of 13 coaches who worked with the teams to maximize the depth of the experience.

Dr. Toni Strieker, professor of inclusive education and literacy, is leading the expansion of the co-teaching initiative across the Professional Teacher Education Unit (PTEU). "The implementation of co-teaching through the urban education cohort gave us the impetus to broaden the use of this collaborative model of practice," Strieker said. "We've learned that co-teaching benefits not only the teacher candidates, but also the seasoned professionals who participate."

Co-teaching is proving to be a highly successful model for teacher preparation in the 21st century. "In co-teaching scenarios the dynamics of the classroom are changed," said Dr. Cherry Steffen, associate professor. "Our candidates don't just assist their collaborating teachers; they have equal responsibility for planning and delivering the lessons, as well as assessing student learning."

Collaborating teachers and coaches also give the model high marks. Because teaching is done as a team, differentiation of instruction is more effective and teachers have the opportunity to self-assess and improve their practice.

"What I found so compelling was that with the co-teaching there were so many teachable moments, and I mean teachable moments for the children, my student teacher and myself," said Cobb County elementary teacher Julie Poe. "I consider myself to be a life-long learner and I learned so much from this program. I want to continue to learn and be part of this. I've had student teachers before and I always felt like a host in my own classroom. With this model, I feel that I've become part of the teacher educator team."



BAGWELL WINS NATIONAL AWARD FROM NAPDS

It is a prestigious national award won by only five recipients in 2012 - The Award for Exemplary Professional Development School Achievement from the National Association of Professional Development Schools (NAPDS). The professional development school partnership between Marietta Middle School and Kennesaw State University was one of the elite five, and the honor was well deserved.

At the heart of this partnership is a voluntary year-long internship program for middle grades student teachers, which was proposed and developed by middle grades associate professor Dr. Kim Ligon.

“It seemed to me that if we intentionally selected in-service teachers who are practicing best practices, and if we work with them on mentoring student teachers, they should have more autonomy, and even accountability, in pre-service teacher education,” Ligon said. “We also thought one semester of student teaching is not enough. Pre-service teachers need to see the beginning, middle and end of the school year because students are very different.”

With the support of her department chair, Ligon partnered with Marietta Middle School physical science teacher Thomas Monti to pilot a year-long internship program for teacher candidates in 2008.

“We’ve started doing some research and our quantitative data tell us our year-long interns, when compared to those who complete a traditional

one-semester student teaching experience, are better prepared, more secure and feel ready to enter the teaching profession,” Monti said.

Fast forward to 2012, and the year-long NAPDS-award-winning internship program has expanded to include two additional schools with about 20 interns participating. While classroom teachers sometimes see a semester-long student teaching assignment as an “intrusion” into their classrooms, with the year-long model, Ligon said the mentor teachers and the interns become co-teachers sharing classroom responsibilities for planning, teaching and assessing learning.

“The mentor teachers ask to do it again,” Ligon said, “and the interns get very close to their mentor teachers.”

As the supervisor for the internship program at Marietta Middle School, Monti said he’s had classroom teachers pass on semester-long student teachers, preferring year-long interns.

“We’re getting a lot of quality interns who want to see what it’s like to be in a classroom for a year,” Monti said. “We’re really happy with what we’ve done.”

Ligon and Monti hope to expand the program beyond core content in the future to include foreign language and drama interns.



CHARTER SCHOOLS PARTNERSHIP: FIRST IN NATION



In 2012, Bagwell College became the first college of education in the nation to partner with a highly successful charter school and a state charter school association to develop a graduate program designed to prepare highly qualified charter school leaders. The project, funded by a U.S. Department of Education Dissemination Grant, will do a lot to blur the perceived lines of demarcation between traditional and charter schools.

The partnership was launched by The Georgia Charter Schools Association (GCSA), Kennesaw State University (KSU), and Lake Oconee Academy (LOA), a Greene County, Georgia, public charter school. It leverages KSU's strength as one of the largest preparers of educators in Georgia; GCSA's expertise in disseminating information to a statewide network of charter schools, teachers, and leaders; and LOA's outstanding record of leadership and student achievement.

This Ed.S. degree program focuses on replicating many of the award-winning charter school leadership practices of LOA, a Georgia Platinum School for Highest Academic Achievement, in which approximately 75 percent of the students qualify for federal free or reduced-cost meals. Equally unusual in the current charter school environment, LOA has a strong partnership with Greene County School District, its local school district.

Candidates selected for the Ed.S. program receive grant-funded scholarships for their four-semester graduate program. Building on educational research

in effective leadership, most of the program's content will be delivered in a residency model at each candidate's "home" school site, where they are required to demonstrate expertise through "real life" performance projects. Throughout the program, candidates receive ongoing coaching from educators with expertise in leading and founding charter schools, as well as veteran leaders in the traditional and independent school sectors.

According to Dr. Mike L. Dishman, associate professor and interim chair of Bagwell's Department of Educational Leadership, this partnership is consistent with Bagwell's innovative and student achievement-focused approaches to learning, teaching and leading. "We have designed this program in cooperation with the state's leaders in charter, independent, and traditional schools, seeking to integrate research-validated best practices in educational leadership with meaningful, performance-based experiences for candidates," said Dishman. "The program is designed to achieve another important goal — bridging the divide between charter schools and traditional schools."

The partnership will prepare leaders in an environment designed to challenge the long-held belief that charters and traditional schools have little to offer each other. "The relationship between LOA and Greene County School District demonstrates the positive outcomes that occur when school districts and charters collaborate to draw on each other's strengths," said Dishman. "By preparing future school leaders in this environment, we want to dispel the

'separate-and-segregated' perception of the charter/traditional public school relationship."

In spring 2012, the partnership received 129 applications for the first 15 member cohort in the new Ed.S. program in educational leadership, establishing an acceptance rate consistent with the nation's top doctoral programs and yielding one of the nation's strongest candidate cohorts. For example, two of the 15 candidates accepted into the program are graduates of Harvard University.

Additionally, the partnership has representation from traditional and charter school sectors — approximately 40 percent of the applicants are in leadership roles in "traditional" Georgia public schools, with virtually all serving Title I schools.

Linda Zechmann, a Georgia State Board of Education member, applauds the partnership.

"As beneficiaries of public funds, school district leaders and charter leaders must understand that it is our hope — moreover, our expectation — that they will cooperate to provide Georgia's children with their best possible future. I hope that the partnership between Lake Oconee Academy's Board of Directors and Greene County School District Board of Education can serve as a state model."

Board of Advisors for Independent and Charter School Leadership

Front row (left to right): Monica Spiller, Head of The Children's School, immediate past chair, Board of Trustees of the National Association of Independent Schools; Kathy Woods, Ph.D., Principal of Queen of Angels Catholic School, 2011 NAESP National Distinguished Principal; Diane Starkovich, Ph.D., Superintendent, Archdiocese of Atlanta Catholic Schools; Kelly Cadman, Vice-President, Georgia Charter Schools Association. Back row (left to right): Steve Robinson, Ph.D., President, Southern Association of Independent Schools; Jeff Jackson, Ed.D., M.B.A., President, Georgia Association of Independent Schools; David Tilley, Ph.D., Headmaster, Mt. Paran Christian School (Chair of the Board); John Lindsell, Ed.D., Headmaster, The Whitefield School; Otho Tucker, Ph.D., Chief Executive Officer, Lake Oconee Academy. Not pictured: F. Stuart Gully, Ph.D., President, The Woodward Academy; David Rhodes, Headmaster, King's Ridge Christian School.

GLOBAL PROGRAMS SOAR



After completing his fall 2011 study abroad experience, Aaron Monroe was hired spring 2012 to teach middle school at Colegio Menor in Quito, Ecuador.

After graduating from another university, Kristi Brantley went two years without so much as a job interview, so she decided to enroll in the Bagwell College of Education's M.Ed. program and eventually packed her bags and headed south of the border. She was a fully certified teacher who was surviving as an actress when she signed up for a semester of teaching abroad in Ecuador.

"Though it's been a frustrating couple of years, I would not trade this experience for anything," she said. "I am now very thankful that things worked out the way they did." Brantley's global internship through her graduate program is not typical; more commonly, study abroad opportunities take place during a student's senior year. More graduate students are recognizing that their marketability increases when they have experience teaching abroad.

Since 2008, 130 KSU teacher education students participated in study abroad opportunities. University-wide last year, 61 students earned global engagement certification, and 40 of them were teacher education students. Recent international student teaching placements have been predominately in Belize, Costa Rica, Ecuador and South Korea.

"Our teachers are going to be teaching in diverse classrooms wherever they go," said Dr. Sandy Bryan, BCOE's director of global engagement. "Through this program, we are developing culturally responsible teachers."

An increasing number of our study abroad student teachers become so engaged – and their host school's

directors are so impressed with their skills – they decide to stay. Six KSU study abroad student teachers during the last academic year were offered full-time teaching positions in international schools. This summer, BCOE graduate Alison Lino accepted a 10th grade language arts position in Ecuador. "Teaching abroad has been by far the most influential experience of my life," Lino said. "I have learned how to authentically communicate with individuals from another culture, and as a teacher, I am more empathetic toward individuals who do not speak the native language."

Graduate student Brantley also gained compassion for children who are not native speakers of the language of instruction through her study abroad experience, and she learned not to make assumptions about people. "I now intrinsically understand the pressures nonnative speakers face in our English-centric classrooms and society," she said. "I know what it feels like to have people make assumptions about me because of the color of my skin or my accent. I want my classroom to be a safe haven for students to express their learning and just be themselves."

Upon her return from Ecuador, Brantley had two interviews at schools in Florida and was offered both positions. "I found that my experience overseas is not only interesting to potential employers, but also very marketable because I was able to increase my Spanish proficiency," she said. "I would encourage anyone to teach overseas because it changes you personally and expands your opportunities professionally."

BAGWELL CO-SPONSORS CONFERENCES IN CHINA



Whether you were from the U.S. or China, by all accounts two international spring conferences co-sponsored by the Bagwell College of Education were outstanding.

The “U.S.-China Conference on Educational Technology and Teacher Leadership” and the “International Symposium on Classroom Management and Motivation for Learning” were held back-to-back in Shanghai and Wuhan, China, respectively, from May 18 to May 25. The U.S.-China conference was co-sponsored by Bagwell College and the Center for Educational Leadership, Shanghai Normal University, China, while the classroom management and student motivation conference was sponsored by Bagwell College and the College of Educational Sciences, Hubei University of Education, China. The conferences were well attended by faculty members from universities in California, Florida, Louisiana, New York, Texas, Hong Kong and Taiwan, in addition to the faculty members affiliated with the co-sponsoring colleges in Georgia and China. “The success of the conferences came from

leadership,” said Binyao Zheng, Ph.D., associate professor in secondary and middle grades education and conference organizer. “Leadership from here; leadership from China. The two Chinese universities looked upon these collaborations as very effective and worthwhile – important international events to exchange ideas and promote partnerships designed to address common concerns in education.”

“The reward is ideas continue to be exchanged,” said T. C. Chan, Ph.D., an educational leadership professor and conference organizer. “Some ideas are powerful ... when we continue to collaborate, the overall results advance global education in mutually beneficial ways.”

Twenty-four KSU faculty gave scholarly presentations at both conferences. The KSU delegation visited local K-12 schools to observe and possibly establish future study abroad sites for our students.

“We saw a lot of creativity in the way they design schools, and there were similarities in the curriculum,”

said Kay Traille, assistant professor of history education and history. “We will lose out if we don’t realize how much they have to offer.” Echoing Traille’s sentiment, Dr. Anissa Vega, BCOE assistant professor of instructional technology, seized an opportunity to collaborate with faculty at Shanghai Normal University. Her research involves analyzing data surrounding PISA (Program for International Student Assessment) test score gains. While in China, she learned that her peers in Shanghai not only share the same interest, they will provide her with data on their K-12 curriculum to broaden the scope of her research.

Chan will help her translate the data into English. By gathering and analyzing curriculum statements from school systems across the globe, Dr. Vega hopes to provide curriculum authorities in Georgia and elsewhere with concrete examples of curriculum statements that support a common purpose.



IMPROVING THE QUALITY OF EARLY LEARNING

Like most educators, Dr. Raynice Jean-Sigur and Dr. Douglas Bell are passionate about their work. Sharing an enthusiasm for Georgia's youngest students — infant through five years — they are working with the Georgia State Advisory Council on Early Childhood Education and Care to increase the quality of early learning.

Research shows that the quality of service children receive in early education and care programs impacts their social, emotional and academic development, including entering school ready to learn. Yet one of the biggest challenges to providing quality service is the lack of qualified teachers.

