



Bagwell College of Education

IMPACTING LIVES

ANNUAL REPORT



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MESSAGE FROM THE DEAN

Having had the distinct honor and privilege of serving as the Dean of the Bagwell College of Education for a decade, it is time for me to write my final Dean's Message. Unequivocally, the transition to retirement will be a change unlike any I have ever experienced in my 46 years as an educator. My goal is to embrace this transition and become a successful retiree.

This tenth Annual Report is filled with stories that I hope will inspire you as much as they do me. They embody the efforts being made in the college to challenge in productive ways current practices and to rethink how we engage and support all student populations to realize their full potential through enriched learning experiences. I am confident you will be fascinated by the endless possibilities that await us through the Innovation Lab, the MakerBus, the Foresight Practitioner Training, and our several diversity initiatives.

With guidance from Bagwell faculty, recipients of the first two Outstanding Dissertation Awards to ever be given at KSU have significantly influenced policies and practices in P-12 education and at the state level. Similarly, a white paper authored by Bagwell faculty and staff has been recognized by the Georgia Department of Education, and a Personalized Learning Endorsement program is currently under development at the Georgia Professional Standards Commission as a result of their contributions.

You will read about the P-12 principals and aspiring principals representing six school districts who are now members of the inaugural cadre of Bagwell's Principal Academy. Our faculty, alongside our colleagues at the Marietta High School College and Career Academy, will co-develop and support the Teaching as a Profession pathway. On the international front, a partnership was formed to provide Bagwell students the opportunity to study at KSU's Montepulciano site for the first time, while an exchange program with the University of Haifa is being explored.



Bagwell's reputation for excellence will continue to grow as more alumni making stellar contributions to the field of education are inducted into the Hall of Fame. Also, with more endowed scholarships established by philanthropic individuals who recognize the importance of enabling aspiring educators to focus on their studies rather than financial burdens, Bagwell's student-centered reputation will endure.

On page 25 of this publication, you will read about an impressive exhibition that was recently installed on the second floor of the Chantal and Tommy Bagwell Education Building. It illustrates the 40-year history of the college – its incredible growth, numerous transformational programs, innovative initiatives that keep the college at the forefront of educator preparation, and commitment to serving our students and our community. As I reflect on the 10 years of the college's distinguished history that I personally experienced, one of Nelson Mandela's many quotes seems poignant: "After climbing a great hill, one only finds that there are many more hills to climb." No matter how far we have come, there remains so much more to do. With the talented and dedicated faculty and staff in the college, Bagwell is well poised to look to the future with optimism and momentum as it continues to elevate education – impacting lives.

With tremendous pride,

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

Arlinda J. Eaton, Dean



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PROMOTING A NEW PARADIGM FOR 21ST-CENTURY CLASSROOMS

Allison Townsend, Georgia's 2019 Teacher of the Year, greets her third-grade students at Fulton County's Barnwell Elementary School by name each morning at the door. She integrates technology effectively, and her bright, open classroom encourages discovery and peer collaboration. Another aspect of Townsend's exceptional teaching is that she instills in her students an ownership of the learning process.

Focusing on content related to Georgia Standards of Excellence, Townsend's students apply a Question Formulation Technique, developed by their teacher, that guides them in identifying what they already know about a subject, generating questions based on what they don't know, and then pursuing answers to those questions using a variety of sources—from books to websites to real-time conversations with experts on the subject. With this method, students are not just learning content and mastering state standards; they are also becoming self-directed learners who will put that vital skill to use well beyond third grade.

What's taking place in Townsend's classroom is personalized learning, an educational model poised to transform K-12 education and better prepare students to think critically, solve problems and collaborate in dynamic 21st-century environments. At the core of this pedagogical approach is the belief that each learner is unique, with differences recognized as assets upon which to build rather than deficits to correct.

Personalized learning gives responsibility for learning to the student, who co-plans with teachers a path and pace toward acquiring competencies based on individual needs, abilities and interests. Technology is just one of many educational tools in a personalized learning classroom, albeit a powerful one that can provide customized lessons via digital platforms that match content with needs and provide data to help teachers track the progress of each student.

Three educators from the Bagwell College of Education—Stephane Stephens (Director of iTeach), Anissa Lokey-Vega (Associate Professor, Department of Instructional Technology) and Traci Redish (Chair, Department of Instructional Technology)—are at the forefront of an endeavor to bring this kind of learning into more classrooms across Georgia. In fact, all three serve on the Georgia Professional Standards Commission task force that is developing a graduate-level personalized learning endorsement to be offered by the state's universities, including Kennesaw State University, in the near future.

Penney McRoy, director of the Georgia Professional Standards Commission's Educator Preparation Division, is grateful for their efforts. "These KSU representatives brought to our attention the need for this new endorsement, and they are engaging with other education stakeholders from across the state to develop the rule, which will guide endorsement program development and implementation," she said.

A white paper entitled *A Vision for Personalized Learning in Georgia K-12 Schools*,* co-authored by Lokey-Vega and Stephens, prompted the creation of the task force. The document outlines a common vision of personalized learning for stakeholders in Georgia, including students, educators and legislators. This vision was crystallized by a delegation of representatives from Kennesaw State University, Marietta City Schools and the Georgia Department of Education. The group spent months visiting classrooms in Fulton and Henry counties where personalized learning is being implemented, identifying essential conditions for successful personalized learning outcomes, and noting barriers to the full-scale implementation of personalized learning in Georgia.

A Vision for Personalized Learning in Georgia K-12 Schools underscores that personalized learning is not a passing fad or a mere buzzword in education. It is a paradigm shift—a

fundamental change in how education is viewed and delivered—that will enable all students to reach their individual potentials. It also emphasizes that a traditional one-size-fits-all way of teaching does not meet the needs of learners in the Information Age, who must embrace the art of pursuing knowledge to be successful both personally and professionally throughout their lives.

As Stephens explains, a number of factors have converged to fuel an interest in personalized learning, including discontent with the status quo. “As more students and employers question the relevance of the current educational paradigm, there’s an appetite for change like this that we haven’t seen before,” she said.

Stephens has championed personalized learning throughout her career in education. A middle school teacher in Fulton County for eight years, she was then hired as an instructional technology specialist to support a district-wide push for personalized learning in more classrooms. Since becoming director of Bagwell’s iTeach unit in 2016, her growing team of coaches has taken personalized learning to learners throughout Georgia and several other states.

The success of iTeach and the beliefs inherent in personalized learning piqued Lokey-Vega’s interest in the paradigm. “Valuing differences instead of perceiving them as deficits is the foundation of my own teaching,” she said. Lokey-Vega and Stephens designed Bagwell’s first graduate-level personalized learning course, ITEC 7600 (Personalized Learning and Tech-Rich Environments), which the two co-taught to 80 students in four full sections during summer 2018.

Stephens, Lokey-Vega and Redish look forward to expanding this foundational course with the Personalized Learning Endorsement, making personalized learning a reality for engaged, self-directed learners in many more Georgia classrooms—like Allison Townsend’s.

*A Vision for Personalized Learning in Georgia K-12 Schools can be retrieved from <http://bagwell.kennesaw.edu/personalizedlearning/>.



PREPARING FOR THE FUTURE WITH FORESIGHT PRACTITIONER TRAINING

The future of education is anything but predictable for P-20 educators and administrators. Public funding constraints, demographic shifts, technology and competing delivery models are among many disruptors reshaping the educational landscape at all levels.

“The Bagwell College of Education must do more than react to change. We must proactively plan for it in order to prepare future educators for the challenges ahead while remaining competitive ourselves,” Dean Arlinda Eaton said.

In line with this sentiment, Eaton selected four Bagwell educators to attend the Institute for the Future’s (IFF) Foresight Practitioner Training three-day workshop in Palo Alto, California in March 2018. Representing the college were Pam Cole (Associate Dean for Undergraduate Studies), Arvin Johnson (Assistant Professor, Department of Educational Leadership), Anissa Lokey-Vega (Associate Professor, Department of Instructional Technology) and Traci Redish (Chair and Professor, Department of Instructional Technology).

Lokey-Vega requested the training after engaging in futuring activities as a commission member of the College 2025 Initiative, a University System of Georgia project aimed at yielding a five- to 10-year roadmap for higher education in the state. Her request was granted when Stephanie Stephens, Director of iTeach, wrote a proposal for funding that was granted by the provost’s office.

Lokey-Vega described the foresight

methodology taught at the workshop as a three-part practice that involves observing cutting-edge trends and signals in the environment, which are drivers of change; developing insight into potential desirable and undesirable outcomes based on these observations; and taking action to design a future focused on the desirable possibilities.

“We’re hoping this training will enable us to facilitate innovative planning within the Bagwell College of Education and the university as a whole,” Lokey-Vega said. “We might also serve K-12 schools by being a resource for their own strategic foresight activities.”

Redish, whose department is known for its ground-breaking initiatives, sees great potential in what she refers to as Bagwell’s Strategic Foresight Team. “The four of us have acquired tools and methodologies for foresight, insight and action, and this will help us create the best possible future for our programs and departments in Bagwell and beyond,” she said.

Cole added, “I left the experience convinced that a foresight practitioner’s mindset is our best chance to disrupt negative trends in our profession. We have a unique opportunity to position our college to be a national leader in innovation.” Johnson, who said this was among the most beneficial workshops he has ever attended, noted the value of the foresight training: “The skill set obtained through this training is extremely important for organizational sustainability, competitiveness and longevity.”

INAUGURAL OUTSTANDING DISSERTATION AWARDS CONFERRED

The inaugural Clarice C. and Leland H. Bagwell College of Education Outstanding Dissertation Awards were conferred at the college's honors celebration in May 2018. This annual award recognizes a dissertation exemplifying significant and exceptional research undertaken to inform educational policy and/or practice. Winners receive a plaque and a \$500 prize.

"This year's recipients are superlative representatives of the Bagwell College of Education's doctoral degree programs, which were the first to be offered at Kennesaw State University," said Dean Arlinda Eaton. "It is fitting that we recognize such high-caliber scholarship with the university's first outstanding dissertation awards."



Ingle Larkin (Ed.D. in Instructional Technology, Department of Instructional Technology) received the archive award—a one-time, retroactive accolade for an outstanding dissertation completed prior to 2016—for Job Satisfaction, Organizational Commitment, and Turnover Intention of Online Teachers in the K-12 Setting. Larkin, a science teacher at Mabry Middle School in Cobb County and

a part-time assistant professor in Bagwell's Department of Instructional Technology, investigated this topic to help leaders in education successfully hire and retain qualified online teachers to meet the needs of K-12 online students, a rapidly expanding segment of learners.

"Employee turnover is a concern for all organizations, but one that historically plagues the field of education. The purpose of this study was to measure and explore factors influencing K-12 online teacher job satisfaction, organizational commitment and turnover intentions of K-12 online education," explained Larkin, whose research identified statistically significant variables that influence teacher retention.

The most surprising find to Larkin is the effect of mentorship on online teacher retention. "Those participants who were assigned a mentor at onboarding were 274% more likely to remain in the field of online teaching," she said. "This is incredibly exciting and useful information for school leaders who seek to retain the teachers in whom they invest."

Since its December 2015 publication, Larkin's dissertation has been downloaded almost 4,000 times by educators in more than 100 countries around the world, highlighting the relevance and demand for further research in her field of expertise. She presented her findings at an international conference, where her research was designated "best in track" through a blind peer review process, and her research has been published in two peer-reviewed academic journals. Larkin plans to continue engaging in scholarly research that will inform policy and practice for K-12 online schools, and she hopes to eventually work full-time in higher education.

Regarding the journey to her doctoral degree, Larkin said, "My experience at KSU has been nothing short of phenomenal, which I attribute directly to the mentorship of Bagwell's faculty. Dr. Laurie Brantley-Dias (Professor, Department of Instructional Technology), my dissertation chair, carried me through my doctorate and beyond. Also central to the dissertation's success were committee members Dr. Anissa Lokey-Vega (Associate Professor, Department of Instructional Technology) and Dr. Julia Fuller (Assistant Professor, Department of Instructional Technology)."



Leslie Pourreau (Ed.D. in Teacher Leadership for Learning with a concentration in Instructional Technology, Department of Instructional Technology) received the 2016-2017 award for Perceptions of Online Teaching Endorsement Effectiveness in Georgia: A Case Study. Pourreau, a French teacher for the Cherokee County School District and a part-time

assistant professor in Bagwell's Department of Instructional Technology, conducted qualitative research that examined the beliefs and perceptions of professional educators about online learning endorsement practices in the state of Georgia.

"The amount of readily available literature related to online and blended learning in higher education settings far surpasses the amount of corresponding literature that can be applied in K-12 environments," noted Pourreau, who has witnessed the ongoing progression toward blended models of content delivery as a K-12 educator for more than two decades. "Today's educators at all levels need technology-based and instructional-based skill sets, and they need to know how to marry those to deliver instruction across different educational settings and contexts."

This recent graduate has presented research findings at national and international conferences and published a number of works, including collaborative book chapters co-authored with Anissa Lokey-Vega and Iván M. Jorrín Abellán (Professor, Department of Secondary and Middle Grades Education). Pourreau credits the guidance and support of her dissertation committee with her research accomplishments. "Dr. Lokey-Vega, who chaired my dissertation committee, along with Dr. Jorrín Abellán and Dr. Corrie Davis (Chair, Department of Inclusive Education) were among the many Kennesaw State University faculty who helped me grow as an academic scholar and an education professional," she said.

With her Ed.D., Pourreau plans to help others attain skills in the growing field of instructional technology. "I enjoy assisting teachers with ideas and strategies, and I am actively seeking professional positions in K-12 and higher education that will allow me to work in that capacity while continuing to conduct research, present at conferences and publish works related to K-12 blended and online learning," she said.



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PARTNERSHIPS



THE KSU PRINCIPAL ACADEMY PREPARES EDUCATIONAL LEADERS



In June 2018, the KSU Principal Academy welcomed its first cohort of participants, which included 36 educational leaders from six Atlanta-area school districts.