“Here in Georgia, the only requirement for teaching pre-school is a high school education and a clean criminal record,” said Jean-Sigur, associate professor and coordinator for Bagwell's birth-through-kindergarten program. “Less than 1 percent of Georgia's teachers are professionally certified to teach in this age bracket and if we want to raise the quality of the programs, it has to start with raising the quality of the teachers, and that starts with education and professional development.”

In July 2009, the council, which is managed by Bright from the Start: Georgia Department of Early Care and Learning, was awarded a grant from the U.S. Department of Health and Human Services to support its work in Georgia. Since being awarded funding, the

council has drafted an outline of a comprehensive plan that presents a vision for how Georgia should support young children and their families; an assessment of how Georgia is currently serving young children and their families; and a plan for getting from where the state is to where it should be.

Earlier this year, the council awarded the Bagwell College a \$100,000 contract to assist with the comprehensive plan. Under the terms of the agreement, a team of early childhood educators in Bagwell set out to identify the degree options that exist in Georgia, the barriers that prevent people from pursuing a degree in birth-through-kindergarten education, and what can be done to increase recruitment and retention into these programs.

Since March, Jean-Sigur and Bell along with the other members of the team (Yanghee Kim, Feland Meadows, Mary Ursits) have been surveying faculty, staff, students and administrators in Georgia's two- and four-year colleges and universities offering birth-through-kindergarten programs.

According to Bell, the response to the survey has been good, and as of June 1, they completed gathering the information. This summer, they will analyze the data before turning over the final report to the council in September. “Everyone on the council agrees that teachers with higher credentials equal higher quality care and learning for children,” said Bell. “Bright from the Start wants to increase the quality of the teachers but has met several road blocks. Our hope is that this study and the other components of the plan will provide the catalyst they need to make it happen.”



IMPACTING LIVES



THROUGH EXPANSION AND SERVICE



“It’s not really about the fourth floor or a building, it’s about the impact of great teachers.”

Debra Day, director of development for the Bagwell College of Education

BREAKING GROUND FOR A NEW BUILDING ADDITION

When Professor Emeritus Dr. Loretta Howell-Lillard joined the faculty of the Bagwell College of Education, the entire department of elementary and early childhood education, including faculty offices, classrooms, the teacher education resource center and a demonstration classroom that doubled as the department's meeting room, was housed in the basement of Willingham Hall.

"We have come a long way, baby," Howell-Lillard said. "When we moved over to Kennesaw Hall, we thought we were in heaven! We all had nice offices with windows, a wonderful teacher resource center; it was a blessing."

But, as the number of future teachers enrolling at KSU continues to grow, so too, does the need for a bigger, better facility for the Bagwell College of Education.

"Currently, not all faculty and staff are housed in the portion of Kennesaw Hall that is allocated to the college," said Dr. Arlinda Eaton, dean of the Bagwell College. "We have one academic department, a large student services unit and two model classrooms located off-campus at Town Point. A new four-story addition will allow us to bring these faculty, staff and students back to campus and accommodate our substantial growth."

Thanks to a \$20.3 million allocation in the state's budget, the college has enough money to build a three-story addition, including the exterior shell of a fourth floor. The first three floors will feature nine general 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. Additional funding of \$4 million is needed to build out the interior of the fourth floor and equip it with one general classroom, two early childhood classrooms, two computer labs, student study areas, a doctoral program suite, a grants/research suite, a global engagement office, one conference room and a department suite.



“We are looking for partners who want to have a positive impact on children,” said Debra Day, director of development for the Bagwell College of Education. “It’s not really about the fourth floor, or a building, it’s about the impact of great teachers.”

The Bagwell College of Education is one of the largest producers of teachers in the state of Georgia. Conversely, the Bagwell College of Education has the least amount of square footage among University System of Georgia colleges of education. The University of Georgia’s College of Education has four times as much space as KSU’s, yet in 2010, produced fewer teachers than did Bagwell.

“We’ve grown so much, and we need the space,” Howell-Lillard said. “The fourth floor will allow us logistically to have people where they need to be, which in turn will allow us as a college to operate more effectively.”

Though she retired in 2010, the dean tapped Howell-Lillard to serve on the Building Addition Advisory Board, which is tasked with helping to raise the \$4 million needed to build out the fourth floor.

Additional members include: Chuck Casto – Nuclear Regulatory Commission; Judge Jason Fincher – State Court of Cobb County; Keith Johnson – Duffey Southeast; Janet Peeler – PFI Global Partners; Dr. Frank Pintozzi – American Book Company; Luis Reyes – Decosimo CPAs; Linda Rodriguez – State Farm Insurance; Stacy Vaughn – D-Unity LLC; and Glenda Harkins – Bagwell College of Education.

“We’re excited about the response we’re getting from the community,” Howell-Lillard said. “It’s been very enthusiastic.” Likewise, Bagwell faculty and staff have embraced the project. During a recent internal fundraising campaign dubbed, “I Care; I Act; I Impact,” faculty and staff giving jumped from 34 percent to 75 percent during the three-week appeal.

“That’s the greatest leap in faculty/staff giving in university history,” Day, the development officer, said.

Included in that total were a number of first-time givers like Sherry Oligny, the business operations manager for the college. “The project is very important to the growth of the Bagwell College of Education,” Oligny said. “I feel that the building is a very worthy project, and I was more than happy to give.” Once-in-a-lifetime naming opportunities are also available. “The Bagwell College of Education Building Addition provides an opportunity for permanent recognition of donors who leave a lasting legacy within the university,” Day said.

Naming opportunities are available for the building, a literacy center, the lobby, classrooms, student study areas, offices, computer labs, conference rooms and more.

Prospective donors seeking additional information may contact Day at dday13@kennesaw.edu, or 678-797-



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Dr. Mike L. Dishman
Mr. and Mrs. George S. Easley
Dr. and Mrs. Harold Edwards
Mr. and Mrs. Ken H. Farrar
Ms. Susan W. Faulkner
Dr. Jillian Ford
Mr. and Mrs. Burton Gold
Mr. and Mrs. Floyd D. Hampton
Ms. Nancy E. Hayes
Dr. Joya Hicks
Dr. Binbin Jiang
JRM Management Services, Inc.
Ms. Audrey H. Kemp
Ms. Debra J. Lawson
Dr. Woong Lim
Ms. Betty J. Malone ('90)
Dr. and Mrs. Feland L. Meadows
Dr. Beverly Mitchell
Dr. Julie A. Moore
Ms. Arlean Paige
Mr. and Mrs. Thomas John Palmer
Dr. Nita A. Paris and Ms. S. Draughn
Dr. Traci C. Redish
Dr. and Mrs. Edwin A. Rugg
Mr. and Mrs. Jefferson Smith, Jr.
Mr. and Mrs. Paul M. Smith, Jr.
Dr. Cherry O. Steffen and Mr. Davis Steffen
Dr. Susan Stockdale
Mr. and Mrs. James R. Streible
Ms. Michelle Svagdis ('09)
Ms. Sandra L. Thompson
Dr. and Mrs. Mark L. Warner
Ms. Jacquelyn B. Whitt
Dr. Brent and Madge Williams
Melanie and Dr. Jim Wright ('08)
Ms. Hannah E. Zappin

\$1.00 - \$99.00

Dr. Sohyun An
Anonymous
Anonymous

Mr. and Mrs. Harry Barkley
Ms. Patricia E. Beardsley
Dr. Harriet J. Besette
Ms. Rachel Blase
Mr. and Mrs. Theodore M. Blausler, Sr.
Dr. Angela D. Blaver
Lisa and David Bronstein
Ms. Mychelle A. Brumbelow ('08)
Mrs. Larah E. Buffington ('11)
Dr. Patricia L. Bullock
Ms. Jordan Powell Cameron
Mrs. Robbie Certain
Debbi and Randy Chartash
Ms. Hillary L. Clay ('12)
Cobb County Branch NAACP
Mr. Kenneth J. Coffey ('92)
Dr. Pam B. Cole
Mr. and Mrs. James H. Costen, Jr.
Mr. and Mrs. Peter A. Costigan
Ms. Jessica S. Crider
Ms. Gail M. Dasher
Ms. Michelle S. Davidson
Dr. Lee W. Digiovanni
Ms. Kimberly T. Dooley
Ms. Susan Eisenstein
Dr. Randy Elmore
Dr. Linda S. Evans
Ms. Karen M. Farr
Dr. and Mrs. Stanley M. Fineman
Dr. Leigh Funk
Mr. David L. Gersh
Dr. Bryan P. Gillis
Rev. Kyle Gillis
Ms. Nancy L. Gillis
Fern and Michael Goldstein
Dr. Nichole A. Guillory
H & N Caribbean Grocery, LLC
Dr. Jennifer M. Heckert
Mr. Jonathan C. Hendrix
Dr. Leena N. Her
Dr. and Mrs. William G. Hess
Ms. Leslie K. Holland
Dr. Daphne W. Hubbard
Ms. Carly J. Humble
Ms. Samantha D. Huntley
Dr. Elizabeth M. Johnson
Dr. Charlease P. Kelly-Jackson
Dr. Yanghee Kim
Dr. Karen A. Kuhel
Hank and Connie Lane ('11)
Ms. Nicole L. Lane ('08)
Arlene and Glenn LaVine

Ms. Lois A. Leahy
Dr. Changnam Lee
Mr. and Mrs. Eugene G. Lieber
Dr. Kimberly S. Ligon
Dr. Kimberly S. Loomis
Ms. Bethany S. Mackey ('11)
Ms. Beth W. Marks ('00)
Dr. C. Gwen McAlpine
Ms. Judith A. McCoy
Mr. Leon McGinnis
Mrs. Michelle S. Mitchell
Ms. Robin L. Morrow ('01)
Murray Restaurants, Inc.
Ms. Samantha K. Noethling ('11)
Mrs. Sherry J. Oligny ('96)
Ms. Mary Lynn Orr
Ms. Diana G. Poore
Ms. Colleen D. Radbill
Dr. J. Scott Ritchie
Ms. Denise M. Robbins
Ms. Melinda D. Ross ('08)
Sue and Alan Rothstein
Mr. and Mrs. George S. Rule
Mrs. Ayesha Saleem and Mr. Mansoor Dar
Dr. Barbara A. Salyer
Mr. Joel E. Schaffner
Mr. Herbert A. Scott, Sr.
Judy and Stanley Sherman
Mr. and Mrs. Howard L. Silvermintz
Ms. D. Michelle Smith ('98)
Dr. Marvin E. Smith
Dr. Jacqueline J. Stanford
Ms. Karen A. Stott
Dr. Toni S. Strieker and Dr. Ronald Strieker
Mr. Cody R. Thomas ('11)
Dr. Anita S. VanBrackle
Dr. Anete Vázquez
Dr. Anissa C. Vega
Ms. Angela Walker ('08)
Ms. Rebecca A. Whicker
Dr. Reta U. Whitlock
Charles and Kim Wigington ('89)
Ms. Jane Willey
Mrs. Alvara F. Williams ('10)
Dr. Desha L. Williams
Ms. Jill Williams
Dr. Jo Williamson and Mr. Brent Ewers
Bob Wise ('99) and Dee Peterson-Wise
Bruce and Christine Zelt ('97)
Dr. Binyao Zheng
Dr. Mary D. Zoghby-Haffner
Dr. Guichun Zong

NEW ONLINE PROGRAMS

Teachers are busy people, and in an effort to accommodate their hectic schedules and facilitate their continued educational advancement, the Bagwell College of Education is expanding its online course offerings.

The Master of Education in Instructional Technology degree and the Master of Education in Early Childhood Education degree are now offered fully online, in addition to the traditional campus-based models.

“We had 11 students in our first cohort this spring, and 20 students for a second cohort this summer,” said Dr. Traci Redish, professor and chair of the department of instructional technology. “We’re finding that educators are very busy people and are opting for the online format.”

The master’s degree in instructional technology prepares teachers to direct school improvement toward higher levels of student achievement through the use of technology. Launched initially as a campus-based program in fall of 2010, the department of instructional technology will graduate its first cohort of students in 2012.

“The thing I like best is the flexibility, the ability to move at my own pace within reason, and the sense of community we have developed in our cohort,” said master’s in instructional technology candidate Susan McCurry. “The program meets my needs because I have the ability to not only earn a master’s degree, but also a Teacher Leader Endorsement ... there are few programs out there in which you can walk away

with so much varied content knowledge and so many credentials.” McCurry said that she is impressed with the accessibility of the faculty. “I feel like I can ask any question, anytime and get a quick response, she said. “I don’t think I could go back to a traditional class.”

Also this summer, the master’s program in early childhood education began offering a fully online option. “We’ve offered a master’s degree in early childhood education for 12 years,” said Gwen McAlpine, associate professor of elementary and early childhood education. “We began offering the online program in May.”

Course content in the master’s of early childhood education program centers on best practice instructional strategies and curriculum reform, with emphasis on diversity, technology and leadership skills.

“I love the flexibility of online courses,” said M.Ed. candidate Pamela Mouchaham. “I can be anywhere and work on my classes when it is convenient. The expectations are clear, keeping me organized and on track.”

The final capstone project requires students to conduct action research, prepare a research paper, create an electronic portfolio of their work and present at a professional conference at the university. Twenty-two students are enrolled in the inaugural online cohort.



iTEACH CENTER

Dr. Brent Williams is a self-described geek. A well-known consultant and lecturer with more than 30 years of experience in Fortune 100 companies and higher education, he is now the director of the Kennesaw State University iTeach Center (formerly the Educational Technology Center).

The center, housed in the Bagwell College of Education, helps teachers implement effective technology in the classroom and collaborates extensively with the Metropolitan Regional Educational Service Agency, the Georgia Department of Education and others.

“In 2011 we began to see wireless mobile devices — iPads, iPods and other handheld devices — make real inroads into Georgia schools,” said Williams. “The move away from traditional big-box PCs to a device in the hands of every child is an important step that will take years to fully bloom, but now we can at least see the day when dated, paper textbooks will fade away, and all students will have access to applications and other resources that give them the best possible chance for success.” While most school-aged children are quite adept at using these devices, the real challenge is preparing the teachers to use these tools effectively, which Williams says may take some out of their comfort zone.

“The real paradigm shift requires training teachers in Georgia schools to approach their role in new ways,” said Williams. “Through technology they will become more important than ever, particularly acting as cheerleaders for learning, guiding students through project-based learning, perhaps even ‘flipping the classroom.’” The iTeach team, with its staff of nine, including seven

nationally recognized instructional technology specialists, spends most of their time on the road working with and helping teachers throughout Georgia’s public and private schools.

They work constantly to stay on top of trends and help Georgia schools improve achievement and retention. Specifically, they collaborated on several projects throughout metro Atlanta, including a three-year grant with DeKalb County Schools to help raise the bar on STEM education.

In addition, they have conducted several intense technology seminars and Common Core workshops in Cobb County, which according to exit surveys have been very well received. Some of the comments included one teacher who said “great resources...my head is spinning with ideas.”

Another said, “I learned so much...now I feel confident that my students and I will be engaged in the lesson.”

Williams said that the true goal of these sessions and the other work that the iTeach Center is involved with is to make all students active participants so that they stay engaged and remain in school.

“One thing is guaranteed in this business - it is always changing, always evolving in search of ways to provide Georgia students with a better future,” said Williams. “As we look ahead to next year, the iTeach Center is ready to help implement any aspect of K-12 technology that will move students and teachers toward their best possible future.”



BAGWELL COLLEGE SERVING THE COMMUNITY

Whether hosting local math-letes or tutoring children, community engagement and teacher preparation go hand-in-hand in the Bagwell College. In this model of teacher education, teacher candidates gain invaluable experience outside of the classroom, and the community has access to expertise and services it might not otherwise.

“We have 27 teacher education programs with placement requirements,” said Dr. Anete Vásquez, director of the Center for Education Placements and Partnerships (CEPP). “We complete almost 4,000 placements a year.”

Due to budget cuts, summer school for elementary students in Cobb County was cut in 2010. Since last summer, CEPP and the certification program of the elementary and early childhood education department partnered with the Atlanta Youth Project, the Etowah Housing Authority in Cartersville, Ga., and the Rainbow Housing Assistance Program to fill that void, allowing KSU teacher candidates to fulfill the

fieldwork requirements of their reading methods classes by providing literacy tutoring for K-5 students who reside in majority-minority apartment complexes.

Closer to home, the Bagwell College also offers tutoring resources to the community through the Center for Literacy and Learning. Located on campus, the center creates an environment of engagement and partnership among K-12 students, parents and KSU graduate students.

“The center’s mission is to provide tutoring services for students who are in grades K-12, and who are struggling in reading and writing,” said Toni Strieker, director of the Center for Literacy and Learning. “The teachers that work in the center are our graduate students and they provide individualized assessment, well-designed intervention plans and post-assessments for students who attend the center once a week.”

Hoping to inspire future generations to don the black and gold of KSU, the KSU Elementary Math Bowl brought 100 math-letes from five elementary schools in Bagwell’s Professional Development School network to campus this year to compete.

“We decided to hold the bowl on campus because we want our Cobb students to envision themselves as students at KSU someday, or another university of their choice,” said Laura Kelley, Teacher Quality Partnership grant co-director. “As soon as the first bowl was held, students in the elementary schools began talking about next year’s event and how they could sharpen their skills in order to make their school’s math team and compete in the second bowl.”

Dr. Mary Garner, KSU mathematics professor, is a co-founder of the Math Bowl, which this year expanded to include three middle schools.





ALUMNI RECEIVE HONORS

TEACHERS OF THE YEAR

Cherokee County School District

Laura Kudiak, River Ridge High School
Louise Robinson, Mill Creek Middle School
Angela Rubel, Creekland Middle School
Mark Sellers, R. M. Moore Elementary School
Iona Strougo, Teasley Middle School
Kerry Voytek, Hasty Elementary School
Tiffany Wilson, Liberty Elementary School
Kathleen Zachery, Oak Grove Elementary School

Cobb County School District

Stefani Blackmon, Hillgrove High School
Marni Carter, Bellmont Hills Elementary School
Theresa Collins, Mt. Bethel Elementary School
Dawn Davis, Dowell Elementary School
Yevone Dean, Barber Middle School
Lorraine Edwards, Still Elementary School
Aileen Fernandez, Fair Oaks Elementary School
Daniel Frisbie, Austell Primary School

Cheryl Ann Herder, Durham Middle School
Abbey Long, Sanders Elementary School
Merry Mullins, King Springs Elementary School
Maggie Phillips, Hollydale Elementary School
Fonda Riley, Baker Elementary School
Diane Searles, Lewis Elementary School
Jill Spiva, Powers Ferry Elementary School
Kristi Stilz, Awtrey Middle School
Mechelle Weddington, Clarkdale Elementary School
James Wentz, Cheatham Hill Elementary School

Fulton County School District

Karen Artis, Hamilton Holmes Elementary School
Nefertiti Singleton, Oakley Elementary School

Marietta City Schools

Michelle Butler, Dunleith Elementary
Julie Schunck, Marietta Sixth Grade Academy
Dean Yoder, Marietta Middle School

“I give a lot of credit to this school because they really cultivated everything I wanted and everything I desired and put it into a nice package and gave me the confidence to do it well. ...I feel like I haven’t walked away from KSU: I feel I’ve joined a team, a family.”

Karen Artis, M.ED. – Teacher of the Year - Hamilton Holmes Elementary School – Fulton County Schools



Patsy Hamby is the 2011-2012 Paulding County School District Teacher of the Year. She received an Ed.D. in Teacher Leadership for Learning, Adolescent Education – English, from Kennesaw State University. No stranger to the KSU campus, Dr. Hamby received a M.A.T. in professional writing from KSU in 1999 and served as past chair of the Kennesaw Mountain Writing Project Advisory Council. Dr. Hamby teaches English at Hiram High School in Dallas, Ga.



Alumna **Jordan Kohanim** received the 2011 Intellectual Freedom Award from the Georgia Council of Teachers of English. She was recognized for her courage and her ongoing advocacy. Kohanim posted notable columns on the Atlanta Constitution’s “Get Schooled” education blog. She co-authored “Our kids deserve better than NCLB, AYP and RTTT,” a thoughtful letter to parents about supporting our students. A 2005 KSU graduate with a B.S. in English, Kohanim teaches at Centennial High School in Roswell, Ga.



Thomas Monti, science department chair at Marietta Middle School, was invited by Gov. Nathan Deal to serve on the 2012 Education Advisory Board for Teachers. This board includes 13 Georgia teachers who meet quarterly to provide feedback on education initiatives. Monti received his M.Ed. from KSU and is currently enrolled in our Ed.S. Program in Educational Leadership. He is the middle school lead on a partnership with KSU that garnered the prestigious 2012 “Exemplary Professional Development School Achievement” award from the National Association of Professional Development Schools.



Kathie Wood, KSU M.Ed. alumna and top 10 finalist for 2010 Georgia Teacher of the Year, was tapped by the Georgia Department of Education as the teacher lead advisor for the Race To The Top (RT3) initiative. In this position, Wood brings the perspective and voice of the classroom teacher to RT3 activities. She works closely with the implementation team to monitor and assure quality execution of RT3 projects. A former middle school teacher in Marietta City Schools, Wood looks forward to returning to the local school level once RT3 is complete.

IMPACTING LIVES



THROUGH FACULTY AND STAFF



“The Bagwell College building addition is essential to our growth. Like most of our faculty and staff, I was happy to give to such an important project. We are a united team with a shared vision for the future of our college and the future of education as a whole.”

Sherry Oligny, Business Manager, Bagwell College of Education

WELCOME NEW FACULTY AND ADMINISTRATOR

FACULTY



Sohyun An, Ph.D.
Assistant Professor
Elementary and Early
Childhood Education



Lee Digiovanni, Ed.D.
Associate Professor
Elementary and Early
Childhood Education



**Charlease Kelly-
Jackson, Ed.D.**
Assistant Professor
Elementary and Early
Childhood Education



Amanda Richey, Ph.D.
Assistant Professor
Inclusive Education



Neporcha Cone, Ph.D.
Assistant Professor
Elementary and Early
Childhood Education



Linda Evans, Ph.D.
Assistant Professor
Inclusive Education



Yanghee Kim, Ph.D.
Associate Professor
Elementary and Early
Childhood Education



**Gita Taasobshirazi,
Ph.D.**
Associate Professor
Secondary and Middle
Grades Education



Sandy Cox, M.Ed.
Lecturer
Elementary and Early
Childhood Education



Paula Guerra, Ph.D.
Assistant Professor
Elementary and Early
Childhood Education



Woong Lim, Ed.D.
Assistant Professor
Secondary and Middle
Grades Education



Anissa Vega, Ph.D.
Assistant Professor
Instructional Technology



Stacy Delacruz, Ed.D.
Assistant Professor
Elementary and Early
Childhood Education



**Daphne Hubbard,
Ph.D.**
Associate Professor
Secondary and Middle
Grades Education



**Judith McCoy,
M.S., M.A.**
Lecturer
Secondary and Middle
Grades Education



Traci Redish, Ph.D.
Department Chair
Instructional Technology

ADMINISTRATOR

FACULTY TAKE HOME KSU FOUNDATION HONORS

DISTINGUISHED TEACHING AWARD

Dr. Kimberly Loomis is a teacher of teachers. But a stereotypical academician she is not. Whether surfing in Costa Rica or working as a wolf pup nanny, Loomis is always looking for ways to take science out of the classroom and inspire the next generation of teachers.

“I teach future science teachers,” she said with pride. “I want to not only motivate them, but teach them science is outside of the classroom.”

The KSU Foundation Distinguished Teaching Award is the principal campus award for excellence in teaching. Loomis was the 2011 recipient. Her research focuses on the effective integration of informal science education centers (ISEC) – zoos, aquariums, nature centers and museums – and field trips into science teaching and learning.

“Too often students end up seeing a field trip as a day out of the classroom, and teachers make only minimal efforts to link activities and resources at the ISEC to classroom activities,” she said. “My students and I take field trips to the Georgia Aquarium, Tellus Northwest Science Museum, and/or Zoo Atlanta each semester. They are enthusiastic not only about visiting the facilities, but are also excited about the possibility of taking their future students on such trips.”

One of Loomis’ favorite informal science education centers is the International Wolf Center in Ely, Minn. For 15 years, Loomis has been involved with the center, helping the organization develop an online curriculum and aligning other wolf education curricula with the National Science Education Standards. In addition to her scholarly work, Loomis has served as a “nanny” helping to raise two wolf pups, Aidan and Denali, as well as collecting and analyzing ethnographic (not ethnographic) data generated from observations of the pups after they were released into the International Wolf Center exhibit with the adults. This summer, Loomis returned to the center as a pup nanny team leader and a behavioral observation team leader for two new pups.

“Most of my professional presentations involve sharing wolf education information and activities, encouraging teachers to use wolves and the environment as a context for their science teaching,” she said.

This fall, Loomis has been granted a leave to work on her second textbook, “Best Practices in Secondary & Middle Grades Science Education: A Constructivist Approach,” which is due out fall 2014.