This four-day, 20-hour professional learning event was spearheaded by Arvin Johnson, assistant professor in the Department of Educational Leadership, who planned the program in conjunction with Bagwell colleagues and three partner school districts in Bartow, Cherokee and Paulding counties.



Johnson initiated the program based on his own experience as a former school principal as well as his research on principal leadership that indicates a need for networking opportunities among school leaders, a premise affirmed by Principal Academy attendees. "By far, participants stated that among the most beneficial aspects of the academy was having a structured platform to reflect and think through leadership practices with their peers," he said.

The Principal Academy curriculum addressed topics related to best practices in leadership; time management; and cultivating professional

learning opportunities, leadership development and effective communication skills among faculty and staff within schools. Todd Whitaker, professor of educational leadership at the University of Missouri and well-known author and presenter, gave a riveting keynote address focused on how principals can create a positive school culture and motivate faculty, staff, students and parents. Additional guest speakers at the Principal Academy included Karen Bryan, clinical assistant professor in the Educational Administration and Policy Program at the University of Georgia, and Richard Woods, Georgia's superintendent of schools and CEO of the Georgia Department of Education.

On the final day of the Principal Academy, attendees commended the program for its relevance to their professional pursuits. For D'Jon McNair, assistant principal at Woodland High School in Cartersville, the networking opportunities

and collaborative spirit of the experience helped prepare him for the role of principal to which he aspires. "My career goal or next step is to become an effective principal who transforms the culture and student achievement in my school," he said. "The Principal Academy provided me with the practical tools and knowledge that will serve as the foundation for my future principalship."

Throughout the 2018-2019 academic year, academy participants will have access to continuing professional learning activities through quarterly virtual follow-up sessions and the Principal Academy website. Johnson, pleased with the program's success, is in the planning stages for a second academy in summer 2019. "Participants, partner school districts and I are equally excited about this continued collaboration," he said.





PATHWAY TO TEACHING AT MARIETTA HIGH SCHOOL

BCOE partners with local college and career academy to develop educators

The Bagwell College of Education is supporting a local school district's initiative to help meet the need for certified classroom teachers in Georgia.

Bagwell College is one of the community partners in a college and career academy being built on the campus of Marietta High School. Construction began in July on the Marietta High School College and Career Academy, which is expected to open for the 2020-21 school year.

"We know that this academy will expand upon already successful efforts in our area and continue the transformative work of linking high school, post-secondary education and career opportunities," BCOE Dean Arlinda Eaton said.

The MHS College and Career Academy will offer challenging, hands-on programs providing specific training and developing specialized skills for students to pursue a career path catered to their individual skill set. Among those will be a career pathway to develop future teachers, in which the Bagwell College will be actively involved.

"A Teaching as a Profession pathway in the college and career academy will give visibility to the most noble profession – teaching – and provide high school students the opportunity to engage in teacher preparation activities that directly link to the teacher education programs at Kennesaw State University," Eaton said. "We see pathway students as Bagwell's future students."

The Bagwell College of Education will collaborate with Marietta City Schools and other community partners to prepare students for careers in the modern workforce. The BCOE's role with the academy could

include serving on curriculum development committees, providing curriculum feedback, hosting campus tours for students, offering soft skills workshops, supporting student organizations, and serving as a site for job shadowing and work-based learning/internships.

"We have been very pleased with the relationship developed with the Bagwell College of Education," said Tim Brown, the career, technical and agricultural education (CTAE) director for Marietta City Schools. "Plans are underway to deepen the relationship and help our students and community even more as we strive to match our students' aptitudes and passion with opportunities in our community's workforce."

Kennesaw State is one of four post-secondary institutions supporting the Marietta High School College and Career Academy, along with Chattahoochee Technical College, Georgia Highlands College and Life University. Industry partners in the initiative represent a cross-section of professions, including health care, public safety, information technology, engineering, construction and hospitality.

"A college and career academy for Marietta City Schools will meet area workforce needs through innovative instruction to ensure that students have the skills, training and experience needed to prosper in Georgia's economy and provide Georgia businesses with the skilled workforce needed to be successful," Eaton said.

Marietta City Schools received a \$3.1 million grant from the Technical College System of Georgia for the MHS College and Career Academy. That funding was added to the \$9 million investment by the community through E-SPLOST funds.



EDUCATION EXCHANGE: BCOE PARTNERS WITH UNIVERSITY IN ISRAEL

While attending school in the Middle East, Shir Shabtay aspired to study abroad in the United States someday. The Bagwell College of Education made that a reality for her, through its new exchange program with the University of Haifa in Israel.

Shabtay and fellow University of Haifa students Ziv Avraham and Gaia Brot spent the fall 2017 semester taking classes at Kennesaw State University and having a teaching practicum at The Epstein School, a private Jewish school in nearby Sandy Springs. They were the first students to participate in the exchange, which will include Bagwell College students studying at the University of Haifa starting next year.

“This experience was a dream come true,” Shabtay said. “I always wanted to study in the States, and I was very excited about experiencing the culture from inside rather than as an outsider. It was very awakening to see how Jewish people live outside of Israel and how they relate to things that happen in Israel, and just to see what’s going on outside of our bubble.”

The three students are in the 6 - 12 education program at the University of Haifa, each pursuing a different discipline – English literature for Shabtay, art history

for Brot and Judaics for Avraham. They agreed that the knowledge and experience they gained during their time at Kennesaw State will make them better teachers.

“This program contributed so much to me to bring to the students in Israel that I will teach, in terms of pluralism and openness to other cultures and other people,” Avraham said.

“It was really fascinating,” Brot said. “As teachers coming from different parts of the world, we can think about issues that we are all facing together.”

Beth Marks, senior lecturer in the Bagwell College’s Secondary and Middle Grades Department, taught the visiting students in two classes. Marks then visited the University of Haifa this past spring to explore the opportunities that Kennesaw State students will have there.

“We want reciprocity in this exchange,” Marks said. “I think it’s important that we hear different perspectives and we also know that what we see in the media about another country or culture is not always accurate. We need to look deeper into that and have our own personal experiences with people from abroad.”

PROJECTS WITH A PURPOSE

Along with their coursework, the exchange students gained valuable experiences in middle school and high school classrooms. As part of their student teaching, they each conducted a project for students at The Epstein School.

Inspired by an Anne Frank exhibit on display in Sandy Springs, Shabtay taught her class about one of the most discussed Jewish victims of the Holocaust. Shabtay's students were assigned to write diaries, as Frank famously had done while hiding with her family from the Nazis in Amsterdam.

"The students were seventh-graders and Anne Frank started her diary when she was 13, so I thought it was a great way for them to relate to the Holocaust," Shabtay said. "We talked about the fact that the Jewish people didn't have a country of their own and they didn't have anyone to stand up for them. I saw what they were writing about in their diaries, and I could see that things were starting to sink in."

Brot focused her project on Ilan Ramon, Israel's first astronaut and a national hero. Her students' assignments included making a spaceship – a student created one on a 3D printer, for example – and bringing five items to class that they would take to space with them.

Brot's seventh-graders learned about Ramon's career as a fighter pilot in the Israel Air Force, his training to become an astronaut and his tragic death when the space shuttle Columbia disintegrated on re-entry in 2003. Ramon's role with NASA "made the kids think about the collaboration between the United States and Israel," Brot said.

Meanwhile, Avraham gleaned from his own experience to teach the students about military service in Israel, which is required for all men and women after they turn 18. Avraham served in military intelligence as an interpreter, translating from Arabic to Hebrew.

"The most fun parts with the students were when they asked me a question and I responded, 'That I cannot answer. It's classified,'" he said with a laugh. "Everything is so mysterious. But they were very engaged and very interested, so it was successful."

ONLY THE BEGINNING

While Avraham, Brot and Shabtay passed along a great deal of knowledge to middle-schoolers at The Epstein School, the Haifa exchange students feel they received more from it than they gave. They also credit the Bagwell College faculty, staff and students for making their four months here a once-in-a-lifetime experience.



"I found Kennesaw State amazing," Brot said. "The students were really welcoming and helpful, and the professors took a lot of their time to help me and were even more than I expected them to be. It was really sad for me to say good-bye."

The exchange program between the two universities will grow, as more students visit from Israel and the Bagwell College sends its initial students to Haifa. After being one of the first three participants, Avraham looks forward to other students enjoying the same opportunity he had.

"One of my goals was to leave a good impression about who and what Israelis are, and I feel that I managed to do that," Avraham said. "I can't emphasize how important this experience is to every student – not only Israelis to come to the United States, but also to American students to go all over the world. This program made it possible, so I'm thankful for the opportunity."





OWLS ABROAD: PRESERVICE TEACHERS STUDY IN MONTEPULCIANO, ITALY

“Best decision ever,” “life changing” and “amazing.” That’s what Bagwell College of Education students had to say about studying abroad at Kennesaw State University’s Montepulciano, Italy campus in May 2018. Thirteen undergraduates completed two required educational foundation courses—EDUC 2120 (Sociocultural Influences on Teaching and Learning) and EDUC 2130 (Exploring Teaching and Learning) that include a 25 hour field experience.

Beth Marks (Senior Lecturer, Secondary and Middle Grades Education Department) and Amanda Richey (Assistant Professor, Department of Inclusive Education) led the four-week “Education and Children in Italy” program, a first for the Bagwell College of Education. Of the elementary and high school principals in Montepulciano, both faculty said, “They were welcoming and really wanted our students to be involved in their schools.”

According to Marks, the benefits of studying abroad for preservice teachers are extensive. “There is a need for teachers to be prepared for a diverse, multicultural student population,” she said. “An immersion experience increases cross-cultural learning from the school and community and broadens global perspectives.” Richey added, “As language learners in Italian public schools, the Montepulciano cohort of students will better understand the challenges of English language learners in their own classrooms.”

The students who participated wholeheartedly agree. “No matter the language, race, age or other differences, there is always a way to make someone feel welcomed, appreciated and loved,” said Katherine Dellemonache, an early childhood education major who worked with first-grade students throughout her time in Italy.

Karina Gonzalez, also an early childhood education major, certainly felt welcomed, appreciated and loved by the third-grade students who shared snacks with their student teacher on her first day of school. “A little girl noticed I did not have a snack and gave me a small packet of honey,” she recalled. “Others started to divide up their snacks to give

to me as well—fresh bread, donuts, pieces of sandwiches, brownies, pizza, and more.”

Heartwarming exchanges like this one reinforced Gonzalez’s views on the value of education in international settings. “Studying abroad showed me that I am not bound to a textbook. Going abroad not only shows you the world and what it has to offer but also how your field of work is different in another country, as well as how to bring that into your future job,” she said.

Putting theory into practice was also illuminating for English education major Joely Fortin, who worked with high school students in Montepulciano. “On this trip, we discussed the need to see different stories from around the world—how education varies from place to place,” she said. “I now want to see more, to experience how education differs around the world. After college, I plan on branching out to teach abroad.”

During the program, students completed 25 hours of coursework in Italian, which made their interactions with students and teachers in Montepulciano more fruitful. They also put their burgeoning language skills to use while sampling local cuisine, works of art and other cultural offerings.

While living in Italy, students had time to visit other European locales. Fortin “absolutely fell in love” with the unique architecture and flavor of the Latin Quarter in Paris. Dellemonache, who particularly enjoyed a visit to England, is now ready for a lifetime of traveling. “The best way to learn is to actually be there—to see, hear, smell and taste the culture.”

Following this successful debut, Marks foresees a continuation of meaningful international partnerships. “We had an amazing time in Italy, and being in the public schools in Montepulciano was so rewarding,” she said. “The plan is for this study abroad program to be sustainable for future education majors.”



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DRIVING STUDENT SUCCESS WITH THE MAKERBUS

Bagwell College rolls out mobile classroom

It's hard to miss the newest addition to Kennesaw State's Bagwell College of Education. The colorful 30-foot bus is a mobile classroom and laboratory that provides access to technology and other educational activities directly to K-12 students.

The bus is set to travel to local schools, offering students a wide range of learning opportunities in science, technology and other disciplines. The Bagwell College unveiled its iTeach MakerBus in April 2018 to the campus community and representatives from several school districts.

"This is one of the most exciting days we have had here in a long, long time," Bagwell College of Education Dean Arlinda Eaton said. "When we thought about the impact the iTeach MakerBus could have on the larger community, we were sold on the idea. We saw that it would be a wise investment."

The MakerBus is an initiative of the Bagwell College's iTeach unit, which provides consulting services and professional development training to classroom teachers. The 62-person iTeach team works with local school districts including Cobb, Fulton and Henry counties, as well





as schools in Alabama, South Carolina and Maryland.

The bus includes a laser cutter, 3D printer, a drone, circuit kits and Wi-Fi, and its contents can be changed to accommodate different grade levels. Students are able to engage in hands-on activities such as building a robot from a kit or using modeling clay to create a stop-motion movie. Along with a commitment to the STEM (science, technology, engineering and math) subjects, the MakerBus is utilized to teach reading, writing and history lessons.

"In the new teaching and learning reality, we expect to create as much as we consume – to make our own path and contribute to our world in a positive way," said iTeach Director Stephanie Stephens (pictured left). "To be able to take our engaging, interactive MakerBus to learners is just the next step in our collective efforts to make 'best in class' learning opportunities available to every student."

The mobile classroom and lab is part of the Bagwell College's commitment to the Maker Movement, an approach to education that emphasizes hands-on, often collaborative, learning experiences to solve problems. In 2016, the iTeach unit began hosting a week-long MakerCamp on the Kennesaw Campus for K-8 students. Stephens then proposed the MakerBus, which was purchased with funding from the Bagwell College of Education.

"It's very exciting that we're ready to serve children with the bus," said Leigh Martin, an education technology

specialist in the Bagwell College and the project lead for the iTeach MakerBus. "This initiative is an inspiration to me. When you provide children with the things they need, the space to use them and the inspiration to get started, they see that they can learn anywhere."

The bus made its first three school trips in May, and several schools already are booked for this fall, Martin said. A \$6,000 contribution from the Cobb EMC Community Foundation is supporting the initial campus visits, and iTeach is pursuing additional sponsors to help fund bus trips and add new technology to the mobile classroom.

"This isn't a technology initiative. It's a learning revolution," Stephens said. "The world is ready for a new type of learner and leader; and iTeach is ready to help make the future a reality."

For schools interested in a visit from the iTeach MakerBus, email MakerBus@KSUiTeach.org.





NEW DIVERSITY INITIATIVES ADVANCE EQUITY AND ENSURE SUCCESS

Three new diversity initiatives in the Bagwell College of Education are providing opportunities and resources to help all of the college's students, staff and faculty reach their full potential. "We are committed to fostering a diverse and inclusive environment that advances equity and ensures success for everyone within our academic community," said Dean Arlinda Eaton.

Jillian Ford (Special Assistant to the Dean for Diversity and Associate Professor, Department of Secondary and Middle Grades Education) has worked in collaboration with Bagwell students and colleagues to implement these undertakings, with unequivocal support from the dean.

BOOKS FOR BUILDING

This common reading initiative was launched to stimulate critical dialogue about social inequities and cultural differences, using literature as a starting point. In spring 2018, 30 Bagwell faculty and staff members read one of three young adult fiction selections: *Something in Between*, by Melissa de la Cruz; *American Street*, by Ibi Zoboi; and *The Hate U Give*, by Angie Thomas. The Diversity Committee intentionally chose novels written by women of color; in which the protagonists are adolescent girls of color.

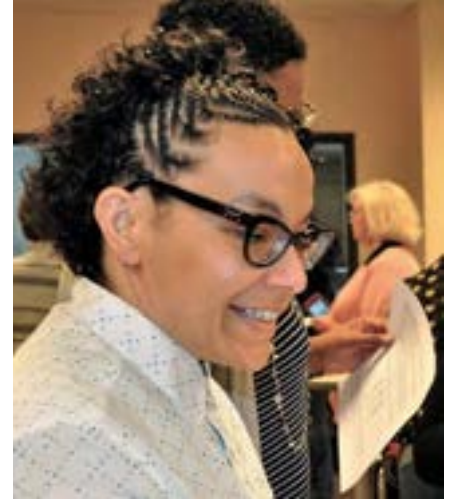
"The power of using literature to engage in these conversations is that we



are all referring to a common text, instead of speaking solely from our own experiences—which only we know, and which are attached to people we love and our sense of self,” said Ford.

A two-day Books for Building workshop in May included small-group book discussions focused on themes of import, insights gained and questions left unanswered. Participants discussed symptoms of oppression, along with institutions and ideologies that perpetuate inequities. Inspired by the novels, readers created relevant artifacts in the ITEC Innovation Lab and brainstormed possibilities for future diversity-based events and initiatives in the college.

During its 2018-2019 academic year pilot phase, Books for Building will invite Bagwell students to participate in similar activities based on a common reading of *The Hate U Give*, scheduled to be released as a film adaptation in fall 2018.



HOLMES CADETS PROGRAM



In partnership with Marietta High School and the American Association of Colleges for Teacher Education's (AACTE) Holmes Cadets Program, the Bagwell College of Education will intensify efforts to strengthen career paths to education for high school students from historically marginalized populations beginning in the 2018-2019 academic year. The program provides opportunities for potential teachers to explore the field of education, arranges mentoring relationships for participants and deepens connections between K-12 and higher education institutions.

The Holmes Cadets Program not only benefits participating high schools but also the P-12 students these future educators will eventually teach. “Based on the well-established research that students of color perform better academically when they have even one teacher of color, it is crucial that we are preparing teachers of color and those from other underrepresented groups,” said Ford, who is working with Maurice Wilson (BCOE Director of Education Student Services) and the Marietta High School Career Pathways program leaders to identify eligible participants.

#BLACKTEACHERSMATTER



Under the guidance of Ford and Natasha Thornton (Professional Liaison for Diversity and Assistant Professor, Elementary and Early Childhood Education), several students in the Bagwell College of Education are in the process of forming #BlackTeachersMatter. The purpose of this forthcoming student organization is to help support and enrich the experiences of undergraduate Black students in the college from matriculation all the way through graduation. Learning about and engaging in research is one primary avenue for student enrichment. After studying critical theory and research methods in summer 2018, the undergraduates plan to submit proposals to one local and two national conferences during the 2018-2019 academic year.

“A number of students have come to me over the past few years to share nearly identical difficulties in the teacher preparation program. An enthusiastic core group is drafting bylaws to become eligible to apply for official student organization status during the fall 2018 semester,” Ford said. She and Thornton look forward to serving as advisors and mentors to members of #BlackTeachersMatter.

“Eventually, we plan to expand #BlackTeachersMatter to all levels within the Bagwell College of Education. We also envision this group as potentially being a nucleus for a wider Black teacher network beyond Kennesaw State University.”



THE ITEC INNOVATION LAB: WHERE IMAGINATIONS THRIVE

When Dr. Traci Redish, Department of Instructional Technology Chair, has a problem to solve, she gravitates toward her newest resource: the ITEC Innovation Lab, which opened in spring 2018 as the Bagwell College of Education's incubator for educational innovation. "It's an inviting space that allows your creativity to run wild, unleashing the potential in people and practices," Redish said.

The ITEC Innovation Lab hosts hands-on workshops and conversations that will drive change in education by fostering innovative cultures and mindsets—ways of thinking about how to create and do things better. Faculty, staff and students at KSU, their counterparts in K-12 settings, school district leaders, and a broad range of strategic partners in education will benefit from this hub of innovation.

First and foremost, the ITEC Innovation Lab is a place where KSU faculty and teacher candidates across disciplines can experiment with and nurture high-impact, relevant pedagogies for a changing world and workforce. A key component of faculty workshops is demonstrating how innovative activities, which some call "playing with a purpose," can directly align with curricula and standards. Redish is also confident in the lab's capacity to inspire new academic degree programs, spur the design of alternative credentials and improve educational processes: "It's about being innovative and finding new and better ways to teach, learn and improve education for all students," she said.

"Innovation" is a term often associated with technology, and technology is certainly available in the ITEC Innovation Lab. State-of-the-art equipment includes a 3D printer; a green screen wall; augmented and virtual reality capabilities; and Recordex interactive touch panels. The Innovation Lab will utilize an array of educational tools—of the no-tech to low-tech to high-tech variety. A menu of workshop topics and activities includes maker activities, design thinking, blended and online learning, personalized learning, video production, robotics, coding, social networking, strategic planning, and foresight training, to name just a few. The room's furnishings, manufactured and donated by Virco, include comfortable chairs and whimsically shaped activity

tables. Adorning the walls are words that represent concepts fundamental to an innovator's mindset, such as tinker, discover, research, and experiment.

Helen Maddox, an Instructional Technology coach who manages the lab's operations, is in her element as primary workshop facilitator. With the belief that everyone is at heart a creator, this energetic, approachable educator delights in coaxing innovative mindsets from learners of all ages, whether they are middle school students struggling with multiplication or faculty who want to more effectively utilize technology in the classroom. As part of the learning process, she encourages all to embrace setbacks, and even failure, as experiences that help build resilience.

Despite her penchant for technology, Maddox readily acknowledges that innovation does not always require high-tech gadgetry. It does, however, necessitate empathy for others, a crucial first step in identifying and solving problems. To advance this notion, she shares stories about innovations that solve real-world problems and prompts participants to create artifacts that promote respect and kindness.

Maddox also understands the importance of modeling effective methods and pedagogies. At a workshop for KSU faculty, she presented a sample K-2 read-aloud lesson, based on the book *There Was a Cold Lady Who Swallowed Some Snow*, incorporating resources throughout the lab: music, intricate "snowflakes" generated by a 3-D printer; snowfall projected onto the wall, objects made by participants using 3D pens, and story sequencing practice with coding robots. Faculty also had ample time to explore the lab's maker activities at their own pace and learn how these tools can be adapted for a variety of grade levels and content areas.

Within two months of opening, the lab had already hosted more than 300 visitors, including 150 K-12 students. If such overwhelmingly positive response is any indication, the innovative mindsets of untold numbers of students and other stakeholders across the educational spectrum will be galvanized in this zone of possibilities.

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THROUGH
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BAGWELL COLLEGE OF EDUCATION HONORS INAUGURAL HALL OF FAME INDUCTEES

Seven education leaders were honored at a ceremony in March of 2018 establishing the Bagwell College of Education Hall of Fame, recognizing KSU alumni who have made significant contributions in the education field. The first Hall of Fame cohort includes Tanya Curren, Christopher Ragsdale, Susan Padgett-Harrison, Raquel Rimpola, Shea Thomas, Richard Woods and Dean Yoder.

"You are the best of the best, and we want you to know how very proud we are of you," BCOE Dean Arlinda Eaton said to the honorees. "Our reputation has been enhanced many, many times over by your remarkable achievements – and, for that, we are most grateful."

The distinguished educators are recognized with their names listed on the Hall of Fame wall in the foyer of the Chantal and Tommy Bagwell Education Building. The names of subsequent inductees will be added to the permanent display.

While home schooling her son, Curren began to notice a deficit in quality environmental education for children. She and her husband Richard founded Boundless Limits International, an organization dedicated to creating positive, inspirational media for children and families. Their reality television series "Scaly Adventures" airs weekly on six continents, delivering environmental science lessons that include anti-bullying, anti-drug use and stay-in-school messages.

As on camera talent, along with her son Pierce, and her husband, Tanya is inspiring millions of children to live a life of passion and purpose, while she promotes conservation and respect for the incredible exotic animals that inhabit our world. Season five of "Scaly Adventures" can be viewed locally on Atlanta's WATC Television, where Tanya co-hosted the program Atlanta Live from 2012 to 2016. Currently, she is the national brand ambassador for two tactical gear companies.



Tanya Curren, B.S., Early Childhood Education, 1995

Ms. Tanya Curren began her career as a kindergarten teacher and quickly developed a reputation as an innovator in the classroom, but now she makes a difference outside of the classroom as a media entrepreneur and motivational speaker.



Christopher Ragsdale, B.S., Information Systems, 1992 - M.Ed., Educational Leadership, 2015

Mr. Christopher Ragsdale is the superintendent of the Cobb County School District. An interesting professional journey informed his career, as he did not take the traditional path into educational leadership.

After serving in technology positions with IBM and BellSouth Telecommunications, he began a 14-year stint as the Chief Information Officer for the Paulding County School District in Dallas, Ga. He was one of Georgia's first chief information officers in a public school system, and was recognized by the state as a leader in creating and implementing visionary technology systems in school districts.

In 2006, Ragsdale made a career move to the Cobb County School District as Chief Technology Officer and Deputy Superintendent. While in that position he led a highly successful Special Local Option Sales Tax initiative that secured approximately 1.5 billion dollars in funding.

In 2015, Ragsdale was one of three alumni to receive the KSU Distinguished Alumni Award, which is a competitive award given annually to graduates who promote the ideals and mission of the university and demonstrate distinguished achievement in their chosen field. [Mr. Ragsdale was not able to attend this event.]



and DoD civilian employees.

She was one of the first doctoral candidates to profoundly recognize the power of adding additional statistics coursework in quality control, process improvement, and data mining to inform decision making in teaching and learning. Her dissertation focused on collaborative planning and teacher efficacy. Her peers see her as an innovative, data-

driven, and research-based leader with strong analytical and problem-solving skills. Her leadership style is one of quiet confidence and an approachability that invites collaboration.

Before joining the Department of Defense, Dr. Rimpola served as a principal and the director of assessment for Atlanta Public Schools, and the director of accountability and assessment for Marietta City Schools. She has served as a part-time faculty member in the Bagwell College, sharing her expertise of using data to drive decision-making and policies. She was invited to attend the Strategic Data Project Institute for Leadership and Analytics at Harvard University during the summer of 2017.



Susan Padgett-Harrison, B.S., Social Science Education, 1983

Dr. Susan Padgett-Harrison returned to her alma mater in 2012 as a lecturer and program coordinator in the Bagwell College's Department of Educational Leadership. Previously, she had a distinguished career in Cherokee County where she

was the district's Teacher of the Year in 1987.

After great success as a social studies teacher and high school principal, Dr. Padgett-Harrison became the school district's social studies curriculum supervisor and the director of the Office of Research and Assessment. She also supervised a team that wrote curriculum content for the CNN educational program "The Week in Review."

Known for exemplary community service, Susan has received several prestigious awards including the Liberty Bell Award from the Georgia Bar Association, the most prestigious award given by lawyers to acknowledge outstanding community service by someone outside of their profession. She is a past Vice President of the Canton Rotary Club where she was named Rotarian of the Year in 2009, and she serves on the City of Canton Planning and Zoning Committee.

Raquel Rimpola, Ed.S., 2009 - Ed.D., Teacher Leadership for Learning, 2011

Dr. Raquel Rimpola is the chief of assessment for the U.S. Department of Defense Education Activity, which manages all schools worldwide for children of military service members



Jennifer Shea Thomas, B.S., Early Childhood Education, 1995 - M.Ed., Educational Leadership, 2004

Ms. Shea Thomas has had a distinguished 23-year career with the Cobb County School District as an elementary school classroom teacher, gifted teacher, instructional lead teacher, assistant principal

and principal. Her accolades include Teacher of the Year honors at Vaughan Elementary School, serving as a member of the Cobb Superintendent's Advisory Board and as a mentor for new principals.

Thomas believes in providing diverse learning experiences for her students, whether it's an after-school Spanish club or a school-based Girl Scout troop. Her current school, Kemp Elementary, has received state awards for student achievement, student growth and promoting college and career readiness.

Professionally, she holds regular half-day Collaborative Team Planning sessions, and she facilitates monthly BLT [Building Leadership Team] meetings where her teacher leaders examine current successful practices, as well as areas of concern, to inspire a continuous, relevant plan for school improvement.

She is active in the larger school community, holding

current memberships in the West Cobb Business Association, the Kennesaw Business Association, and the Acworth Business Association.



Richard Woods, B.S., Social Science, 1988

Mr. Richard Woods has served as State Superintendent of Schools and Chief Executive Officer of the Georgia Department of Education since 2014. He oversees the state's 2,300 schools, 1.7 million students and a \$10 billion budget.