FLAME OF EXCELLENCE AWARD

By all accounts, Dr. Traci Redish and Dr. Jo Williamson are two peas in a pod. It's even been said the instructional technology professors are so in synch, they finish each other's sentences.

In addition to the inherent efficiencies their close working relationship provides, their latest collaboration has garnered the duo the KSU Foundation Prize for Publications/Creative Activity – 2011 Flame of Excellence Award for their book, "Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do."

Using the ISTE/NCATE Technology Facilitation and Technology Leadership standards as a guiding framework, the book describes the knowledge and skills needed to be a successful technology facilitator at the school-building level and an effective technology leader at the district, regional, state and national levels. This book also describes how the standards can contribute to the improved performance and professional status of technology facilitators and leaders in the field of education.

"The overarching purpose of this book is to support the growth and development of well-prepared, capable educational technology professionals who will shape the future of K-12 technology integration to enhance student achievement," said Redish, who also chairs the department of instructional technology.

In addition to her teaching and research roles, Redish also serves as the ISTE representative on the NCATE Specialty Areas Studies Board.

Williamson is currently writing a follow-up book on ISTE's Technology Coaching Standards that should be available in 2013. She is thrilled that the new Technology Coach and Technology Director Standards are now officially part of ISTE's National Education Technology Standards (NETS) along with NETS standards for students, teachers and administrators.

"Including standards for school technology professionals was a missing link in the NETS," Williamson said. "After all, these are the critical personnel who make the other NETS happen. I feel that the book will help raise awareness of this issue. With this action ISTE has helped solidify the importance of these newer leadership positions in K-12 schools."



FACULTY AND STAFF RECOGNITION

FACULTY RECOGNITION

Dr. Sandra Bird (professor, art education) received the Educational Contribution Award from the Istanbul Center in Atlanta, Ga.

Dr. Kadian Callahan (associate professor, mathematics education) serves as the *University System of Georgia (USG) STEM Task Force Leader*. Dr. Callahan was responsible for planning, organizing and leading the examination of STEM Education programs across the USG institutions for the Georgia Board of Regents.

Dr. Mary Chandler (assistant professor, EDL) was presented with the *Best Proposal Award* at the 52nd annual conference of the *Southern Regional Council on Educational Administration (SRCEA)* held in St. Louis, Mo. This honor is peer reviewed and voted on by a panel of SRCEA members. Her presentation titled, “*Even Superman Could Use Some Leadership Development*,” focused on research on “mental complexity” in leadership development. Additionally, Dr. Chandler was elected to serve on the board of the International Society for Educational Planning (ISEP).

Dr. Debra Coffey (associate professor, EECE) received the 2012 Early Elementary Childhood Education Faculty Award for Graduate Service. She serves as vice-president of the Kennesaw Mountain Chapter of Phi Delta Kappa and secretary of the Association of Literacy Educators and Researchers Teacher Education Division.

Dr. Jim Cope (professor and chair, EECE) received the Georgia Council of Teachers of English Lunceford/Capen Award for Lifetime Achievement.

Dr. John N. Culvahouse (professor, music education) is serving a two-year term as president of the National Band Association.

Dr. Corrie Davis (assistant professor, EECE) is the president of the Georgia Educational Research Association (GERA).

Dr. Stacy Delacruz (assistant professor, EECE) received the 2012 Young Alumni Achievement Award from Capital University in Columbus, Ohio.

Dr. Lee Digiovanni (associate professor, EECE) serves as vice president of membership, Early Childhood Education Special Interest Group, Society for Information Technology and Teacher Education.

Dr. Arlinda Eaton (dean, Bagwell College of Education) serves as the Region II (southeast) representative on the executive committee of the Teacher Education Council of State Colleges and Universities. She was appointed by Gov. Nathan Deal to serve on the State Advisory Council on Early Childhood Education and Care.

Dr. Adrian Epps (associate dean, College of Science and Mathematics and assistant professor, EDL) is a commissioner of the Georgia Professional Standards Commission and serves on the following national and state level committees: University System of Georgia Educator Preparation Academic Advisory Committee; University System of Georgia Arts & Science Academic Advisory Council; and Georgia Joint Education Boards Liaison Committee.

Dr. Jillian Ford (assistant professor, SMGE) is the membership co-chair (national appointment, 2011-2013 term) for the American Educational Research Association, Queer Studies Special Interest Group.

Dr. Diana Gregory (associate professor, art education) serves as a fellow for community engagement with the KSU Center for Excellence in Teaching and Learning.

Dr. H. E. “Doc” Holliday (associate professor, EDL) was voted Top Presenter at the 2011 Clute Institute International Conference held in Las Vegas, Nev. He was recently appointed to the board of the KSU Athletic Association and serves as a member of the finance committee.

Dr. Raynice Jean-Sigur (associate professor, EECE) was elected conference committee chair for the Georgia Association on Young Children (GAYC).

Dr. Binbin Jiang (professor, EDL) serves several professional organizations: editor-in-chief, *New Waves-Educational Research and Development*, Chinese American Educational Research and Development Association; editorial board member of *Journal of Hispanics in Higher Education*; Board Member of AERA's International Studies SIG; and member of *National Association of Teacher Educators' Journal* publication committee.

Dr. Yanghee Kim (associate professor, EECE) served as ACEI (Association for Childhood Education International), SPA and NCATE reviewer and was selected as a member of the ACEI research committee.

Dr. Ethel King-McKenzie (assistant professor, EECE) completed the Kennesaw State University Excel Leadership Program.

Dr. Kimberly Ligon (associate professor, SMGE) received the *Outstanding Professor of Middle Level Education Award* from the National Professors of Middle Level Education (NaPOMLE). Under her leadership the KSU Marietta Middle School Professional Development School received the *Award for Exemplary Professional Development School Achievement* from the National Association of Professional Development Schools. Ligon is an editor for *Current Issues in Middle Level Education*.

Dr. Alison Mann (assistant professor, music education) was recently elected to the Women's Repertoire and Standards Chair of the Georgia American Choral Directors Association and to the executive board-conference liaison of the Southern Division American Choral Directors Association.

Dr. Kandice Porter (associate professor, physical education and sport science) served as the vice president of the Health Division for the Southern District Association of the American Alliance for Health, Physical Education, Recreation and Dance.

Dr. Traci Redish (associate professor and chair, IT) was appointed as the International Society for Technology in Education (ISTE) representative on the NCATE Specialty Areas Studies Board.

Dr. Alice Snyder (associate professor, EECE) is a member of the Advisory Board of the Association of Literacy Educators and Researchers, ALER Yearbook and is a field council representative for the Georgia Literacy Research Association.

Dr. Peter St. Pierre (assistant professor, exercise and health science) is the chair of Colleges and Universities: Georgia Association of Health, Physical Education, Recreation and Dance.

Dr. Lynn Stallings (professor of mathematics and interim associate dean for graduate studies, Bagwell College of Education) was awarded the prestigious *Gladys M. Thomason Distinguished Service Award* by the Georgia Council of Teachers of Mathematics. Selection for this lifetime achievement award is based on distinguished service in the field of mathematics education at the local, regional and state levels.

Dr. Toni Strieker (professor, SMGE), **Dr. Guichun Zong** (associate professor, SMGE), **Dr. Bryan Gillis** (assistant professor, SMGE), **Dr. Susan Stockdale** (associate professor and chair, SMGE) and **Dr. Jim Wright** (instructor, SMGE) received two awards: (1) the *GERA 2011 Distinguished Paper Award* at the annual conference of the Georgia Educational Research Association (GERA) and (2) the *2012 Distinguished Paper Award* at the annual conference of the American Educational Research Association (AERA) for authoring the paper "*Improving Pre-service Middle School Teachers' Confidence, Competence and Commitment to Co-teaching.*"

Dr. Alice Terry (professor, SMGE) is a member of Oglethorpe University's President's Advisory Council, which assists the president of Oglethorpe University in the overall advancement of the University.

Dr. Mark Warner (professor, EECE) is an executive committee member of the Georgia Association for Teacher Educators (GATE).

Dr. Ugena Whitlock (associate professor, SMGE) was inducted into the Professors of Curriculum, an international honorary academy of leading curriculum professors.

Dr. Binyao Zheng (associate professor, SMGE) and **Dr. T. C. Chan** (professor, EDL) led BCOE collaboration with colleagues in China to co-sponsor two conferences in May 2012: (1) Conference on Educational Leadership and Technology held at Shanghai Normal University in China and (2) the International Symposium on Classroom Management and Motivation for Learning held at Hubei University of Education in Wuhan, China.

Dr. Guichon Zong, (associate professor, SMGE) is a member of the executive board and co-editor of the newsletter of *The International Assembly of National Council for the Social Studies (NCSS)*.

KSU FOUNDATION AWARDS

Dr. Harriet Bessette (associate professor, INED) was a finalist for the 2011 KSU Foundation's Publication Award.

Dr. Kim Loomis (professor, SMGE) received the esteemed *KSU Foundation Distinguished Teaching Award*. This award recognizes one KSU faculty member annually who best exemplifies the award criteria: consistent excellent teaching performance, implementation of innovative approaches to teaching, contributions to improved instruction and curriculum, and a positive impact on students.

Dr. Traci Redish (associate professor and chair, IT) and **Dr. Jo Williamson** (associate professor, IT) received the *KSU Foundation Flame of Excellence Award* for their book *ISTE's Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able to Do*.

Dr. Toni Strieker (professor, SMGE) was a finalist for the 2011 KSU Foundation Distinguished Professional Service Award, which recognizes faculty members for sustained leadership in service activities that impact the community in notable and sustainable ways.

BCOE FACULTY AWARDS

Dr. Nichole Guillory (assistant professor, SMGE)
– Distinguished Undergraduate Teaching Award

Dr. Guichun Zong (associate professor, SMGE)

– Distinguished Graduate Teaching Award

Dr. Raynice Jean-Sigur (associate professor, EECE)
– Distinguished Undergraduate Research and Creativity Award

Dr. Harriet Bessette (associate professor, INED)
– Distinguished Graduate Research and Creativity Award

Dr. Ikechukwu Ukeje (professor, EECE)
– Distinguished Undergraduate Service Award

Dr. Nita Paris (professor, SMGE)
– Distinguished Graduate Service Award

Dr. Mark Warner (professor, EECE)
– Distinguished Advisement Award

KSU & BCOE STAFF RECOGNITION

Mrs. Jennifer P. Costen (administrative associate, EECE) was the recipient of the 2011 KSU Academic Staff Support Award.

Mrs. Michelle Davidson (administrative associate, SMGE) was the first recipient of the Bagwell College of Education Distinguished Staff Award in April 2012.

Mrs. Connie Lane (grant manager, Office of the Dean) was the 2011 recipient of the KSU Administrative Staff Support Award.

Mrs. Sherry Oligny (business operations manager, Office of the Dean) was selected KSU Employee of the Month for May 2012.

Mrs. Denise Robbins (administrative associate, Office of the Dean) was selected KSU Employee of the Month for October 2011.

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

FACULTY RESEARCH AND SPONSORED PROGRAMS

EXTERNAL AND INTERNAL AWARDS

EXTERNAL FUNDING

Principal Investigators: **Dr. Arlinda Eaton**, Dean, Bagwell College of Education
Ms. Alice Stouder, Interim Deputy Superintendent,
Cobb County School District

Project Directors: **Dr. Angela Blaver**, Assistant Professor, SMGE
Ms. Laura Kelley, Cobb County School District
Dr. Marie Holbein, Professor, EDL

Project Title: Teacher Quality Partnership Grant
Funding Agency: U.S. Department of Education
Award: \$8.9 million

Principal Investigator: **Dr. Kadian Callahan**, Assistant Professor, Mathematics Education
Project Title: STEM Inventors Academy
Funding Agency: Federal flow-through – Georgia Race to the Top Innovation Fund
Award: \$1,763,636

Principal Investigators: **Dr. Desha Williams**, Assistant Professor, SMGE
Dr. Adrian Epps, Associate Dean, College of Science and
Mathematics and Assistant Professor, EDL
Dr. Karen Kuhel, Assistant Professor, INED
Project Title: Increasing Mathematics Teachers for All Students
Funding Agency: Robert Noyce Scholarship Program – National Science Foundation
Award: \$896,705

Principal Investigators: **Dr. David Rosengrant**, Assistant Professor, Biology and Physics
Dr. Bongani D. Bantwini, Assistant Professor, EECE
Project Title: Northwest Georgia Mathematics & Science Education Partnership
Funding Agency: Georgia Department of Education
Award: \$442,072

Principal Investigator: **Dr. Anja Bernardy**, Associate Professor, Foreign Languages
Project Title: STARTALK: Intensive Summer Program for Chinese Teachers in P-12
Funding Agency: National Security Agency
Award: \$124,988

Principal Investigators: **Dr. Doug Bell**, Assistant Professor, EECE
Dr. Raynice Jean-Sigur, Associate Professor, EECE
Project Directors: **Dr. Feland L. Meadows**, Goizueta Endowed Chair, EECE
Dr. Yanghee Kim, Associate Professor, EECE
Dr. Mary Ursits, Lecturer, EECE

Project Title: Early Care and Education in Georgia Comprehensive Plan
Funding Agency: Federal flow-through – Georgia Department of Early Care and Learning
Award: \$100,000

Principal Investigators: **Dr. Army Lester, III**, Professor, Biology and Physics
Dr. Adrian Epps, Associate Dean, College of Science and
Mathematics and Assistant Professor, EDL
Project Title: Strengthening the STEM Pipeline in the Peach State: Recruitment,
Retention and Research
Funding Agency: Federal flow-through – University of Georgia
Award: \$99,998

Principal Investigator: **Dr. Adrian Epps**, Associate Dean, College of Science and
Mathematics and Assistant Professor, EDL
Project Title: Gwinnett County Public Schools Lead Coaching Program
Funding Agency: Gwinnett County Public Schools
Award: \$63,525

Principal Investigator: **Dr. Darryl Corey**, Associate Professor, Mathematics Education
Project Title: Improving Teacher Quality: Learners and Leaders – Developing
Math Teacher Leaders through Enhanced Content Knowledge
Funding Agency: Federal flow-through – University of Georgia
Award: \$50,495

Principal Investigator: **Dr. Charlease Kelly-Jackson**, Assistant Professor, EECE
Project Title: STEM Inventors Academy
Funding Agency: Federal flow-through – University of Georgia
Award: \$47,102

Principal Investigators: **Dr. Michelle Dean**, Assistant Professor, Chemistry Education
Dr. Deborah Bromfield-Lee, Temporary Assistant Professor,
Chemistry and Biochemistry

Project Title: Improving Teacher Quality: Improving Chemistry for All
Funding Agency: Federal flow-through – University of Georgia
Award: \$39,734

Principal Investigators: **Dr. Stacy Delacruz**, Assistant Professor, EECE
Dr. Maria Sheehan, Assistant Professor, EECE
Project Title: Content Area Literacy via Virtual Field Trips
Funding Agency: Georgia Reading Association
Award: \$1,000

KSU FUNDING

Dr. Debra Coffey (associate professor, EECE) – \$3,250 faculty travel fund from KSU's Center for Excellence in Teaching and Learning (CETL).

Dr. Jillian Ford (assistant professor, SMGE) – \$6,800 Faculty Incentive Award from KSU's Center for Excellence in Teaching and Learning (CETL) to conduct a project that will implement a newly-created social studies curriculum to students in Atlanta, Chicago, D.C., and Johannesburg, South Africa.

Dr. Leena Her (assistant professor, INED) – \$8,000 Faculty Incentive Award for Scholarship and Creativity from KSU's Center for Excellence in Teaching and Learning (CETL).

Dr. Leena Her (assistant professor, INED) – \$750 Faculty Learning Communities Award and additional funds for books from KSU's Center for Excellence in Teaching and Learning (CETL).

Dr. Charlease Kelly-Jackson (assistant professor, EECE) – \$4,431 Faculty Learning Communities Award from KSU's Center for Excellence in Teaching and Learning (CETL) to establish diversifying the number of women and minorities in science and mathematics.

BAGWELL COLLEGE OF EDUCATION FUNDING

GLOBAL LEARNING AWARDS

Ms. Mary K. Basch (lecturer, EECE) – \$1,000 in QEP funding for the development of the Global Learning Course, ECE 3364: Children's Literature.

Dr. Doug Bell (assistant professor, EECE) and **Dr. Raynice Jean-Sigur** (associate professor, EECE) - \$1,000 for the development of the course, ECE 4525: Methods of Teaching Young English Language Learners (Birth-through-Kindergarten).

Dr. Robert DeVillar (professor, EECE) – \$2,400 to complete an edited book project titled *Transforming Education: Global Perspectives, Experiences and Implications*.

Dr. Leena H. Her (assistant professor, INED) – \$4,000 to support Gender Ideologies, Schooling and Ethnic Identity of the Hmong in Laos, an ethnographic study to explore the discourses of maintenance or loss of ethnic identity and the implications these discourses have for Hmong women and their ability to access higher forms of schooling.

Dr. Binbin Jiang (professor, EDL) – \$3,372 to transcribe and analyze data from student teachers and collaborating teachers in Ecuador and develop a corresponding presentation, *Developing Culturally Responsive Teachers through International Student Teaching*.

Dr. Gregory Meyjes (associate professor, INED) – \$1,500 to attend a Qualifying Seminar of the Intercultural Development Inventory in alignment with KSU's Global Learning for Engaged Citizenship QEP commitment.

Dr. Cherry Steffen (associate professor, EECE) – \$4,728 for her project Connecting Elementary Students at Home and Abroad through Gardening.

Dr. Anissa Vega (assistant professor, IT) – \$4,000 for her project Curriculum for the Knowledge Economy: Comparing the GPS and CCSS to Norway's National Curriculum.

RESEARCH/SCHOLARSHIP AWARDS

Dr. Doug Herrington (assistant professor, IT) – \$2,500 to conduct research on the Longitudinal Study of Site-based Technology Coordinators.

Dr. Leena Her (assistant professor, INED) – \$2,500 for travel to Laos to conduct research on Gender Ideologies, Schooling and Ethnic Identity of the Hmong in Laos.

Dr. Karen Kuhel (assistant professor, INED) – \$2,400 to conduct a Case Study: An Inclusion Co-Teaching Model for Including English Learners in the Elementary General Education Classroom.

Dr. Kim Loomis (professor, SMGE) – \$2,400 for completion of the book *Building Teachers: 2nd Edition*.

Dr. Nita Paris (professor, SMGE) – \$2,500 to write a book proposal and two chapters of sole authored book *Metaphors We Teach By: Fundamental Schemes & Embodied Pedagogy*.

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

FACULTY SCHOLARSHIP

FACULTY PUBLICATIONS

BOOKS

Coffey, D., & Roberts, E. (2012). *Keys for literacy instruction in the elementary grades*. Dubuque, IA: Kendall/Hunt.

Davis, C. (2012). *Essentials beyond the bell: Culturally relevant caring for African-American students*. Cambridge: Cambridge Scholars Publishing.

Holliday, H. E. (2012). *Reconnecting, redirecting and redefining 21st century males*. Lanham, MD: Rowman & Littlefield.

BOOK CHAPTERS

Chan, T. C. (2011). Conclusion: Where does multicultural education in Asian countries lead? In J. Phillion, M.T. Hue, & Y. Wang (Eds.), *Minority students in East Asia: Government policies, school practices and teacher responses* (pp. 249-256). New York: Routledge.

Chandler, M., & **Chan, T. C.** (2011). School principal profiles: Comparing Hungary and the United States. *International Society for Educational Planning 2010 Yearbook* (pp. 91-102). International Society for Educational Planning.

Ford, J. (2012). *Realidadesrealities, palabraswords, and estudiosstudies: LGBTQIQ youth in schools*. In E. Meiners & T. Quinn (Eds.), *Sexualities in education: A reader*. New York: Peter Lang.

Ford, J., & Bobb, K. (2012). Defending self-worth: A hidden talent of children of the African Diaspora. In K. Freeman & E. Johnson (Eds.), *Education in the Black Diaspora: Perspectives, challenges, and prospects*. New York: Routledge.

Guerra, P., & Foster, A. (2011). Gender inequities in the classroom. In B. Irby & G. Brown (Eds.), *Gender and early learning environments*. Charlotte, NC: Information Age.

Rhodes, E., Ennis, W., Crain-Dorough, M., Richardson, M., & **Chan, T. C.** (2011). Financing distance education in a time of economic challenges. In U. Demiray & S. Sever (Eds.), *Marketing online education programs: Frameworks for promotion and communication* (pp. 315-327). Turkey: Anadolu University.

Whitlock, R. U. (2012). Where desire endures: Intimacy and mothering a bodied curriculum. In S. Springgay, D. Freedman, & N. Jolly (Eds.), *Mothering a bodied curriculum: Emplacement, desire, affect*. Toronto: University of Toronto Press.

Zong, G. (2011). East meets West: An Asian woman teacher educator's journey enacting global pedagogy in the American South. In S. Robbins, S. Smith, & F. Santini (Eds.), *Bridging cultures: International women faculty transforming the U.S. academy*. Lanham, MD: University Press of America.

JOURNAL ARTICLES

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An, S. (2012). Korean-American high school students' perspectives on U.S. history. *The Social Studies*, 103(1), 12-19.

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Bantwini, B. D., & Diko, N. (2011). Factors affecting South African district officials' capacity to provide effective teacher support. *Creative Education, Scientific Research*, 2(3), 103-112.

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Bantwini, B. D., & **King-McKenzie, E.** (2011). Some issues that teachers are confronted with: A case of the United States of America and South Africa. *Journal of Emerging Knowledge on Emerging Markets*, 3(1), article 20.

Bessette, H. J., Redish, T. C., Paris, N. A., & **Kirby, D. L.** (2011). Effective schools correlates and teacher leadership preparation: How one interdisciplinary, practice-oriented doctorate is challenging the status quo. *Journal for Effective Schools*, 10(1), 23-43.

Callahan, K. M. (2011). Listening responsively. *Teaching Children Mathematics*, 18(5), 296-305.

Chandler, M., & Chan, T. C. (2012). Implementation of professional learning standards in Georgia schools: An examination of the current reality. *Journal of Educational Research - New Waves*, 15(1), 89-106.

Chandler, M., Roebuck, D., Swan, W., & Brock, S. (2011). Perceptions and outcomes of a managerial coaching certificate program: Education leaders vs. business leaders. *Journal of Leadership Studies*, 5(2), 43-53.

DeVillar, R. A. (2012). The discourse, practice and expansion of Chinese scientific socialism: Geopolitical implications for Latin America and the United States. *Thunderbird International Business Review*, 54(2), 155-168.

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DeVillar, R. A., & Jiang, B. (2011). U.S. demographic diversity and the achievement gap: Grappling with nuances. *Journal of Emerging Knowledge on Emerging Markets*, 3, 532-552.

Doss, G., & McAlpine, G. (2011). Bullying and intervention for our young children. *The Journal of Interpersonal Relations*, XXXV(1), 4-17.

Esposito, J., **Davis, C.,** & Swain, A. (2012). The urban school paradox: Culturally relevant pedagogy and school reform mandates. *Journal of Educational Change*, 13(2), 235-258.

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Glynn, S. M., Brickman, P., Armstrong, N., & **Taasoobshirazi, G.** (2011). Science motivation questionnaire II: Validation with science majors and nonscience majors. *Journal of Research in Science Teaching*, 48(10), 1159-1176.

Guillory, N. (2011). What's a hip hop feminist doing in teacher education? A journey back to curriculum theory in three acts. *Journal of Curriculum Theorizing*, 27(23), 20-32.

Guillory, N. (2012). Talking back: Teaching and learning through autobiographies in multicultural education. *Teaching Education*, 23(2), 153-165.

Holbein, M., Paris, N. A., & Patterson, J. (2011). Developing an educational leadership performance-based specialist program through team design and team planning: Promises and challenges. *International Society for Educational Planning 40th Anniversary Yearbook*, 57-62.

Kelly-Jackson, C., & Jackson, T. (2011). Meeting their fullest potential: The beliefs and teaching of a culturally relevant science teacher. *Creative Education*, 2(4), 408-413.

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Kuhel, K., McAlpine, G., & Coffey, D. (2012). Best practice strategies for English language learners in elementary schools. *Journal on Teacher Education Research and Review*, (2), 164-170.

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Santau, A., Secada, W., Maerten-Rivera, **Cone, N.,** & Lee, O. (2011). U.S. urban elementary teachers' knowledge and practices in teaching science to English language learners: Results from the first year of a professional development intervention. *International Journal of Science Education*, 2(15), 2007-2032.

Sinatra, G. M., Karash, C. M., **Taasoobshirazi, G.,** & Lombardi, D. (2012). Promoting attitude change and expressed willingness to take action toward climate change in college students. *Instructional Science*, 40, 1-17.

St. Pierre, P. E., & Smith, M. A. (2012). The role of metaphor in sport instruction: Insights from a study of expert golf instructors. *International Journal of Coaching Science*, 6(1), 27-44.