Woods began his career in Ocilla, Ga., where he served as a classroom teacher, mentor teacher, department chair, and 1992 Irwin County High School Teacher of the Year. He became an administrator in the mid 1990's, serving as an assistant principal, principal, curriculum director, and testing coordinator.

One of his top priorities is improving literacy rates in Georgia by having every child reading on grade level by third grade. He believes in a holistic education that focuses on the whole child, and under his administration, Georgia is becoming a leader in this area.

Woods was honored with the Distinguished Service Outside of the Profession Award by the Georgia Arts Education Association in 2017, and went on to become the 2017 National winner of this award. He was named one of The Top 100 Influential Georgians by Georgia Trend magazine.



Dean Yoder, B.S., Secondary and Middle Grades Education, 2006 - M.Ed., Educational Leadership, 2009 - Ed.S., Educational Leadership, 2011

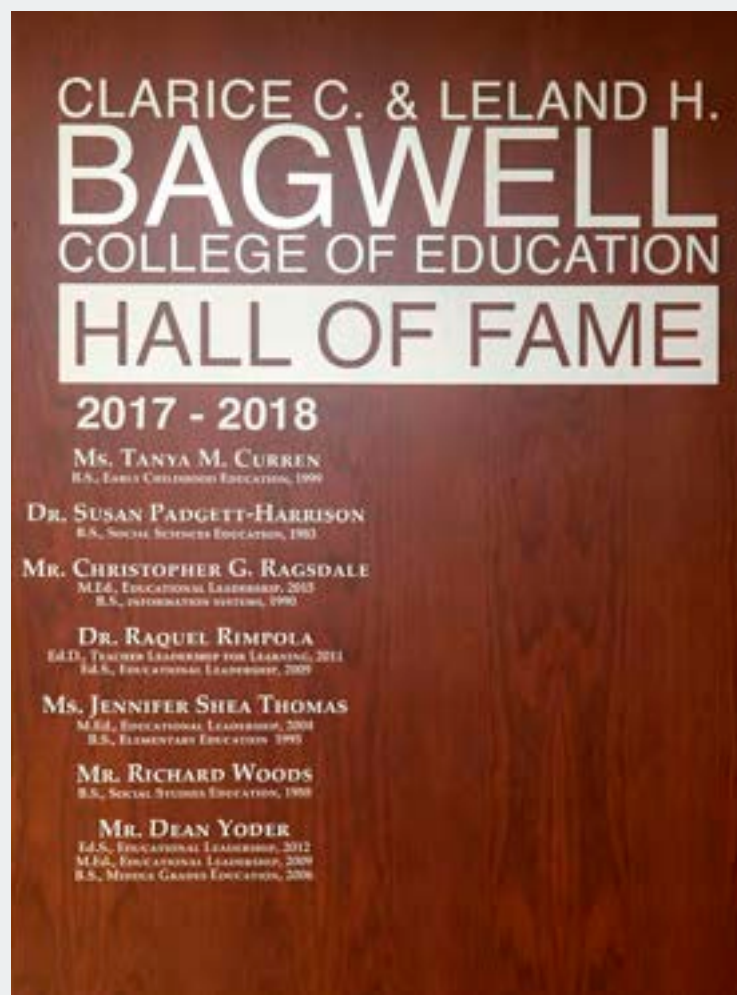
Mr. Dean Yoder began his career as a social studies teacher at Marietta Middle School where he was named 2011 Teacher of the Year. He

served as the STEM coordinator for the Marietta Center for Advanced Academics, the first STEM school in Georgia, before becoming an assistant principal at Dunleith Elementary and Marietta High School. He left Marietta City Schools to become assistant principal at Campbell Middle School in the Cobb County School District. In June of 2018 he was promoted to principal of Fair Oaks Elementary School.

Yoder has remained active on the KSU campus, serving as a member of the KSU Alumni Board since 2014. Previously, he served as a member of the KSU Adolescent Advisory Board for five years, and on the Cobb Education Consortium for two

years.

He was honored as one of three alumni to receive the 2013 Kennesaw State University Distinguished Alumni Award. This highly competitive award is the highest honor the university bestows on its alumni. Yoder holds the distinction of being the only KSU alumnus to be nominated for this award by two separate departments – Secondary and Middle Grades Education, and the Department of Educational Leadership.



"We are honoring a group of our alumni who demonstrate that they have taken what they learned here at Kennesaw State and applied it out in the community, and have made a real difference in our world," said Ron Matson, senior associate vice president for academic affairs, at the Hall of Fame Induction Ceremony. "These inductees that we honor here today exemplify the leadership and the values that we have inculcated in our graduates because of the fine work done in the College of Education."

The Bagwell College of Education will honor the inaugural Hall of Famers by offering a scholarship in each of their names. Aspiring educators at KSU will be eligible to apply for one of the seven \$1,000 scholarships.

HISTORY OF THE BAGWELL COLLEGE OF EDUCATION ON DISPLAY

Kennesaw Junior College was founded as a two-year institution in 1963, offering general education courses that future teachers could apply toward undergraduate degrees at other colleges and universities. Fifty-five years later, Kennesaw State University enrolls approximately 2,250 undergraduate and graduate students in the Bagwell College of Education, a leading preparer of teachers in Georgia.

This impressive transformation is the focus of a new permanent exhibition located on the second floor of the Chantal and Tommy Bagwell Education Building. A partnership between the university's Department of Museums, Archives and Rare Books and the Bagwell College of Education, the 15-panel exhibit features major milestones along the college's timeline, including its premier role in offering KSU's graduate programs.

"Part of our mission is to document KSU's history, and this new exhibition on the Bagwell College of Education does just that. We are pleased to assist the college in showcasing their story to current and future students, staff, faculty and donors," said Catherine Lewis, assistant vice president of Museums, Archives and Rare Books and professor of history.

Dean Arlinda Eaton was delighted to unveil the exhibit prior to her retirement in June 2018. "From being the first college at KSU to award a doctoral degree to receiving the largest grant in the university's history, our initiatives have been integral to the institution's mission and the success of educators throughout the Southeast and beyond," she said. "It has been an honor to lead the Bagwell College of Education through 10 years of its distinguished 40-year history."





DR. SANDRA BRYAN INTERNATIONAL STUDENT TEACHING ENDOWED SCHOLAR- SHIP BEQUEST

A \$25,000 bequest from Dr. Sandra Bryan, retired BCOE director of Global Engagement, will help fund student teaching abroad opportunities for undergraduate students in the Bagwell College of Education. "I am pleased to make this bequest to support the Bagwell College of Education international internships for student teachers to participate in the rewarding experiences that dramatically change the perspective of emerging educators," said Bryan.

Bryan, who began her teaching career in Marietta, Georgia, has conducted research that links student teaching in global settings with increased sensitivity toward diverse populations and a broader array of instructional practices, which are essential skill sets for 21st-century educational environments. "International student teaching serves as a catalyst for beginning teachers to start on a path of learning about another culture and people within the particular international context of the multilingual and multicultural and multinational classroom abroad," she said.

In 2003, Bryan joined the Bagwell College of Education as global learning coordinator prior to being appointed director of Global Engagement for the college. To honor this scholar-practitioner's outstanding accomplishments in the field of global education through her leadership, research and teaching, the KSU Global Learning and Innovation Grant was renamed as the Dr. Sandra Bryan Global Learning and Innovation Grant upon Bryan's retirement in 2014. In 2016, she received Wesleyan College's Alumnae Award for Distinguished Achievement in a Profession.

"With this bequest, Dr. Sandy Bryan's legacy of opening doors to international student teaching will continue for countless students in the Bagwell College of Education," Dean Arlinda Eaton said. "For this, and for her invaluable contributions to the university's global initiatives, we are grateful."

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Naming Opportunity	Gift Amount Beginning At:	Naming Opportunity	Gift Amount Beginning At:
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College of Education Building	<i>Funded*</i>
Lobby	\$500,000
Courtyard	\$250,000

Instructional Support

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

Research Support

Doctoral Suite	\$50,000
Endowed Chairs	\$1,000,000*
Global Engagement Suite	\$25,000
Research/Grants Suite	\$100,000

Center of Excellence

Academy for Language and Literacy	\$500,000
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Faculty Support

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

Administrative Support

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

For Information on naming opportunities, please contact Debra Day at dday13@kennesaw.edu.

* College Naming Gift: Clarice C. and Leland H. Bagwell College of Education
 Building Naming Gift: Chantal and Tommy Bagwell Education Building
 One Endowed Chair funded by Chantal and Tommy Bagwell
 One Endowed Chair funded by the Goizueta Foundation
 One faculty office funded by Dr. Debra Coffey



IMPACTING LIVES
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STUDENTS AND ALUMNI

Oh the
Places
You'll
Go!

FEATURED

MAKING A DIFFERENCE WITH OUR YOUNGEST LEARNERS

Tatiana King always knew she wanted to make a difference. She just did not know where this journey would take her and what a positive impact she would have on her peers and the Early Care and Learning profession.

King graduated from KSU in May with a bachelor's degree in Early Childhood Education, Birth through Kindergarten (B-K). Being the first person in her family to earn a bachelor's degree was not an easy feat. "I was already working in child care and I felt that I was impacting kids, but I knew that something was missing professionally," King said. "Originally I started out in the K-5 (Kindergarten through Fifth Grade) program because KSU did not have the B-K program. I took the classes but they were not registering with me as I had hoped. Then I had my son and stopped going to school for a while. When I returned, KSU had the B-K program and I knew that was what I wanted to do."

Achieving a balance between her educational goals and her family presented fears and challenges. "I was nervous about missing classes if my children were sick and I did not want to miss school," she said. "The professors encouraged me and were so supportive. The B-K program has impacted my life more than anything! It is like a family and the students are very close. We support each other. We share books and we plan and work together as a group."

But King was tested when she experienced a deeply tragic personal loss. A very close friend and classmate of King's died suddenly during her last semester. "When you get into the program people are telling you about requirements like edTPA and GACE, and I did not expect a tragedy," she said. "It happened [knowledge of her friend's death] on my daughter's birthday and I was so depressed." KSU awarded her friend a degree posthumously, and this had a significant impact on King. "Knowing that she was valued by KSU really helped," she said.

King felt that her B-K family supported her through this difficult time.

King is currently a Kindergarten teacher at Chesney Elementary School in Gwinnett County School District. Although she is not the first KSU student to be hired at this school, she is the

first B-K graduate they have hired. This is a major accomplishment in the field of Early Childhood Education. Graduates with a B-K degree often continue working in the childcare environment.



Hiring B-K graduates in the public school setting is rare because this certification does not include first through fifth grades; therefore, King is already making a difference for B-K graduates as a whole. "I heard that large public school districts would not hire me with this degree," she said. "But they were looking for someone who can bring something different to the table, not someone they can move around from grade to grade. That 'something' is knowledge of child development, working with very young children and understanding the transition from preschool to elementary school!"

King believes that her principal hired her because of her knowledge of teaching young children, her ability to communicate with others, and her passion for teaching and learning. She wants to make a significant impression on her kindergarten children and families. "I want to build relationships and impact them," she said. "I want to be the one to make my students smile."

King and other recent B-K graduates are at the forefront of changing the paradigm regarding teaching and learning for younger children. They are prepared to garner positive results with children from birth through five years old. According to King, "You have to keep pushing and keep thinking of the end goal – that we are doing this because children's lives are at stake and if we don't do it, who will?"

STUDENTS

TODAY'S LIFE LESSON: DON'T GIVE UP!

Jessica Wise leaned on her walking cane and surveyed her students. Seeing that two young men needed redirection and support, she joined them at their workstations and said, "Let's get started, guys. You want to do your best on the upcoming final exam, right?" The students nodded their heads and logged in, but they remained in deep conversation--about everything except mathematics.

Wise returned to their workstations. Smiling, she joked, "This is thrilling conversation, gentlemen, but mathematics is even better!"

"It doesn't matter," one student replied. "We're gonna fail anyway."

"You don't know that, so don't give up," Wise replied.

Then, one of the students asked, "When do you give up, Ms. Wise?"

At first, she was unsure how to answer. Wise was seven months away from her own graduation, and there were days when failure seemed more likely than success. Wise earned a bachelor's degree in English at Kennesaw State and a masters in English from the University of West Georgia. The first person in her family to graduate from college, she had dreamed of attending a university since third grade. From 2005 to 2015, Jessica shared her love of Beowulf, Bronte, and Billy Budd with her college students. She also went on to win instructor of the year at the University of West Georgia, to write a book, and to teach English Language Arts in multiple countries.

In 2015, Wise volunteered at her former high school and discovered a new passion for teaching mathematics. Returning to KSU determined to earn certification as a math teacher, she had occasional lows that brought on tears, but she never gave up. She joined the M.A.T. program as a Woodrow Wilson Teaching Fellow. She was inspired by KSU faculty Dr. Wendy Sanchez, who taught Wise to see her potential as a mathematics teacher.

Her journey began with exciting courses, talented faculty, and intriguing research; however, four months into the program, she suffered a debilitating automobile accident. Broken bones and a brain injury threatened to derail her program, but her professors, cohort members, collaborating teacher, and even her students helped Wise to continue. Get-well cards, hugs, hospital visits, and warm smiles got her back on her feet and back in a classroom--albeit leaning on a cane.



Returning to her student's question about giving up, Wise replied, "Well, I don't really give up. I came here last week using a walker, right? And now, I have a cane because I'm pretty stubborn."

"No, Ms. Wise, I mean, when do you give up on students?"

Surprised, she hesitated. "I don't ever give up on students," she said. "Everyone can learn more over time, don't you think?" He responded that he had never done well in math and probably never would, but Wise continued to provide encouragement. "Since I don't give up, you can't give up," she said. "We might not become math experts today, but let's become high-level at starting a review."

Although Wise had a long healing process ahead--and although these two students repeated the course--that spring offered real growth. Wise went on to be awarded Outstanding Student Teacher of the Year and Outstanding Education Scholar in her M.A.T. program.

Her students went on to pass algebra. One of them delivered his factoring test to Ms. Wise's desk: his 100% score is on the refrigerator at her home -- evidence of staying the course and not giving up! Both Ms. Wise and her students didn't give up trying, they didn't give up learning, and they reached their goals.



2018 BCOE HONORS CELEBRATION AWARDEES

Each year, faculty in the Clarice C. & Leland H. Bagwell College of Education select outstanding students from our degree programs based on distinguished achievements in the major field (including having earned an exceptional GPA), as well as notable accomplishments in extracurricular, civic, or professional activities. Students selected to receive the Outstanding Scholar award, as well as their honored faculty members, are recognized at an Honors Celebration each spring. This year, we also celebrated the new Outstanding Dissertation Award, which will be conferred annually at this event. [See page 8 for the story about this award.]

OUTSTANDING SENIOR AWARDS

Bachelor of Science in Early Childhood Education B-K

Mishaundra Moses

Faculty Honoree: Dr. Douglas Bell

Bachelor of Science in Early Childhood Education P-5

Corrine Edwards

Faculty Honoree: Dr. Debra Coffey

Kinsey Shrewsbury

Faculty Honoree: Dr. Virginie Jackson

Erin Elizabeth Tinnell

Faculty Honoree: Dr. Sohyun An

Bachelor of Science in Mathematics Education

Conner Barton

Faculty Honoree: Dr. Vince Kirwan

Bachelor of Science in Middle Grades Education

Mary Kisse

Faculty Honoree: Dr. Daphne Hubbard

Bachelor of Science in Biology, Chemistry, Physics

Amber Gallimore

Faculty Honoree: Dr. Lori Klinger-Maffe

OUTSTANDING GRADUATE STUDENT AWARDS

Master of Arts in Teaching – P-12

Nene Azemogie

Faculty Honoree: Dr. Melissa Driver

Master of Arts in Teaching – Secondary Education

Jessica Wise

Faculty Honoree: Dr. Wendy Sanchez

Master of Education in Early Childhood Education

Hao Duong

Faculty Honoree: Dr. Sohyun An

Master of Education in Educational Leadership

Corinne Sanchez

Faculty Honoree: Dr. Susan Banke



Master of Education in Instructional Technology

Helen Maddox

Faculty Honoree: Dr. Sherri Booker

Master of Education in Middle Grades Education

Christine Fuller

Faculty Honoree: Dr. David Glassmeyer

Master of Education in Reading

Amy Freund

Faculty Honoree: Dr. Toni Strieker

Master of Education in Secondary Education

Haley Nicole Davis

Faculty Honoree: Dr. Aneté Vasquez

Master of Education in Special Education

Whitley Arens Parker

Faculty Honoree: Dr. Melissa Driver

Master of Education in Teacher Leadership

Julia Erin Pringle

Faculty Honoree: Dr. Pamela Colvin

Master of Education in TESOL

Timea Szabone Fekete

Faculty Honoree: Dr. Amanda Richey

Education Specialist in Curriculum & Instruction

Rebecca Nevetral

Faculty Honoree: Dr. C. Gwen McAlpine

Education Specialist in Educational Leadership

Dana Bauries

Faculty Honoree: Dr. Susan Padgett-Harrison

Education Specialist in Instructional Technology

Heather Cox

Faculty Honoree: Dr. Jo Williamson

Doctor of Education in Educational Leadership

Polly Oliver Tennes

Faculty Honoree: Dr. R. Ugena Whitlock

Doctor of Education in Secondary Education

Amanda Edwards

Faculty Honoree: Dr. Michelle Dean Head

Doctor of Education in Teacher Leadership

Rotonya Rhodes

Faculty Honoree: Dr. Julia Fuller

Doctor of Education in Teacher Leadership for Learning

Sherri Booker

Faculty Honoree: Dr. Jo Williamson

OUTSTANDING DISSERTATION AWARDS

Outstanding Dissertation Archive Award

Dr. Ingle Larkin

Dissertation Committee Chair: Dr. Laurie Brantley-Dias

Outstanding Dissertation Award 2016-17

Dr. Leslie Pourreau

Dissertation Committee Chair: Dr. Anissa Vega



FEATURED

DON RUSSELL CLAYTON



Don Russell Clayton was one of three recipients to receive the 2017 KSU Distinguished Alumni Award. This award is reserved for alumni who promote the ideals and mission of the University and demonstrate distinguished achievement at a local, regional or national level, adding to the prominence of Kennesaw State. Clayton earned a bachelor of science in social science education after receiving his associate of science in pre-law, both from what was then known as Kennesaw College. He spent 37 years working in the Cobb County School District, mostly at two high schools – Wheeler and McEachern – and a pair of middle schools – Pine Mountain and Lindley.

Clayton gave an extensive collection of work by the Italian-born, Georgia artist Athos Menaboni to the University's Zuckerman Museum of Art, and the Don Russell Clayton Gallery was established through his facilitation of a \$1 million gift from the Robert W. Woodruff Foundation. He has established three scholarships and a legacy gift for the KSU College of the Arts. "It's hard to imagine 40 years after starting college at KSU that I have been named a distinguished alumnus; it is humbling and I am grateful," Clayton said.

NICOLE KEMPSON



Nicole Kempson, a science teacher at Lindley Sixth Grade Academy, was named 2017 Cobb County School District Teacher of the Year by Superintendent Chris Ragsdale at a ceremony last fall in the school gym. Kempson sat in the stands with her students for a school pep rally featuring the Pebblebrook High School band and cheerleaders, not knowing they were the opening-act to the biggest surprise of her teaching career. "I'm grateful! I'm thankful! I'm surprised! It is a great feeling," she said after she learned of her promotion to district-level Teacher of the Year.

The self-described science nerd will do whatever it takes to get students interested in what she is teaching. That includes setting a piece of paper on fire as part of one of her lessons. She admits she is a different kind of teacher. She sings and dances in the classroom and isn't afraid to be herself. "I tell them [her students] it is better to be different. . . be your own person," Kempson said. She loves her sixth graders because "they are independent, and yet, they still need guidance. I love what I do and I wouldn't change it for anything in the world." [Excerpts from CobbCast at the CCSD website.]

ALUMNI

JOAN KENNETT



Joan Kennett, a biology teacher at South Walton High School, is the 2017 Walton County School District [DeFuniack, Florida] Teacher of the Year. “When students come to my classroom on their first day, I have no idea who they are, but I do know I have the ability to make learning authentic and fun,” Kennett confidently said. And School Superintendent Russell Hughes agreed. “The committee identified that she was a standout. We made that determination on performance, how kids perform, and teacher/student interaction,” Russell noted. “She has a 90% pass rate.”

Kennett has been teaching biology for 27 years. She earned a bachelor of science degree from Kennesaw State University. “Biology is the story of life,” she said. “It’s development, it’s authentic, it’s your beginning and end. There’s always something new. Biology is always interesting and leaves you open ended.” [Excerpts from an article by Deborah Wheeler published in “The Walton Sun” on January 31, 2018.]

KEVIN BENSON



Kevin Benson of White County Middle School is Georgia’s 2017 Outstanding Middle Level Assistant Principal of the Year, according to the Georgia Association of Middle School Principals (GAMSP). Benson, who is in his fourth year on the job, helped to develop his school’s Positive Behavior Interventions and Support Program. As the school’s safety director, he is also assisting in the rewrite of the school district’s safety plan in collaboration with local and state agencies.

Jeffrey Wilson, White County Superintendent, called Benson “inquisitive, serious, and a life-long learner,” adding that he is “well deserving of this honor.” Benson earned a bachelor’s degree in middle grades education from Kennesaw State University. [Excerpts from the August/September 2017 issue of PAGE ONE Magazine.]

ALUMNI RECEIVE HONORS

2017-2018 TEACHERS OF THE YEAR

DISTRICT LEVEL

Nicole Kempson, Cobb County School District,
Marietta, GA

Joan Kennett, Walton County School District,
DeFuniak Springs, FL

LOCAL SCHOOL LEVEL

CHEROKEE COUNTY

Jennifer Bledsoe, Hickory Flat Elementary School
Nicole Brookshire, Clark Creek Elementary STEM
Academy
Heather Burgess, Oak Grove Elementary Fine Arts
Academy
Tasha Cox Stancil, Arnold Mill Elementary School
Amy Dickinson, Knox Elementary School
Judy Eason, Bascomb Elementary School
Cassandra Fainter, Teasley Middle School
Amanda Farist, River Ridge High School
Cathy Fitts, Canton ES STEM Academy
Lynda Frederickson, ACE Academy
Jennifer Haygood, Boston Elementary School
Shannon Hemphill, Cherokee High School
Danielle Kononen, Liberty Elementary School
Chad Lanier, Creekland Middle School
Holly Miller, Avery Elementary School
Megan Mayfield, Little River Elementary School
Carla Page, Woodstock Elementary School
Jamie Vogan, Woodstock High School
Valerie Wallace, Holly Springs Elementary STEM
Academy
John Wilson, E.T. Booth Middle School

COBB COUNTY

Melanie Alexander, Barber Middle School
Gretchen Ayres, Norton Park Elementary School
Cynthia Bazille, Austell Elementary School
Julie Beck, McCall Primary School
Stephanie Beckett, Ford Elementary School
William Blythe, Pope High School
Lynn Boland, Shallowford Falls Elementary School
Mary Colclasure, Simpson Middle School
Susan Cronin, Daniel Middle School
Staci Dambrowski, Allatoona High School

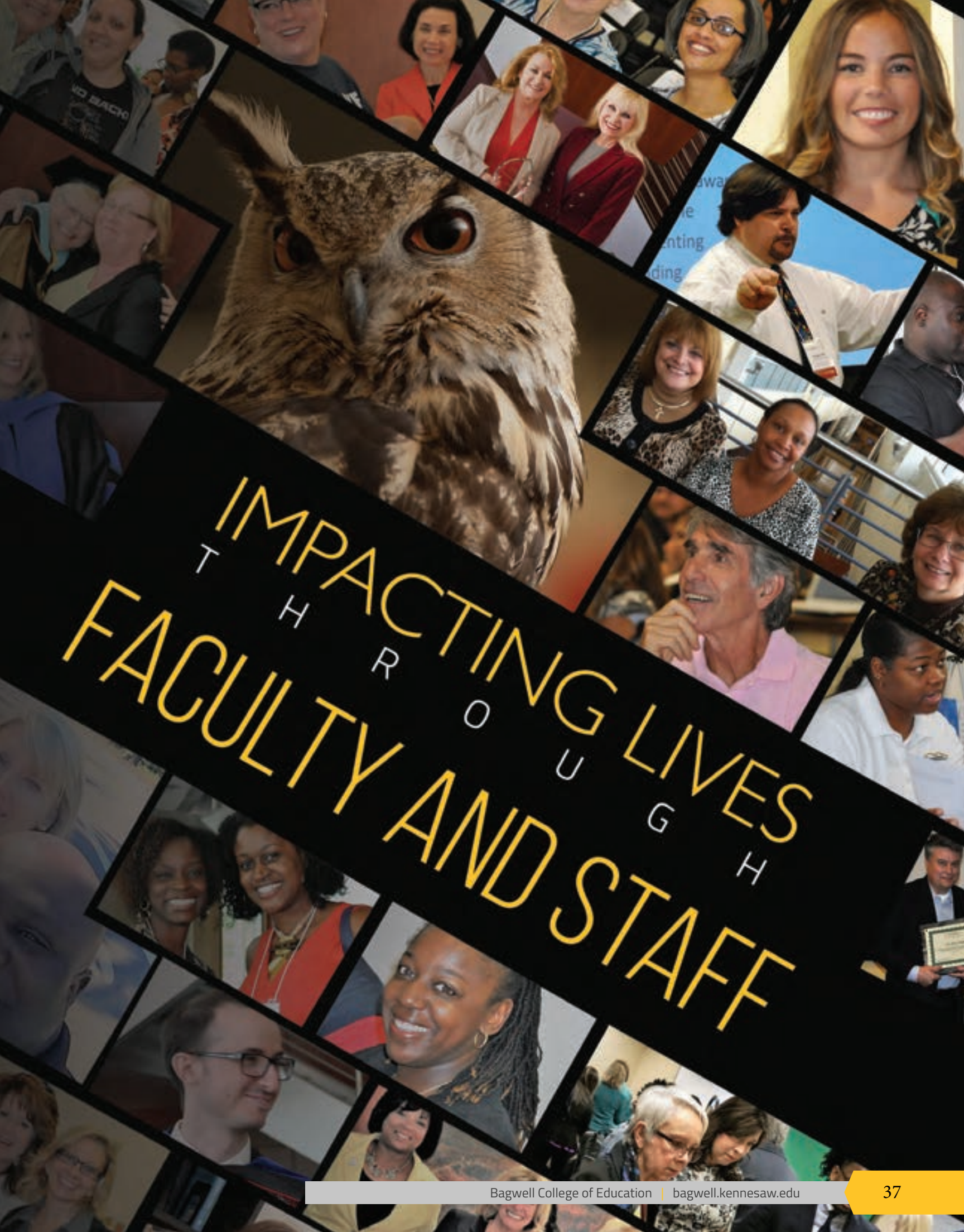
Ashley Favors-Daniels, Osborne High School
Angela Floyd, McClure Middle School
Emily Folk, Sanders Elementary School
Snow Jordan, Varner Elementary School
Carolyn Kelso, Campbell Middle School
Kesha King, McEachern High School
Lisa McNeely, LaBelle Elementary School
Donna Marsh, Campbell High School
Deborah ReDavid, Vaughn Elementary School
Faith Richardson, Awtrey Middle School
Rita Redmon, Russell Elementary School
Lori Rogers, Fair Oaks Elementary School
Michael Sawyer, Wheeler High School
Mandy Spence, Blackwell Elementary School
Sylvia Spruill, Hillgrove High School
Emanuel Torralba, Baker Elementary School
Oscar Tromp, Powers Ferry Elementary School
Jeremy Whitaker, Kennesaw Mountain High School
Carin Wilkes, McCleskey Middle School
Jaime Williams, Lost Mountain Middle School
Sunny Williams, Dickerson Middle School

FORSYH COUNTY

Aislinn Brison, Silver City Elementary School
Mary Cartenuto, Vickery Creek Middle School
Amanda Denmon, Cumming Elementary School
Stephanie Erin Martin, Settles Bridge Elementary School
Rebecca Morris, Shiloh Point Elementary School & District
Elementary School Teacher of the Year

MARIETTA CITY

Quiana Bryant, Dunleith Elementary School
Sophie Morton, A. L. Burruss Elementary School
Sarah Pulley, West Side Elementary School
Adam Russell, Marietta High School
Jennifer K. Williams, Center for Advanced Academics



IMPACTING LIVES
THROUGH
FACULTY AND STAFF



ASSOCIATE DEAN HONORED WITH LIFETIME ACHIEVEMENT AWARD

Dr. Dana Fox, Associate Dean for Graduate Studies and Research and Professor of English Education in the Bagwell College of Education, received the 2018 University of Missouri College of Education Lifetime Achievement Award at the college's 50th annual banquet last spring. This accolade is bestowed annually upon one outstanding alumnus whose leadership, service, mentorship, and collaborative efforts over a minimum of 20 years have meaningfully impacted her/his work environment and/or community.