Stein, M. K., Kaufman, J. H., Sherman, M., & **Hillen, A. F.** (2011). Algebra: A challenge at the crossroads of policy and practice. *Review of Educational Research*, 81(4), 453-492.

Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., **Heckert, J.,** Cavanaugh, C., & Tackett, K. (2011). A synthesis of the effect of read-aloud interventions on measures of early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of Learning Disabilities*, 44(3), 258-275.

Taasoobshirazi, G., & Sinatra, G. M. (2011). A structural equation model of conceptual change in physics. *Journal of Research in Science Teaching*, 48(8), 901-918.

Terry, A. W. (2012). How to help your child make a difference in the world through service-learning. *Parenting for High Potential*, 1, 4-8.

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Whitlock, R. U. (2011). Risking sentiment: Margins, voices, and literacy as a social act. *Journal of Curriculum Theorizing*, 27(1), 99-103.

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Williams, D. (2011). Lights! Camera! Proportions! *Teaching Mathematics in the Middle Schools*. 17(5), 312 and www.nctm.org/mtms008

Zong, G. (2011). Teaching Asia in the American South: A case study of African American teacher's perspectives. *Journal of Emerging Knowledge on Emerging Markets*, 3, 308-323.

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Chan, T. C. (2011). How do technology application and equity impact student achievement? *International Journal of Cyber Ethics in Education*, 1(2), 1-14. [http://resources.igi-global.com/marketing/journals/IJCEE1\(2\).pdf](http://resources.igi-global.com/marketing/journals/IJCEE1(2).pdf)

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Chourprakobkit, S., & **Chan, T. C.** (2011). The development of criminal justice programs in Georgia high schools. *Eastern Education Journal*, 40(1), 75-84. <http://castle.eiu.edu/edjournal/>

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Hoyt, K. (2012). Developing intercultural competence via semi-directed cross-cultural interviews. *The NECTFL Review*. http://nectfl.net/documents/4_Hoyt.pdf

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Roebuck, D., **Chandler, M., & Swan, W.** (2011). *New findings regarding coaching. What's happened since ABC-SEUS 2009 on our journey of communication and collaboration*. ABC-SEUS Conference, Charleston, SC. <http://businesscommunication.org/conventions/abc-convention-proceedings/2011-abcseus-conference-proceedings/>

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Turan, S., & **Chan, T. C.** (2011). Profiles of elementary school principals: Comparing Turkey and the United States. *Journal of Education and Humanities*, 2(4), 93-108. <http://www.egitimbirsen.org.tr/eibd/eibd4.pdf>

Whitlock, R. U. (2012). All we are saying: The case for peace in curriculum theory. *Journal of Curriculum Theorizing*, 28(1), <http://www.jctonline.org/journal/issue-spring2012/article3.pdf>

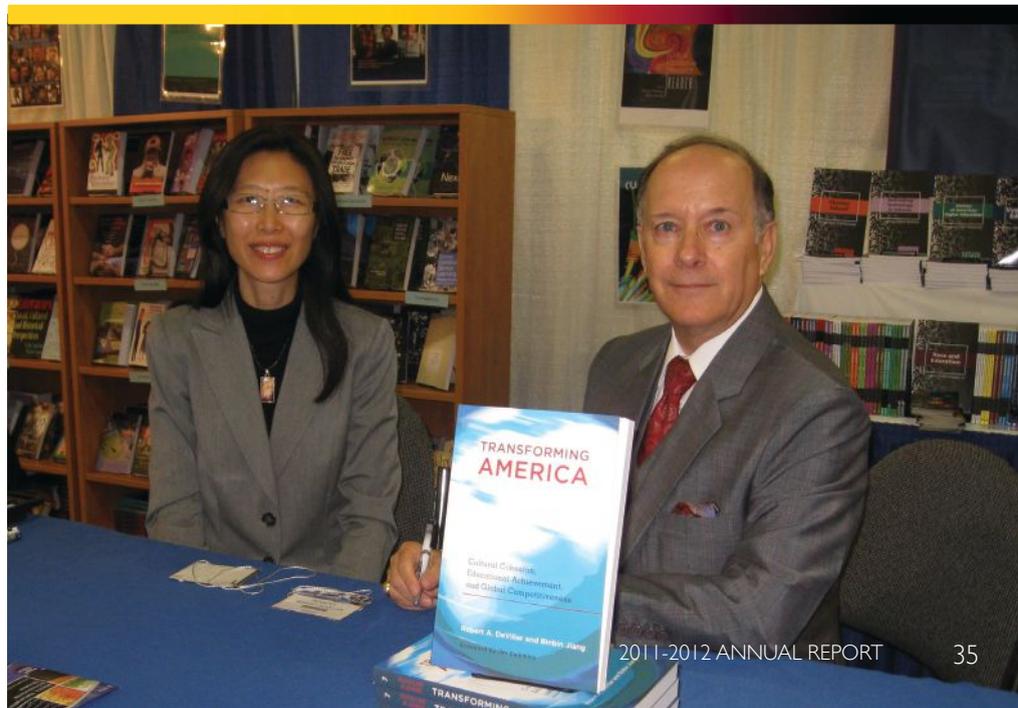
PROCEEDINGS

Callahan, K. M. (2012). Prospective middle school teachers' experiences and conceptions of mathematics teaching and learning: A mixed-methods study. In S. Reeder (Ed.), *Proceedings of the 39th Annual Meeting of the Research Council on Mathematics Learning [RCML]* (pp.1-7). Charlotte, NC.

Corey, D., & Patterson, N. (2011). Promoting divergent thinking in a hybrid geometry course: An examination of teachers' multiple solution approaches while problem solving in geometry. *Society for Information Technology & Teacher Education International Conference*, (pp. 212-217). Chesapeake, VA.

Patterson, N., & Corey, D. (2011, October). Promoting teachers' divergent thinking while problem solving in a hybrid geometry course. In L. R. Wiest & T. Lamberg (Eds.), *33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. University of Nevada: Reno, NV.

Swars, S. L., Smith, S. Z., **Smith M. E.,** Hart, L. C., & Carothers, J. (2011, October). A multiple-case study of elementary prospective teachers' experiences in distinct mathematics content courses. In L. R. Wiest & T. Lamberg (Eds.), *33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. University of Nevada: Reno, NV.



FACULTY PRESENTATIONS

FACULTY PRESENTATIONS

An, S. (2011, November). *Korean-American high school students' perspectives on U.S. History*. College and University Faculty Association of the National Council for the Social Studies, Washington, D.C.

An, S. (2011, November). *Marginalized students' uneasy learning: Korean immigrant students' experiences of learning social studies*. College and University Faculty Association of the National Council for the Social Studies, Washington, D.C.

An, S. (2012, February). *What it's like: Challenging middle class teacher candidates to understand poverty, race and privilege*. Association of Teacher Educators, San Antonio, TX.

An, S., & Suh, Y. (2012, April). *Simple yet complicated: U.S. history represented in South Korean textbooks*. American Educational Research Association, Vancouver, BC, Canada.

Bantwini, B. D. (2012, May). *Analysis of district officials and teachers' working relationship/s: Implications for natural science curriculum reforms in South Africa*. International Congress of Qualitative Inquiry, Champaign, IL.

Bantwini, B. D., & Piyose-Feza, N. N. (2012, May). *Left behind in a democratic society: A case of some farm school natural science teachers in South Africa*. International Congress of Qualitative Inquiry, Champaign, IL.

Basch, K. (2012, March). *The Caldecott List: Great books since 1938*. Conference on Literature for Children and Young Adults, Kennesaw State University, Kennesaw, GA.

Basch, K., & Buehler, S. (2011, September). *Literacy at all ages*. Georgia Association of Young Children, Duluth, GA.

Besette, H. (2011, October). *Special Education Workshop*. Tri-Association Annual Educator's Conference, Panama City, Panama.

Besette, H. (2012, March). *Building distributed leadership within effective schools: An equity imperative*. Massachusetts Title I Conference, Marlborough, MA.

Besette, H. (2012, March). *Distributed leadership and effective schools correlate: Forming a high-impact context of educational equity for students with exceptionalities*. Massachusetts Title I Conference, Marlborough, MA.

Besette, H. (2012, March). *Negotiating the waters of educational change: Policy, practice and Title I*. Massachusetts Title I Conference, Marlborough, MA.

Besette, H. (2012, June). *Behavior strategies in special education*. Tri-Association Teacher Professional Development, Quito, Ecuador.

Besette, H., & Bell, J. (2012, March). *Distributed leadership and special education: Complementary processes*. Georgia Council for Exceptional Children (GACEC), Macon, GA.

Besette, H., & McCrary, S. (2011, October). *Teachers' pedagogical and ideological beliefs on students with intellectual disabilities: A social justice perspective*. Georgia Educational Research Association (GERA), Savannah, GA.

Besette, H., Paris, N. A., & Kirby, D. (2012, February). *The death of innovation: Striking a balance between policy and practice in an age of federal mandates*. American Association of Colleges for Teacher Education, Chicago, IL.

Besette, H., & Redish, T. (2012, January). *Navigating the waters of educational change: Policy, practice, and federal mandates*. Hawaiian International Conference on Education, Honolulu, HI.

Besette, H., & Williams, J. (2011, October). *Special education certification program*. Tri-Association Annual Educator's Conference, Panama City, Panama.

Bogan, B. (2011, October). *Teaching reading in early childhood education using research-based best practices*. National Black Child Development Institute, Nashville, TN.

Bogan, B., King-McKenzie, E. L., & Bantwini, B. D. (2012, May). *Integrating reading, science and social studies: Using the 'Bogan differentiated model'*. Athens Institute for Education and Research, Athens, Greece.

Bowen, C. (2011, October). *The importance of ethics instruction in teacher preparation courses*. Academic and Business Research Institute, Las Vegas, NV.

Bowen, C. (2011, November). *Leadership & laughter*. Southern Regional Council on Educational Administration, St. Louis, MO.

Broady, C., **Kuhel, K.**, Dougherty E., McKenzie, M., Abbott, S., Rogers, S. A., & Fabie, B. (2011, March). *Technology in ESOL classrooms and preparing teachers for successful integration*. International Teaching English to Speakers of Other Languages (TESOL) Conference, New Orleans, LA. <http://esoltechprep.pbworks.com/w/page/36440308/FrontPage>

Bryan, S., Sherman, A., Jiang, B., & DeVillar, R. A. (2012, April). *Developing culturally responsive teachers through international student teaching*. American Educational Research Association, Vancouver, BC, Canada.