In nominating Fox for this award, Dr. Roy Fox, Professor Emeritus at the University of Missouri (of no relation to the nominee), captured the essence of his esteemed colleague's almost 40 years in education: "Her scholarship and teaching have been driven daily by a sense of servant leadership, and her career has centered on improving the lives of her undergraduate and graduate students and their students in P-12 schools."

Inspired by her own high school English teacher, Fox began her career as a public school teacher, then studied at University College-Cork in Ireland as a Rotary Foundation Graduate Fellow. Upon returning to the U.S., she was appointed as a university Writing Center Director, a position that launched her lifelong journey of scholarship and teaching at the university level.

While pursuing a doctorate in English Education at the University of Missouri, Fox found an extraordinary mentor in Dr. Ben Nelms, pictured above, Director of the MU English Education Program and then editor of *English Journal*, a major scholarly publication for which Fox helped shape content. She attributes these formative experiences in professional discourse, along with an intrinsic love of writing and teaching writing, to her subsequent success as editor of two national peer-reviewed journals, as well as writer and editor of an array of published works. For both her research and scholarly writing, Fox has received multiple national awards.

Since earning her Ph.D., Fox has mentored 28 doctoral students through the dissertation process and worked to improve English language arts and literacy education. With research interests focused on teacher preparation and policy in English education, cultural authenticity

in children's and young adult literature, mentoring and scholarly writing in academia, gender and literacy, and leadership in the academy, Fox has published more than 100 peer-reviewed publications, including research articles, chapters, books, monographs, and editorials. Through this work, she has significantly advanced the theoretical foundations and associated practices in these areas and secured more than \$4 million in grants and contracts for projects related to these topics.

For her teaching, graduate student mentoring, and program curriculum development, Fox has been recognized with university and state-level awards. Throughout her career, Fox has held offices in professional organizations and has helped shape national discussions in the field of English education. One pinnacle of such service was her role as invited chair of the Inaugural Conference on English Education Leadership and Policy Summit, a historic gathering of 75 leaders in the field of English education whose collective efforts led to significant policy statements that continue to inform teacher preparation and professional development practices in English language arts education.

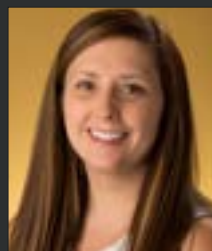
Prior to her appointment at KSU, Fox held both faculty and administrative positions at several major universities, including the University of Missouri, University of Georgia, University of Arizona, Georgia State University, and University of Arkansas-Monticello. "We are fortunate to have Dr. Fox as an Associate Dean in the Bagwell College of Education," said Dean Arlinda Eaton. "Since her appointment in 2016, I have come to admire her experience and expertise in graduate education and research, her leadership skills and collaborative spirit, her desire to have a meaningful impact in the work environment, and her commitment to excellence in all that she does."

"This is indeed the honor of a lifetime," Fox said of the Lifetime Achievement Award, "one that means so much more because it comes from the College of Education at the University of Missouri, a place that holds such special memories for me. My preparation in the Mizzou doctoral program allowed me to excel as a professor of English education and as a leader in higher education."

WELCOME NEW FACULTY AND ADMINISTRATORS



THERESA ALVIAR-MARTIN, PH.D.
Assistant Professor
Elementary & Early Childhood
Education



KATIE BENNETT, PH.D.
Assistant Professor
Inclusive Education



JABARI CAIN, PH.D.
Assistant Professor
Instructional Technology



BRENDAN CALLAHAN, PH.D.
Associate Professor
Secondary and Middle Grades
Education



JAYOUNG CHOI, PH.D.
Associate Professor
Inclusive Education



NEPORCHA CONE, PH.D.
Associate Professor and Chair
Elementary and Early Childhood
Education



CORRIE DAVIS, PH.D.
Associate Professor and Chair
Inclusive Education



MICHAEL DIAS, PH.D.
Professor
Secondary and Middle Grades
Education



BELINDA EDWARDS, PH.D.
Associate Professor
Secondary and Middle Grades
Education



JAMES GAMBRELL, ED.D.
Assistant Professor
Inclusive Education



CHRIS HOLTZENDORFF, M.S.
Clinical Assistant Professor
Secondary and Middle Grades
Education



VIRGINIE JACKSON, ED.D.
Lecturer, Reading and Literacy Education
Elementary and Early Childhood
Education

CONTINUED FACULTY AND ADMINISTRATORS



MONIQUE JOHNSON, M.A.

Lecturer, Birth to Kindergarten
Elementary and Early Childhood
Education



JINHEE KIM, PH.D.

Assistant Professor
Elementary and Early Childhood
Education



J. VINCE KIRWAN, PH.D.

Assistant Professor
Secondary and Middle Grades
Education



WENDY SANCHEZ, PH.D.

Professor
Secondary and Middle Grades
Education

NOT PICTURED:

DR. DAVID GLASSMEYER

Assistant Professor
Secondary and Middle Grades
Education

2017-2018 FACULTY AND STAFF RECOGNITION

NAFME ANNOUNCES DR. HARRY PRICE AS THE RECIPIENT OF THE SENIOR RESEARCHER AWARD



Dr. Harry Price (Professor of Music Education, COTA) is the sixteenth recipient of The National Association for Music Education (NAfME) Senior Researcher Award, which recognizes significant, long-term scholarship in music education. The award was presented to Dr. Price at NAfME's Music Research and Teacher Education National Conference held in March in Atlanta, Georgia.

"Harry joins a distinguished group of leaders in music education—leaders who produced, and in most cases continue to produce, significant scholarship over long periods of time," said James L. Byo, Carl Prince Matthies Professor of Music at Louisiana State University, who introduced Price as the award recipient. "Harry's record, spanning four decades, features research that is both rigorous and focused. It also features important service to the music education discipline that, if not unparalleled, is likely unsurpassed."

For 35 years, Dr. Price's research has been published in several professional journals, and he has presented his research across the country and abroad in many countries including Spain, Portugal, Greece, Norway, Sweden, Malaysia, Korea, Thailand, Japan, Finland, Canada, Argentina, Chile, and Australia.

"Dr. Price's writings span a range of research questions, yet never lose their focus on aiming to contribute to the improvement of teachers and teacher education," said Michael J. Blakeslee, NAfME's Executive Director and CEO. "Dr. Price's findings have been a foundation for authors pursuing similar research, and his articles continue to

influence today's research in music education. We are delighted to present Dr. Price with this esteemed award, and hope his research continues to benefit generations of educators to come."

FACULTY RECOGNITION

Ms. Katy Basch (Senior Lecturer, BCOE-EECE) received the 2018 BCOE Outstanding Teacher Award.

Dr. Laurie Brantley-Dias (Professor, BCOE-IT) is a 2017-2018 Bagwell College of Education Research Fellow. She also received the BCOE Outstanding Dissertation Archive Mentoring Award for chairing Dr. Ingle Larkin's dissertation committee.

Dr. Joya Carter Hicks (Associate Professor, BCOE-INED) received the Carol J. Pope Presidential Diversity Award from Kennesaw State University. This award recognizes the outstanding efforts of an individual toward creating an inclusive, accessible, respectful, and safe climate for all students, faculty, and staff with disabilities. She served as president of the KSU Faculty Senate for the 2017-2018 academic year.

Dr. Jayoung Choi (Associate Professor, BCOE-INED) served as program chair for the 2017 GATESOL Annual Conference. She was editorial review board member for Reading Horizons: A Journal of Literacy and Language Arts, The TESOL Journal (<http://tesol-international-journal.com/>), Ubiquity: The Journal of Literature, Literacy, and the Arts (<http://ed-ubiquity.gsu.edu/wordpress/>), and The Journal of Adolescent & Adult Literacy (JAAL) Volumes 59-60. She was elected executive board member, Region 5 (Fulton County Area) leader, of the Georgia Association of Multilingual, Multicultural Education (GAOME). She also served as an executive board member, secretary and program chair of Georgia TESOL. Dr. Choi was the recipient of the 2017 Thank a Teacher Program for Excellence in Teaching and Learning (CETL), Kennesaw State University.



Dr. Debra Coffey (Associate Professor, BCOE-EECE) is the regional coordinator for the International Alliance for Invitational Education and the Georgia Field Coordinator for the Literacy Research Association. She is the president of the Kennesaw Chapter of Phi Kappa Phi, and she is co-sponsor of the Tau Sigma Chapter of Kappa Delta Pi. She is secretary of the Teacher Education Division and the chair elect

of the College Literacy Division for the Association of Literacy Educators and Researchers. She is chair of the Clinical Research and Practice Division for the Association of Literacy Educators and Researchers. She is also chair of the C.A.R.E. Special Interest Group of the International Literacy Association.

Dr. Sheryl Croft (Assistant Professor, BCOE-EDL) received the Lifetime Educational Achievement Award sponsored by the Charles Lincoln Harper High School Alumni Association, presented in September 2017 at the 50th Year Awards Ceremony.

Dr. Brian Culp (Professor, WCHHS-HPE) received the 2018 E.B. Henderson Award at the Society for Health and Physical Education, Shape America Conference in Nashville, TN. He is chair of the Future Directions Committee of the National Association for Kinesiology in Higher Education (NAKHE).

Dr. Melissa Driver (Assistant Professor, BCOE-INED) is a 2017-2018 Bagwell College of Education Research Fellow.

Dr. Arlinda Eaton (Dean, BCOE) serves on the Executive Board of the American Association of Colleges for Teacher Education (AACTE) and is a member of AACTE's Committee on Professional Preparation and Accountability. She serves as the Region II representative of the Executive Committee of the Teacher Education Council of State Colleges and Universities (TECSCU). Dean Eaton is a member of the Georgia Professional Standards Commission's CAEP Task Force as well as the Service/Leader Standards Task Force.

Dr. Julia S. Fuller (Assistant Professor, BCOE-IT) served as program co-chair for the 2017 Georgia Educational Technology Consortium (GaETC) Conference Steering Committee.

Dr. Bryan Gillis (Associate Professor, BCOE-SMGE) serves as editor, ALAN Picks for ALAN Review.

Dr. Nichole Guillory (Professor, BCOE-SMGE) received the 2018 BCOE Outstanding Service Award.

Dr. Albert Jimenez (Assistant Professor, BCOE-EDL) served on the advisory board for Bridging Theory and Practice, published by Rowman and Littlefield Leadership Series and edited by Jeffrey Glanz.

Dr. Arvin Johnson (Assistant Professor, BCOE-EDL) is a 2017-2018 Bagwell College of Education Research Fellow.

Dr. Ivan M. Jorrín Abellán (Professor, BCOE-SMGE) received the 2018 BCOE Outstanding Research Award. He is a 2017-2018 Bagwell College of Education Research Fellow.

Dr. Lee Langub (Associate Professor, BCOE-EECE) served

as assistant chair of the Teacher Education Council for the Society for Information Technology and Teacher Education.

Dr. Anissa Lokey-Vega (Associate Professor, BCOE-ITEC) received the 2018 BCOE Outstanding Dissertation Mentoring Award for chairing Dr. Leslie Pourreau's dissertation committee. She participated in the 2018 KSU Excel Leadership Training sponsored by the Center for University Learning.

Dr. April Munson (Associate Professor, COTA-AD) is a member of the Cobb Education Leadership Consortium Steering Committee.

Dr. Marrielle Myers (Assistant Professor, BCOE-EECE) was invited as a reviewer and editorial board member of the American Educational Research Journal, AERJ.

Dr. Amanda Richey (Assistant Professor, BCOE-INED) received the 2018 BCOE Outstanding International Engagement Award.

Dr. Sanjuana Rodriguez (Assistant Professor, BCOE-EECE) received the 2018 BCOE Outstanding Early Career Award.

Dr. Katherine Zimmer (Assistant Professor, BCOE-INED) is a 2017-2018 Bagwell College of Education Research Fellow.

KSU & BCOE STAFF RECOGNITION



Ms. Colleen Radbill, (Administrative Associate II, BCOE-INED) received the 2018 Bagwell College of Education Distinguished Staff Award at a college-wide celebration held in April. She joined KSU in 1997 to work in the College of Continuing and Professional Education and transferred to the Bagwell College

of Education in 2011 to become administrative associate to the chair and faculty in the Inclusive Education Department.

Exemplary teamwork and customer service skills are two of the traits that make Ms. Radbill an outstanding employee and colleague. She coordinates, communicates and organizes with enviable ease. She has such a strong passion for diversity, equity, and social justice; it is contagious and enhances the spirit of camaraderie in the INED department.

Ms. Radbill served two terms on the Dean's Staff Advisory Council and consistently demonstrates a sincere commitment to INED and to the BCOE. She is a highly respected member of the Bagwell College of Education community.