- Callahan, K. M.** (2011, October). *Connecting algebra and geometry to make sense of evens*. Georgia Association of Mathematics Teacher Educators (GAMTE), Eatonton, GA.
- Callahan, K. M.** (2012, February). *Prospective middle school teachers' experiences and conceptions of mathematics*. Research Council on Mathematics Learning (RCML), Rome, GA.
- Callahan, K. M.** (2012, April). *Prospective middle school teachers' experiences and conceptions of mathematics teaching and learning: A mixed-methods study*. American Education Research Association, Vancouver, BC, Canada.
- Carter Hicks, J.** (2012, May). *Perspectives on facilitating preschool special education: An international investigation*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.
- Chan, T. C.** (2011, October). *A safe and healthy school is an AYP school*. International Society for Educational Planning, Budapest, Hungary.
- Chan, T. C.** (2011, November). *My dissertation process*. Southern Regional Council for Educational Administration, St. Louis, MO.
- Chan, T. C.** (2012, May). *The use of technology in higher education: The role of accountability*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.
- Chan, T. C., & King, P.** (2012, May). *Teacher caring as a classroom management technique*. International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.
- Chan, T. C., & Kpeglo, S.** (2011, October). *How are Ghana elementary school principals different from those of the United States?* Georgia Educational Research Association, Savannah, GA.
- Chan, T. C., & Kpeglo, S.** (2011, October). *Profiles of elementary school principals: Comparing Ghana and the United States*. International Society for Educational Planning, Budapest, Hungary.
- Chandler, M.** (2011, November). *Lessons for Superman: New research on how effective leaders think!* Southern Regional Council on Educational Administration, St. Louis, MO.
- Chandler, M., & Chan, T. C.** (2012, April). *How are professional learning standards implemented in Georgia schools?* Chinese American Educational Research and Development Association, Vancouver, BC, Canada.
- Chandler, M., & North, T.** (2011, October). *Innovation in student placement: The effects on intermediate level students in regular classrooms provided with the opportunity to choose advanced level curriculum and the impact on teaching and learning*. International Society of Education Planners, Budapest, Hungary.
- Chandler, M., Roebuck, D., & Swan, W.** (2011, October). *Cross-college collaboration produces initial research findings on coaching as an effective way to develop educational leaders*. International Society of Education Planners, Budapest, Hungary.
- Coffey, D.** (2011, November). *Scaffolding character perspective charting: Celebrating the joy of teaching literacy*. Association of Literacy Educators and Researchers, Richmond, VA.
- Coffey, D., Delacruz, S., & Holbein, M.** (2011, November). *Collaborative strategy for developing policies, procedures, and evaluation for the Center for Literacy and Learning at Kennesaw State University*. Association of Literacy Educators and Researchers, Richmond, VA.
- Coffey, D., Delacruz, S., & Kelly-Jackson, C.** (2012, March). *Setting the stage for an effective PDS*. National Association of Professional Development Schools, Las Vegas, NV.
- Coffey, D., Kuhel, K., & Evans, L.** (2012, May). *Exploring the linguistic and cultural impact of an e-mentoring project*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.
- Cone, N.** (2011, October). *Preparing pre-service elementary teachers to teach science for diversity through project-based learning*. Georgia Educational Research Association, Savannah, GA.
- Cone, N., & Kelly-Jackson, C.** (2012, February). *Using hip hop music to contextualize the science experiences of urban elementary school students*. Georgia Science Teachers Association (GSTA), Atlanta, GA.
- Corey, D.** (2012, March). *An analysis of student experiences in an undergraduate biostatistics course: Online vs. hybrid vs. face-to-face*. Dean's ScienceTALK: A Seminar Series. College of Science and Mathematics, Kennesaw State University, Kennesaw, GA.
- Crain-Dorough, M., Mense, E. G., Stringer, J. C., Campbell, K. T., Richardson, M. D., & **Chan, T. C.** (2012, May). *School improvement process filters into the classroom management: Transcending international borders*. International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.
- Delacruz, S.** (2011, October). *Interactive read-alouds in the K-2 classroom: A mixed-methods study*. Georgia Association on Young Children, Duluth, GA.
- Delacruz, S.** (2012, May). *Online journaling using Edmodo*. International Conference on Learning and Administration in Higher Education, Nashville, TN.
- DeVillar, R. A.** (2012, May). *The social contexts of U.S. classrooms: Challenges and trajectories*. College of Education Sciences, Yangzhou, China.
- DeVillar, R. A., & Jiang, B.** (2012, May). *Culture redefined: Issues of self-determination, identity and transgenerational development in complex societies. Chinese minority ethnic culture ecology research*. Expert Evaluator Conference, Guizhou, China.
- DeVillar, R. A., & Jiang, B.** (2012, May). *The international impact on prospective teachers' cultural, professional and character development: Findings from five international student teaching contexts*. College of Education Sciences, Yangzhou, China.
- DeVillar, R. A., & Jiang, B.** (2012, May). *Prospective teachers' cultural, professional and character development in five international student teaching contexts*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

Digiovanni, L.W., & Wilcox, V. (2012, April). *You mean we can choose? Differentiation using Web 2.0*. The University System of Georgia Teaching and Learning Conference, Helen, GA.

Dishman, M., & Redish, T. (2011, July). *Emerging issues – the law and “Bring Your Own Device” initiatives*. Building Learning Communities, Boston, MA.

Dishman, M., & Redish, T. (2011, July). *Schools, technology and the law: A beginner’s guide*. Building Learning Communities, Boston, MA.

Dishman, M., & Redish, T. (2011, July). *When we last left our show: Legal issues in technology and education since BLC10*. Building Learning Communities, Boston, MA.

Edwards, B., Kuhel, K., Williams D., & Epps, A. (2011, July). *Preparing mathematics teachers for all students: An innovative approach, year 2*. National Science Foundation Robert Noyce Teacher Scholarship Program Conference: Building Excellence in STEM Teaching, Washington, D.C.

Edwards, B., Williams, D., Kuhel, K., & Epps, A. (2011, October). *Conceptualizing culturally relevant pedagogy: Creating mathematics tasks with cultural significance*. Curriculum and Pedagogy Conference, Akron, OH.

Evans, L. S. (2012, February). *Dual language program models as pathways to success for English learners: School leaders’ stories of where, why and how*. ESOL Conference, Kennesaw State University, Kennesaw, GA.

Evans, L. S. (2012, February). *The incredible advantage of bilingualism for literacy development: Why L1 is so important in L2 reading and writing*. ESOL Conference, Kennesaw State University, Kennesaw, GA.

Evans, L. S. (2012, March). *Critical role of L1/L2 in migrant student success: Stakeholders’ voices*. International TESOL Conference, Philadelphia, PA.

Evans, L. S. (2012, May). *Deconstructing humpty dumpty in the academy: Culture of mentorship versus culture of caring*. International Congress of Qualitative Inquiry, Champaign, IL.

Ford, J. (2011, October). *Queer youths’ vision of respect as a codified international human right*. Georgia Educational Research Association, Savannah, GA.

Ford, J. (2011, November). *Teacher-Scholar-Activist: Black faculty women and mentorship*. National Women’s Studies Association, Atlanta, GA.

Ford, J. (2012, April). *Imagining a better world: LGBTQIQ youth call for respect*. American Educational Research Association, Vancouver, BC, Canada.

Ford, J. (2012, April). *Institutional erasure upon achieving equality? A call for maintaining identity-based community centers for queer youth*. American Educational Research Association, Vancouver, BC, Canada.

Guillory, N., & Glendenning, J. (2012, March). *Sharing spaces in a professional development school: A self-study of school and university co-instructors in an urban teacher education program*. National Association of Professional Development Schools, Las Vegas, NV.

Gunn, A.A., Evans, L. S., & Bennett, S. (2011, November). *Pre-service teachers’ autobiographies: Insights into their initial understanding about culture*. National Association for Multicultural Education, Chicago, IL.

Haid, L. K., Snyder, A. F., Masztal, N. B., & Warner, J.V. (2011, November). *Rtl: New promises and challenges for literacy leadership*. Association of Literacy Educators and Researchers, Richmond, VA.

Haid, L. K., Snyder, A. F., Warner, J.V., Masztal, N. B., & Marasco, J. (2011, December). *Response to intervention: The roles of reading researchers and educators*. Literacy Research Association, Jacksonville, FL.

Heckert, J., & Williams, J. (2011, November). *Supporting pre-service general educators’ development of culturally responsive tier 1 lessons plans*. Teacher Education Division, Council for Exceptional Children, Austin, TX.

Her, L. (2012, February). *Discursive practices in underperforming schools: Telling and retelling narratives of academic failure*. Educational Research Forum, Philadelphia, PA.

Her, L. (2012, March). *Project code red: Creating and recreating borders for educating second generation immigrant students in a Northern California High School*. The Society for Applied Anthropology, Baltimore, MD.

Her, L. (2012, April). *Explaining inequality: A comparative analysis of failure narratives in Lao PDR and the U.S.* Comparative and International Education Society, San Juan, Puerto Rico.

Hillen, A., & Hughes, E. (2012, April). *Improving teachers’ discourse by having them talk about their talk*. National Council of Teachers of Mathematics, Philadelphia, PA.

Holliday, H. E. (2012, May). *The evolution of teacher leaders into coaches for academic intervention: A new norm*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

Holliday, H. E. (2012, May). *Reconnecting, redirecting and redefining the 21st century male*. International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.

Hoyt, K. (2012, January). *Fostering intercultural competence in undergraduate French students through ethnographic interviews*. International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ.

Hoyt, K. (2012, March). *Francophone interviews to advance oral proficiency and intercultural competence*. Southern Conference on Language Teaching (SCOLT), Atlanta, GA.

- Hoyt, K.** (2012, May). *Commonalities as teacher educators: Responsive collegiality nurtured beyond the four walls*. International Congress of Qualitative Inquiry, Champaign, IL.
- Hubbard, D.W.** (2011, October). *Make it happen with millennial learners: Move the data forward with strategic teaching*. Southeastern Regional Association of Teacher Educators, Savannah, GA.
- Hubbard, D.W.** (2011, October). *Moving the data forward: What is strategic teaching and why is it important?* Southeastern Regional Association of Teacher Educators, Savannah, GA.
- Hubbard, D.W.** (2011, November). *Move the data forward with strategic teaching: An inner-city middle school case study*. Mid-South Educational Research Association, Oxford, MS.
- Hubbard, D.W.** (2012, January). *Boosting adolescent literacy and student achievement with strategic teaching: An inner-city middle school case study*. Hawaii International Conference on Education, Honolulu, HI.
- Hubbard, D.W.** (2012, January). *Moving the data forward: What is strategic teaching and why is it important?* Hawaii International Conference on Education, Honolulu, HI.
- Hubbard, D.W.** (2012, March). *Quality, rigor, and engagement: Addressing the common core and new literacies through the effective teaching of informational texts*. Conference on Literature for Children and Young Adults, Kennesaw State University, Kennesaw, GA.
- Jean-Sigur, R., & Bell, D.** (2012, March). *Going global: Incorporating global education into early childhood teacher preparation programs*. ACEI Global Summit on Childhood, Washington, D.C.
- Jean-Sigur, R., Bell, D., Ratazack, B., Saxton, R., & McCall, M.** (2011, October). *How can I become certified in birth through five in Georgia: A panel of certification programs*. Georgia Association on Young Children, Duluth, GA.
- Jiang, B.** (2012, April). Editors' Session, Editor-in-Chief, *New waves - Educational research & development*. Chinese American Educational Research and Development Association, Vancouver, BC, Canada.
- Jiang, B., & Chan, T. C.** (2012, April). *How do elementary school principals work with beginning teachers in China?* Chinese American Educational Research and Development Association, Vancouver, BC, Canada.
- Jiang, B., Chan, T. C., & Shu, Z. D.** (2012, May). *Helping new teachers to start a career in education: Perspectives of Chinese principals*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.
- Jiang, B., Chandler, M., & Chan, T. C.** (2012, April). *Candidates' perspectives of embedded approach to practicum experience in educational leadership*. American Educational Research Association, Vancouver, BC, Canada.
- Jiang, B., & DeVillar, R.A.** (2012, February). *Cultural, professional and character development in prospective teachers: Emerging patterns in five international student teaching contexts*. Association of Teacher Educators' Conference, San Antonio, TX.
- Jiang, B., & DeVillar, R. A.** (2012, May). *Prospective teachers' cultural, professional, and character development in five international student teaching contexts*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.
- Kelly-Jackson, C., & Bell, J.** (2012, March). *KSU graduate programs: The value of continuing education*. Metro Leadership and Professional Development Conference/Cobb County Association of Educators (CCA), Kennesaw, GA.
- Kelly-Jackson, C., & Shaheen, M.** (2012, February). *Science "literacy" matters: Enriching science through literacy integration*. Georgia Teachers Association (GSTA), Atlanta, GA.
- Kim, Y.** (2012, March). *Connection between drawing and writing and the importance of supportive environment*. Georgia Association of Young Children, Atlanta, GA.
- Kim, Y.** (2012, March). *Developmental and educational importance of the prenatal period from cultural perspectives*. The Global Summit on Childhood, Washington, D.C.
- Kim, Y.** (2012, May). *Teachers as leaders in encouraging parental involvement in school and at home*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.
- King, P., & **Chan, T. C.** (2011, October). *Teachers' and students' perceptions on teachers' caring behaviors*. Georgia Educational Research Association, Savannah, GA.
- King-McKenzie, E. L., Bogan, B., & Bantwini, B. D.** (2012, May). *Some issues that confront teachers: A case of the United States and South Africa*. Athens Institute for Education and Research, Athens, Greece.
- Kuhel, K., Fabie B., Suarez, G., McKenzie, M., & Abbot, S.** (2011, September). *Technology in ESOL classrooms & preparing teachers for successful integration*. GATESOL Conference, Augusta, GA.
- Lane, K. E., Mense, E., Richardson, M. D., & **Chan, T. C.** (2012, May). *Developing simulations on critical thinking and decision making: Ways to motivate student learning*. International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.
- Lee, C.** (2012, May). *Prevention of school violence and positive student behavior support for students*. Gwangju National University of Education, Gwangju, South Korea.
- Lee, C.** (2012, May). *Prevention of school violence and positive student behavior support for students*. Jeonjoo City School District, Jeonjoo, South Korea.
- Lee, C.** (2012, May). *Using the competing behavior model in classrooms Managing repetitive and challenging behavior*. International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.
- Lee, C., & Kociencki, T.** (2011, September). *Positive behavior support in teacher education: Using the competing behavior model*. Biennial International Conference on Children and Youth with Behavior Disorders, New Orleans, LA.

Lee, C., Kociencki, T., & Schmidt, E. (2012, March). *Using functional behavioral assessment and the competing behavior model in teacher education*. International Conference on Positive Behavior Support, Atlanta, GA.