2017-2018 FACULTY RESEARCH - GRANTS AND AWARDS



EXTERNAL FUNDING

Principal Investigators:

Dr. Michelle Head, Assistant Professor, CSM-CB
Dr. Gregory Rushton, Associate Professor, Stony Brook University
Dr. Brett Criswell, Clinical Assistant Professor, University of Kentucky
Dr. Adrian Epps, Associate Dean, CSM, & ATOMS Center Director
Dr. Donna Whiting, CEISMC, Georgia Institute of Technology

Project Title:

Recruiting and Retaining Teachers in Physics and Chemistry

Funding Agency:

National Science Foundation-Robert Noyce Scholarship PGM

Award: \$2,841,528

Principal Investigators:

Dr. Michelle Head, Assistant Professor, CSM-CB
Dr. Charlease Kelly-Jackson, Associate Professor, BCOE-EECE
Dr. Meltem Alemdar, CEISMC, Georgia Institute of Technology
Dr. David Rosengrant, Associate Professor, University of South Florida

Project Title:

The Pipeline to Teacher Preparation in Physics and Chemistry

Funding Agency:

National Science Foundation-Robert Noyce Scholarship PGM

Award: \$1,198,577

Principal Investigators:

Dr. Charlease Kelly-Jackson, Associate Professor, BCOE-EECE
Dr. Brendan Callahan, Assistant Professor, BCOE-SMGE

Project Title:

Northwest Georgia Mathematics & Science Education Partnership

Funding Agency:

Georgia Department of Education

Award: \$928,194

Principal Investigators:

Dr. W. Ken Harmon, Provost & Vice President for Academic Affairs

Project Director:

Dr. Susan Stockdale, Professor, BCOE-SMGE

Project Title:

Woodrow Wilson Fellowship Program

Funding Agency:

The Woodrow Wilson National Fellowship Foundation/
Rockefeller Brothers
Fund Teaching Fellowship for Aspiring Teachers of Color

Award: \$400,000

Principal Investigator:

Dr. Anita VanBrackle, KSU Paulding Site Director-EECE

Project Title:

Kennesaw State University Upward Bound-Hiram High

School

Funding Agency:

U.S. Department of Education

Award: \$257,500

Principal Investigator:

Dr. Anita VanBrackle, KSU Paulding Site Director-EECE

Project Title:

Kennesaw State University Upward Bound-Rockmart High School, Cedartown High School

Funding Agency:

U.S. Department of Education

Award: \$257,500

Principal Investigators:

Dr. Brendan Callahan, Assistant Professor, BCOE-SMGE
Dr. Neporcha Cone, Associate Professor, BCOE-EECE
Dr. Paula Jackson, Professor of Biology, CSM-EEOB

Project Title:

TELBio: Teaching English Learners Biology

Funding Agency:

National Science Foundation

Award: \$1,198,244

Principal Investigators:

Dr. Denise R. Simons, PI, Virginia Polytechnic Institute and

Abbreviation Key:

BCOE = Bagwell College of Education
EDL = Educational Leadership
EECE = Elementary and Early Childhood Education
ESS = Education Student Services
INED = Inclusive Education
IT = Instructional Technology
SMGE = Secondary and Middle Grades Education
CETL = Center for Excellence in Teaching and Learning
CHSS = College of Humanities and Social Sciences
ENG = English
FL = Foreign Language
GEOA = Geography and Anthropology
HIS = History
COTA = College of the Arts
AD = Art and Design
MU = Music
DA = Dance
TH = Theatre
CSM = College of Science and Mathematics
CB = Chemistry and Biochemistry
EEOB = Ecology, Evolution and Organismal Biology
MATH = Mathematics
PHY = Physics
SAS = Statistics and Analytical Science
SPCEET = Southern Polytechnic College of Engineering and Engineering Technology
CCE = Civil and Construction Engineering
WCHHS = WellStar College of Health and Human Services
ESSM = Exercise Science & Sport Management
HPPE = Health Promotion & Physical Education
SWHS = Social Work and Human Services

State University

Dr. Nicholas Clegorne, Co-PI, Associate Professor,
BCOE-EDL

Project Title:

Preparing a 21st Century STEM Workforce: Defining and
Measuring Leadership in Engineering Education

Funding Agency:

National Science Foundation

Subaward: \$176,917

Principal Investigators:

Dr. Melissa Driver, Assistant Professor, BCOE-INED

Dr. Katherine E. Zimmer, Assistant Professor, BCOE-INED

Project Title:

High Leverage Practices PD: Improving Student Outcomes
in Georgia

Funding Agency:

CEEDAR Center

Award: \$60,000

Principal Investigators:

Dr. Charlease Kelly-Jackson, Associate Professor,
BCOE-EECE

Dr. Brendan Callahan, Assistant Professor, BCOE-SMGE

Dr. Roneisha Worthy, Assistant Professor, SPCEET-CCE

Dr. Donna Barrett-Williams, Fulton County Schools

Project Title:

SysTEMic

Funding Agency:

Improving Teacher Quality State Grant

Award: \$47,573

Principal Investigators:

Dr. Kimberly Gardner, Associate Professor, CSM-MATH

Dr. David Glassmeyer, Assistant Professor, BCOE-SMGE

Dr. Roneisha Worthy, Assistant Professor, SPCEET-CCE

Project Title:

Collaborative for Advancing Mathematical Proficiency III

Funding Agency:

Improving Teacher Quality State Grant

Award: \$45,100

Principal Investigators:

Dr. Charlease Kelly-Jackson, Associate Professor,
BCOE-EECE

Dr. Adrienne King, Assistant Professor, CSM-EEOB

Project Title:

Phenomenal 3D Science in the Schoolyard

Funding Agency:

Improving Teacher Quality State Grant

Award: \$44,108

Principal Investigators:

Dr. Brian Lawler, Assistant Professor, BCOE-SMGE

Dr. Wendy Sanchez, Professor, BCOE-SMGE

Dr. Belinda Edwards, Associate Professor, BCOE-SMGE

Project Title:

Building Capacity in Cobb County for Fourth-Year
Mathematics Instruction

Funding Agency:

Improving Teacher Quality State Grant

Award: \$29,835

Principal Investigators:

Dr. Wendy Sanchez, Professor, BCOE-SMGE

Dr. Brian Lawler, Assistant Professor, BCOE-SMGE

Dr. Belinda Edwards, Associate Professor, BCOE-SMGE

Project Title:

Open Source Technology for Teaching High School
Mathematics

Funding Agency:

Improving Teacher Quality State Grant

Award: \$27,580

Principal Investigator:

Ms. Susan Collins, Senior Lecturer, BCOE-EECE

Project Title:

STEM Summer Camp

Funding Agency:

Greystone Power Corporation

Award: \$9,273

Principal Investigators:

Dr. Iván M. Jorrín-Abellán, Professor, BCOE-SMGE

Rafael A. Méndez Romero, Associate Professor,

Universidad del Rosario, Columbia

Project Title:

Discussion, Refinement and Enhancement of the Octágono
Model

Funding Agency:

Universidad del Rosario, Colombia

Award: \$6,000

KENNESAW STATE UNIVERSITY FUNDING

Dr. Ann Bennett (Assistant Professor, BCOE-SMGE) - \$4,500
Graduate Research Assistantship grant. The Graduate College.

Dr. Jayoung Choi (Associate Professor, BCOE-INED) - \$2,300
award from the Graduate College Travel Funding for a study of
trilingual preschoolers' language practices in May 2018. Seoul
National University, Seoul, Korea. She received \$670.64 award
from the Undergraduate Research & Creative Activities (URCA)
Travel Grants, Office of Undergraduate Research (OUR). She
also received funding to participate in the Perspectives on
Global Issues Workshop in Germany.

Dr. Jillian Ford (Associate Professor, BCOE-SMGE), **Dr. Erin
Adams** (Assistant Professor, BCOE-EECE), **Dr. Sohyun An**
(Associate Professor, BCOE-EECE), & **Dr. Sanjuana Rodriguez**
(Assistant Professor, BCOE-EECE) - \$5,000 "Year of" grant from
the Division of Global Affairs; \$1,000 from the BCOE Dean's
Office to fund a year-long Year of India lecture/yoga/workshop
series.

Dr. Jillian Ford (Associate Professor, BCOE-SMGE), & **Dr.
Natasha Thornton** (Assistant Professor, BCOE-EECE) - \$3,335
grant from the Office of Diversity & Inclusion; \$3,335 from the
BCOE Dean's Office to fund a Common Reading pilot program
called Books for Building.

Ms. Beth Marks (BCOE-SMGE) - \$7,000 Strategic
Internationalization Grant from the Division of Global Affairs for
students to take education foundation courses at KSU's campus
in Montepulciano, Italy. (See story on page 14.)

Dr. Marrielle Myers (Assistant Professor, BCOE-EECE) - \$7,961 internal grant submitted to the Office of Undergraduate Research for the Positioning Preservice Teachers as Researchers: The Case of Studying Culturally Relevant Mathematics Instruction.

Dr. Amanda Richey (Assistant Professor, BCOE-INED), & **Ms. Li Chen** (Librarian Associate Professor, Library Science) - \$9,000 award from the Year of Morocco (YoM) College Spotlight program for the "Multiple Literacies in Morocco."

BAGWELL COLLEGE OF EDUCATION FUNDING

Dr. Kathleen Bennett (Assistant Professor, BCOE-INED) - \$2,500 award from the BCOE Research Scholarship Grant for "Ready It Once Again: A Pilot Case Study."

Dr. David Glassmeyer (Assistant Professor, BCOE-SMGE) - \$2,500 award from the BCOE Research Scholarship Grant for "Fostering Design-based Interdisciplinary Learning, Modular Mechatronics for Advanced Robotics & Manufacturing (M2ARM)."

Dr. Nihal Khote (Assistant Professor, BCOE-INED) - \$2,500 award from the BCOE Research Scholarship Grant for "Bilingual Literacy through Story-sharing with 4th and 5th Grade Latino Students."

Dr. Jihye Kim (Assistant Professor, BCOE-SMGE) - \$2,500 award from the BCOE Research Scholarship Grant for "Differential Item Functioning in the Depression Scales on the POMS-SF and the CES-D by Gender."

Dr. Nita Paris (Professor, BCOE-SMGE) - \$2,500 award from the BCOE Research Scholarship Grant for "The Adolescent State of Mind: What Neuroscience Reveals about Our Students and How We Should Respond."

Dr. Sanjuana Rodriguez (Assistant Professor, BCOE-EECE) - \$2,500 award from the BCOE Research Scholarship Grant for "Fast Start Academy: Investigating Student Achievement and Pre-service Teacher's Experiences in a Summer Program."

Dr. Carolyn Wallace (Professor, BCOE-SMGE), & **Dr. Mike Dias** (Professor, BCOE-SMGE) - \$2,500 award from the BCOE Research Scholarship Grant for "Investigating the Use of Scientific Language and Multi-literacies in the Middle School Classroom."

Dr. Katherine Zimmer (Assistant Professor, BCOE-INED), & **Dr. Melissa Driver** (Assistant Professor, BCOE-INED) - \$18,742.80 award from the Bagwell College of Education Research Fellowship Award. Project AVATAR (Advancing Virtual Interactions in Teacher Preparation for Actual Reality).

Dr. Guichun Zong (Professor, BCOE-SMGE) - \$2,500 award from the BCOE Research Scholarship Grant for "Engaging Pre-service Teachers in Teaching about Global Sustainability: An Interdisciplinary Inquiry."





2017-2018 FACULTY SCHOLARSHIP-PUBLICATIONS

BAGWELL COLLEGE OF EDUCATION

BOOK CHAPTERS

- Adams, M. G.** (2017). Systematically investigating instructor impact on student satisfaction in graduate programs. In D. Polly, A. Good, T. Petty, & M. Putman (Eds.), *Handbook of research on professional development for quality teaching and learning* (2nd Ed.), (pp. 200-214). Hershey, PA: IGI Global.
- Alviar-Martin, T.** (2018). Culture and citizenship. In I. Davies, L.-C. Ho, D. Kiwan, C. Peck, A. Peterson, E. Sant, & Y. Waghid (Eds.), *Palgrave handbook of global citizenship and education* (pp. 347-361). London: Palgrave Macmillan.
- Alviar-Martin, T., & Baildon, M. C.** (2018). Global citizenship in Asia. In K. J. Kennedy, & J. C. K. Lee, (Eds.), *Routledge international handbook on schools and schooling in Asia* (pp. 600-609). London: Routledge, Taylor & Francis Group.
- An, S.** (2018). Unpacking patriotism in an elementary social studies methods class. In S. Shear et al. (Eds.), *(Re)imagining elementary social studies: A controversial issues reader* (pp. 235-254). Charlotte, NC: Information Age.
- Baildon, M. C., & **Alviar-Martin, T.** (2017). Social studies teacher education in a global society: International perspectives. In C. Martell (Ed.), *Research in social studies teacher education: Critical issues and current perspectives* (pp. 77-99). Charlotte, NC: Information Age.
- Bessette, H. J., & Carter Hicks, J.** (2018). Cooperative learning as critical culturally sustaining/responsive pedagogy. In S. N. J. Blackman, & D. A. Conrad (Eds.), *Caribbean discourse in inclusive education (CDIE), responding to learner diversity and difficulties* (Series), Vol. 2. Charlotte, NC: Information Age.
- Croft, S. J.** (2018). Collaboration between higher education and public-school educators. In **S. J. Croft**, T. Pogue, & V. Walker (Eds.), *Living the legacy of African American education: A model for university and school engagement* (pp. 1-8). Lanham, MD: Rowman & Littlefield.
- Croft, S. J.** (2018). Safe spaces and summer meetings. In **S. J. Croft**, T. Pogue, & V. Walker (Eds.), *Living the legacy of African American education: A model for university and school engagement* (pp. 9-18). Lanham, MD: Rowman & Littlefield.
- Croft, S. J., & Pogue, T.** (2018). The challenges of implementing a historical model in a contemporary setting. In **S. J. Croft**, T. Pogue, & V. Walker (Eds.), *Living the legacy of African American education: A model for university and school engagement* (pp. 53-58). Lanham, MD: Rowman & Littlefield.
- Dail, J., & Vásquez, A.** (2018). Seeing the world differently: Remixing young adult literature through critical lenses. In J. S. Dail, S. Witte, & S. T. Bickmore (Eds.), *Toward a more visual literacy: Shifting the paradigm with digital tools and young adult literature* (pp. 91-100). Lanham, MD: Rowman & Littlefield.
- Gambrell, J. A.** (2017). Embracing teaching as social activism: Rejecting colorblindness through cultural inclusion during study abroad. In H. An (Ed.), *Handbook of research on efficacy and implementation of study abroad programs for P-12 teachers* (pp. 322-340). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-1057-4.ch018
- Gambrell, J. A., & Freire, J. A.** (2017). Una contextualización lingüística, racial y política de la evaluación de los programas de magisterio en Estados Unidos [Assessment in United States teacher preparation programs: Exploring linguistic, racial, and political contexts]. In A. Rivera (Ed.), *Miradas a la evaluación en la diversidad cultural: Brasil, España, EU, Venezuela y México* (pp. 69-92). Ciudad de México, MX: Castellanos Editores.
- Harper, F., **Sanchez, W. B.**, & Herbel-Eisenmann, B. (2017). Doing mathematics across languages: Exploring possibilities for supporting emergent bilinguals' mathematical communication and engagement. In S. E. Kastberg, A. M. Tyminski, A. E. Lischka, & **W. B. Sanchez** (Eds.), *Building support for scholarly practices in mathematics methods* (pp. 3-10). Charlotte, NC: Information Age.
- Kastberg, S. E., Tyminski, A. M., Lischka, A. E., & **Sanchez, W. B.** (2017). Setting the stage: Explorations of mathematics teacher educator practices. In S. E. Kastberg, A. M. Tyminski, A. E. Lischka, & **W. B. Sanchez** (Eds.), *Building support for scholarly practices in mathematics methods* (pp. 263-278). Charlotte, NC: Information Age.
- Khote, N.** (2018). Translanguaging in

systemic functional linguistics: A culturally sustaining pedagogy for writing in secondary schools. In R. Harman (Ed.), *Bilingual learners and social equity: Critical approaches to systemic functional linguistics* (pp. 153-178). New York: Springer.