Ligon, K., Monti, T., & **Stockdale, S.** (2012, March). *Yearlong internship to PDS: Working together to develop effective teachers*. National Association of Professional Development Schools, Las Vegas, NV.

Ligon, K., & Williams, D. (2012, January). *Pre-service teacher training through a yearlong internship*. Hawaii International Conference on Education, Honolulu, HI.

Ligon, K., & Williams, D. (2012, February). *Using self-efficacy to investigate the effectiveness of a yearlong internship*. Association of Teacher Educators, San Antonio, TX.

Lim, W. (2011, October). *An evaluation of a 4 – 8 mathematics teacher preparation program at a large state institution in Texas*. Georgia Educational Research Association, Savannah, GA.

Lim, W. (2011, October). *Helping children build a mathematical foundation for polynomial long division*. Georgia Council of Teachers of Mathematics, Eatonton, GA.

Lim, W. (2012, February). *Using student feedback to improve the teaching of mathematics to English language learners*. ESOL Conference, Kennesaw State University, Kennesaw, GA.

Lim, W., & Sohn, E. (2012, April). *Understanding math education in U.S.* The Georgia Chapter of Korean-American Scientists and Engineers Association, Lawrenceville, GA.

Loomis, K., Papp, K., Kane, J., Cochran, M., & Speer, J. (2011, October). *Science doesn't suck*. Future Educators Conference, Atlanta, GA.

McAlpine, G., & Steffen, C. (2012, February). *Preparing teachers to teach an integrated curriculum*. Association of Teacher Educators, San Antonio, TX.

McAlpine, G., Steffen, C., & Digiovanni, L. W. (2011, October). *Real schools in a world full of kryptonite*. Southern Regional Association of Teacher Educators, Savannah, GA.

McAlpine, G., Steffen, C., Kuhel, K., & Warner, M. (2012, May). *A new curriculum: 21st century technology within a year-long internship*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

McCoy, J. (2012, March). *Co-teaching in classroom management*. National Association of Professional Development Schools, Las Vegas, NV.

Mense, E., Lane, K. E., Richardson, M. D., & **Chan, T. C.** (2012, May). *The use of technology in higher education: The role of accountability*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

Mitchell, M. (2012, March). *Playing your way around the world: Education through cultural games*. One world: An evening of multi-cultural music, Kennesaw State University, Kennesaw, GA.

Mozer, L., & **Chan, T. C.** (2011, October). *A comparison of student achievement: Online and face-to-face*. Georgia Educational Research Association, Savannah, GA.

Munson, A., Vásquez, A., Evans, L. S., & Hoyt, K. (2012, May). *Shattering silos, creating connections: Redefining the inner and outer worlds of women in academia*. International Congress of Qualitative Inquiry, Champaign, IL.

Patterson, N., & Corey, D. (2011, October). *Promoting teachers' divergent thinking while problem solving in a hybrid geometry course*. North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.

Patterson, N., & Corey, D. (2012, March). *Divergent thinking in a hybrid geometry environment*. International Conference on Technology in Collegiate Mathematics (ICTCM), Orlando, FL.

Porter, K. J., Petrillo, J. A., & Johnson, P. H. (2011, October). *Developing assessments for the new Ga. PSC teacher education rules*. Georgia Association for Health, Physical Education, Recreation and Dance, Marietta, GA.

Porter, K. J., Petrillo, J. A., & Johnson, P. H. (2011, October). *Teaching and assessing health skills: More than content in the health classroom*. Georgia Association for Health, Physical Education, Recreation and Dance, Marietta, GA.

Redish, T. (2011, November). *Earn a certification in instructional technology*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Redish, T. (2011, November). *Newcomer's presentation*. Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Redish, T., & Williams, B. (2012, March). *Responding: Teaching gaps (university faculty/ students)*. Spring Georgia Educator Preparation Programs Conference, Young Harris, GA.

Richey, A. (2012, April). *Getting to know pictures: A methodological shift to critical visuality*. American Educational Research Association, Vancouver, BC, Canada.

Ritchie, S. (2011, July). *Critical literacies, critical inquiry and community: Three case studies*. Whole Language Umbrella Literacies for All Summer Institute, Las Vegas, NV.

Ritchie, S. (2011, November). *Digital storytelling for developing critical literacies and writing in 21st century primary classrooms*. National Council of Teachers of English, Chicago, IL.

Ritchie, S. (2012, February). *(Mis)representation and social action: Interrogating stereotypes with Latino students*. ESOL Conference, Kennesaw State University, Kennesaw, GA.

Ritchie, S. (2012, April). *Incubating and sustaining: How radicalizing networks support teacher education for social justice*. American Educational Research Association, Vancouver, BC, Canada.

Shaheen, M. D. (2011, October). *How to get trapped beneath the writing curriculum and survive: A tale of four first grade struggling writers (and their teachers)*. Curriculum and Pedagogy Conference, Akron, OH.

Shaheen, M. D. (2012, May). *How do first grade struggling writers negotiate the writing process? A case study of four first grade struggling writers.* International Reading Association, Chicago, IL.

Smith, S. Z., **Smith, M. E.**, Swars, S. L., Hart, L. C., & Carothers, J. (2012, April). *Studying mathematical preparation in an elementary teacher education program.* American Educational Research Association, Vancouver, BC, Canada.

St. Pierre, P. (2011, October). *I will survive: Learning through moving.* Georgia Association for Health, Physical Education, Recreation and Dance Conference, Atlanta, GA.

St. Pierre, P. (2011, October). *OMG I'm a teacher, now what?* Georgia Association for Health, Physical Education, Recreation and Dance Conference, Atlanta, GA.

St. Pierre, P., & Smith M. (2012, February). *One size doesn't fit all: Adapting space to meet objectives.* Central District American Alliance for Health, Physical Education, Recreation and Dance Conference, Colorado Springs, CO.

Steffen, C., & Peery, B. (2011, October). *Planning and implementing afterschool science clubs.* Georgia Association on Young Children, Duluth, GA.

Strieker, T., Wright, J. M., & Stockdale, S. (2011, October). *Collaborative practices in preparing pre-service content middle grades teachers to co-teach: Results of a two-year study.* The Renaissance Group Fall Conference, Arlington, VA.

Strieker, T., Zong, G., Gillis, B., Wright, J., & Stockdale, S. (2011, September). *Effects of a systematic approach to improving pre-service middle school teachers' knowledge and dispositions toward co-teaching.* Georgia Education Research Association, Savannah, GA.

Strieker, T., Zong, G., Gillis, B., Wright, J., & Stockdale, S. (2011, October). *Improving preservice middle school teachers' confidence, competence, and commitment to co-teaching.* Georgia Educational Research Association, Savannah, GA.

Strieker T., Sloan, J., Bizzel, K., & Hunnicut, C. (2011, December). *Chris and Kelsey go to college! Effective inclusive practices in higher education.* Association for People with Service Handicaps, Atlanta, GA.

Strieker, T., Stockdale, S., Gillis, B., Zong, G., & Wright, J. (2012, April). *Improving pre-service middle school teachers' confidence, competence and commitment to co-teaching.* American Educational Research Association, Vancouver, BC, Canada.

Terry, A.W. (2011, October). *Early results of a department of education teacher quality partnership (TQP) project in urban education.* Georgia Educational Research Association, Savannah, GA.

Terry, A.W. (2012, January). *Early results of a department of education teacher quality partnership (TQP) project in urban education.* Hawaii International Conference on Education, Honolulu, HI.

Vásquez, A. (2011, November). *Language learners in the English classroom: Accessing and engaging all aspects of the language arts.* National Council of Teachers of English, Chicago, IL.

Vásquez, A. (2012, February). *Using hip hop, magnetic poetry and the visual arts to engage English Learners in the language arts.* ESOL Conference, Kennesaw State University, Kennesaw, GA.

Vásquez, A. (2012, February). *Using nursery rhymes, poetry and art to engage English learners in the mainstream English class.* ESOL Conference, Kennesaw State University, Kennesaw, GA.

Vásquez, A. (2012, May). *The Academic Administrative Career: A Journey on the yellow brick road.* International Congress of Qualitative Inquiry, Champaign, IL.

Vásquez, A. (2012, May). *Another white woman at the blackboard.* International Congress of Qualitative Inquiry, Champaign, IL.

Vega, A. (2012, May). *The state of K-12 e-learning in the United States and its influence on the development of a KSU online teaching endorsement Program.* U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

Warner, M. (2011, October). *Using Technology to differentiate curriculum, instruction and assessment for diverse learners.* Southern Regional Association for Teacher Education, Savannah, GA.

Whitlock, R. U. (2011, November). *If you build it, they will come: Developing a gender and women's studies program at a state university.* National Women's Studies Association, Atlanta, GA.

Williams, D. (2011, October). *Culture integration = Motivated students.* Georgia Council of Teachers of Mathematics, Eatonton, GA.

Williams, D., Edwards, B., Kuhel, K., & Epps, A. (2011, October). *Culturally responsive dispositions in pre-service mathematics teachers.* Georgia Educational Research Association, Savannah, GA.

Williams, D., Edwards, B., Kuhel, K., & Epps, A. (2011, October). *Development of culturally responsive dispositions in pre-service mathematics teachers.* Southeastern Regional Association of Teacher Education, Savannah, GA.

Williams, D., Ligon, K., & Stockdale, S. (2011, October). *An internship approach to preparing middle grades teachers.* Georgia Educational Research Association, Savannah, GA.

Williams, D., McCoy, J., McRoberts, J., Jordan, C., Phillip-Taylor, T., & Bearden, R. (2012, March). *Crossing bands: Elementary, middle school, and high school partnering with higher education to prepare teachers for urban schools.* National Association of Professional Development Schools Conference, Las Vegas, NV.

Williams, J. (2011, October). *The inclusion of students with disabilities in the Syrian Arab Republic.* Southeastern Regional Association of Teacher Education, Savannah, GA.

Williams, J. (2011, October). *Special education workshop.* Educators' Tri-Association Annual Educator's Conference, Panama City, Panama.

Williams, J. (2011, November). *Inclusive education distance learning.* Arab Nations Conference,

Djerba, Tunisia.

Williams, J. (2012, January). *Best practices in education*. Al Nibras International School, Kuwait City, Kuwait.

Williams, J. (2012, May). *Creating classroom learning communities to meet the needs of diverse students*. International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.

Williams, J. (2012, June). *Curriculum and assessment of diverse learners*. Tri-Association Teacher Professional Development, Quito, Ecuador.

Wright, J. M. (2011, October). *Student engagement with Web 2.0 tools for instruction*. Student Professional Association of Georgia Educators (SPAGE), Kennesaw State University, Kennesaw, GA.

Wright, J. M. (2011, October). *Using TPACK to build technology competencies with pre-service teachers*. Southeastern Regional Association of Teacher Educators, Savannah, GA.

Wright, J. M. (2011, November). *Examining the Web 2.0 learner*. Georgia Educational Technology Conference, College Park, GA.

Zheng, B. (2012, May). *Achieving professional development: A study of best practices and teachers' desires for administrative support in U.S. public schools*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

Zheng, B. (2012, May). *Principles of classroom management and their impact on student motivation*. International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.

Zheng, B., & Xiong, H. (2012, May). *Research and its development in classroom management in China and the U.S.* International Symposium on Classroom Management and Motivation for Learning, Wuhan, China.

Zong, G. (2011, December). *Rethinking teaching about Asia in the era of globalization*. National Council for Social Studies (NCSS), Washington, D.C.

Zong, G. (2012, April). *Which half of the sky? A critical analysis of representation of women in new Chinese middle school history textbooks*. American Educational Research Association, Vancouver, BC, Canada.

Zong, G. (2012, May). *Engaging teacher leaders in understanding globalization*. U.S.-China Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

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Birth-through-Kindergarten

Montessori Concentration
Traditional Concentration

Early Childhood Education (P-5)

Middle Grades Education (4-8)

Concentration in Language Arts
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 (ESOL)
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

EDUCATION SPECIALIST (Ed.S.)

Early Childhood Education
Educational Leadership
Instructional Technology
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Secondary Education: English
Secondary Education: Mathematics
Special Education
Teacher Leadership

DOCTORATE (Ed.D.)

Early Childhood Education
Educational Leadership
Instructional Technology
Middle Grades Education: Language Arts
Middle Grades Education: Mathematics
Secondary Education: English
Secondary Education: Mathematics
Special Education
Teacher Leadership

NON-DEGREE PROGRAMS

Graduate

Assessment Certificate
Coaching Endorsement
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ESOL Endorsement
Leadership Preservice Endorsement
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