Kim, Y.A. (2018). Chapter 78: School roles in ethnic minority education in Korea. In M.T. Hue (Ed.), Section 15: Ethnic minorities. In K. J. Kennedy, & J. C.-K., Lee (Eds.), *Routledge International Handbook of Schools and Schooling in Asia* (pp. 829-837). New York.

Lokey-Vega, A. (2018). Introduction. In K. Kennedy, & R. E. Ferdig (Eds.), *Handbook of research on K-12 online and blended learning* (2nd ed., pp. 3-6). Pittsburgh, PA: ETC Press.

Lokey-Vega, A., Jorrín-Abellán, I. M., & Pourreau, L. (2018). Theoretical perspectives in K-12 online learning. In K. Kennedy, & R. E. Ferdig (Eds.), *Handbook of research on K-12 online and blended learning* (2nd ed., pp. 65-90). Pittsburgh, PA: ETC Press.

Norris, J., **An, S., Davis, C., Ford, J., Guerra, P., Her, L., McDonald, B., McHatton, P. A., & Ritchie, S.** (2018). Towards an understanding of inclusion through the playbuilding of 'Beyond the Masks'. In S. Singer, & M. Harkins (Eds.), *Voices from the margins: Conversations about schooling, social justice and diversity* (pp. 141-177). McGill-Queen's University Press.

Pourreau, L., & Lokey-Vega, A. (2017). K-12 virtual educator preparation: Insights and inquiry. *Handbook of research on innovative practices in teacher preparation and graduate-level teacher education programs* (pp. 557-578). Hershey, PA: IGI Global.

Thompson, W., & **Coffey, D.** (2017). Accentuating social and cultural connections to revitalize literacy achievement. In E. Ortlieb, & E. H. Cheek, Jr. (Eds.), *Addressing diversity in literacy instruction* (pp. 155-170). United Kingdom: Emerald Group Publishing Limited.

Thompson, W., & **Coffey, D.** (2017). Literacy instruction in the past, present, and future. In M. F. Shaughnessy (Ed.), *Humanities: Past, present, and future* (pp. 71-90). Hauppauge, NY: NOVA Science Publishers.

BOOKS EDITED

Croft, S. J., Pogue, T., & Walker, V. (2018). *Living the legacy of African American education: A model for university and school engagement*. Lanham, MD: Rowman & Littlefield.

Kastberg, S. E., Tyminski, A. M., Lischka, A. E., & **Sanchez, W. B.** (2017). *Building support for scholarly practices in mathematics methods*. Charlotte, NC: Information Age.

BOOKS REVIEWED

Adams, M. G. (2017). [Review of the book: *Teaching, learning, literacy in our high-risk high-tech world*, by Gee, J. P.]. New York: Teachers College Press, 192 pp.

Gillis, B. (2017). [Review of the book *Blood don't lie*, by Aaron Levy]. The ALAN Review: ALAN Picks, 2017, 252 pp.

Gillis, B. (2017). [Review of the book *Nyxia*, by Scott Reintgen]. The ALAN Review: ALAN Picks, 2017, 384 pp.

Gillis, B. (2018). [Review of the book *Mercy rule*, by Tom Leveen]. The ALAN Review: ALAN Picks, 2018, 456 pp.

JOURNAL ARTICLES

Adams, M. G. (2017). Fostering success: Stories from four recent college graduates. *Negro Educational Review*, 68(1-4), 109-130.

Ali, R., & **Wright, J. M.** (2017). Examination of QM™ process: Making a case for transformative professional development model. *International Journal on E-Learning*, 16(4), 329-347.

An, S. (2017). Teaching race through Asian-Crit-informed counterstories of school segregation. *Social Studies Research and Practice*, 12(2), 210-231.

Bennett, J., **Driver, M. K., & Trent, S. C.** (2017). Real or ideal? A narrative literature review addressing white privilege in teacher education. *Urban Education*, 1-28.

Buckman, D. G. (2017). Job satisfaction: A study of the relationship between Right-To-Work policy and public school teachers' perceptions. *Educational Leadership Review*, 18(1), 52-66.

Buckman, D. G., & Jackson, T. (2018). State of states: Georgia. *Journal of Education Finance*, 43(3), 246-248.

Buckman, D. G., Johnson, A. D., & Alexander, D. (2018). Internal versus external promotion: Advancement of teachers to administrators. *Journal of Educational Administration*, 56(1), 33-49. doi:10.1108/JEA-01-2017-0003

Coffey, D., & Elsayy, I. (2017). Exploring the invitational impact of participation in an inclusive post-secondary academy. *Journal of Invitational Theory and Practice*, 23, 27-34.

Dail, J., & Vasquez, A. (2018). Google Drive: Facilitating collaboration and authentic community beyond the classroom. *Voices from the Middle*, 25(4), 24-28.

Fletcher, E. C., & **Chang, M. -L.** (2017). Feedback from the triad relationship as predictors of the satisfaction of student teachers. *Business Teacher Education Journal*, 43, 61-68.

Fuller, J. S., & Dawson, K. M. (2017). Student response systems for formative assessment: Literature-based strategies and findings from a middle school implementation. *Contemporary Educational Technology*, 8(4), 370-389.

Gambrell, J. A. (2017). Is culturally responsive pedagogy enough? Toward culturally "real"-evant curriculum. *Democracy and Education*, 25(1), 1-7.

Gillis, B. (2017). A vocabulary of intimacy: Building and nurturing healthy adolescent relationship skills. *The ALAN Review*, 45(1), 84-90.

Gillis, B. (2018). Looking beyond the classroom: Accessing our students' funds of knowledge through young adult literature. *The ALAN Review*, 45(2), 67-73.

Gillis, B. (2018). Understanding and connecting our ways of being in the world: Promoting sensitivity and understanding in classrooms with undocumented Latinx students. *The ALAN Review*, 45(3), 82-89.

Guramatunhu-Cooper, N. M., Purcell, J. W., Nguyen-Voges, S., **Worthy, R., & Myers, M.** (2018). Student perceptions of millennial faculty. *Currents in Teaching and Learning*, 10(1), 5-18.

Harman, R., & **Khote, N.** (2018). Critical SFL praxis with bilingual youth: Disciplinary instruction in a third space. *Critical Inquiry in Language Studies*, 15(1), 63-83.

Jarrett, P., Tran, H., & **Buckman, D. G.** (2018). The effects of gender and professional experience on superintendent selection decisions by school board chairpersons. *AASA Journal of Scholarship and Practice*, 15(1), 7-21.

Jimenez, A., Nixon, C., & Zepeda, S. (2017). The impact of graphical aids on mathematics standardized testing of ELLs in elementary schools evening the playing field. *Bilingual Research Journal*, 40(3), 262-273. doi:10.1080/15235882.2017.1343755

Johnson, A. D., Adams, V. M., & Buckman, D. G. (2018). State of states: Louisiana. *Journal of Education Finance*, 43(3), 260-262.



Kastberg, S., Tyminski, A., & Sanchez, W.B. (2017). Reframing research on methods courses to inform mathematics teacher educators' practice. *The Mathematics Educator*, 26(1), 3-31.

Kim, J., Wee, S., & Kim, K. (2018). Walking the roads as immigrant mothers and teacher educators: A collaborative self-study of three Korean immigrant early childhood educators. *Studying Teacher Education*, 14(1), 1-17.

Kim, K., & Kim, J. (2017). Going beyond the gap between theory and practice: Rethinking teacher reflection with poststructural insights. *Journal of Early Childhood Teacher Education*, 38(4), 289-303.

Kim, Y.A., An, S., Kim, H., & Kim, J. (2017). Meaning of parental involvement among Korean immigrant parents: A mixed methods approach. *The Journal of Educational Research*, 111(2), 127-138.

Powell, S. R., Driver, M. K., & Roberts, G. (2017). An analysis of the mathematics vocabulary knowledge of third- and fifth-grade students: Connections to general vocabulary and mathematics computation. *Learning and Individual Differences*, 57, 22-32. doi:10.1016/j.lindif.2017.05.011

Rodriguez, S. (2017). Becoming a writer: Emergent bilinguals' use of language resources in an English only kindergarten writing workshop. *Perspectives and Provocations*, 6(1).

Sánchez-Macías, I., & Jorrín-Abellán, I. M. (2018). Estudio de caso sobre la evaluación por competencias en

Educación Artística: Aportaciones a la Educación Patrimonial. *Estudios Pedagógicos*, [S.l.], v. 43, n. 4, p. 229-250. ISSN 0718-0705. Disponible en: <http://revistas.uach.cl/index.php/estped/article/view/1799>

Schlesinger, N., & Gray, S. (2017). The impact of multisensory instruction on learning letter names and sounds, word reading and spelling. *Annals of Dyslexia*, 67(3), 219-258. doi:10.1007/s11881-017-0140-z

Strieker, T., Adams, M. G., Lim, W., & Wright, M. (2017). Using discourse analysis to understand the relationships and practices of pre-service co-teachers. *Georgia Educational Researcher*, 14(1), 40-68.

Wilson, P. H., Sztajn, P., Edgington, C., Webb, J., & Myers, M. (2017). Changes in teachers' discourse about students in a professional development on learning trajectories. *American Educational Research Journal*, 54(3), 568-604.

Wynter-Hoyte, K., Braden, E. G., Rodriguez, S., & Thornton, N. (2017). Disrupting the status quo: Exploring culturally relevant and sustaining pedagogies for young diverse learners. *Race Ethnicity and Education*. doi:10.1080/13613324.2017.1382465

ONLINE JOURNAL ARTICLES

Brakoniecki, A., Amador, J., & Glassmeyer, D. M. (2018). Preservice teachers' creation of dynamic geometry sketches to understand trigonometric relationships. *Contemporary Issues in Technology and*

Teacher Education, 18(3). Retrieved from <http://www.citejournal.org/proofing/preservice-teachers-creation-of-dynamic-geometry-sketches-to-understand-trigonometric-relationships>

Calandra, B., Brantley-Dias, L., Yerby, J., & Demir, K. (2018). Examining the quality of preservice science teachers' written reflections when using video recordings, audio recordings and memories of a teaching event. *Contemporary Issues in Technology and Teacher Education*, 18(1), 81-101. Retrieved from <http://www.citejournal.org/volume-18/issue-1-18/science/when-using-video-recordings-audio-recordings-and-memories-of-a-teaching-event/>

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Jean-Sigur, R. (2018). Advancing the educational opportunities of African American early care providers: Understanding culture, climate and providing support (p. 48-51). Being black is not a risk factor: Statistics and strengths-based solutions in the state of Georgia. *2017 National Black Child Development Institute Annual Report*. Washington, D.C.: NBCDI. Retrieved from: <https://www.nbcdi.org/sites/default/files/BeingBlackIsNotARiskFactorGeorgia.pdf>

Kim, J., & An, S. (2017). Rethinking stereotypes about Asian American students through learning history. *Childhood Explorer*, Summer. Association for Childhood Education International. Retrieved from: <http://www.childhoodexplorer.org>

Kim, Y., An, S., Bell, D., Jean-Sigur, R., & Basch, M. (2018). Who should teach overlapping grades when early childhood education and elementary teaching licensures allow? Teacher candidates' perceptions. *Early Years: An International Research Journal*. <https://doi.org/10.1080/09575146.2018.1471451>

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teacher turnover. *Journal of Online Learning Research*, 4(1), 53-85. Retrieved from <http://www.learntechlib.org/p/181297/>

OTHER ELECTRONIC MEDIA

Adams, M. G., Rodriguez, S., & Zimmer, K. (2017). Classroom Q&A with Larry Ferlazzo. *Education Week Teacher Blog*. Langhorne, PA: Education Week. Retrieved from: <https://www.edweek.org>

Bennett, A. M. (2017). An invisible disability in an able-bodied world: *The reality of living with Type 1 Diabetes* [Video file]. Retrieved from: <https://youtu.be/noZM8CRmrBo>

Jean-Sigur, R. (2018). Advancing the educational opportunities of African American early care providers. *National Black Child Development Institute (NBCDI) Webinar Series*. Retrieved from: <https://www.nbcdi.org/sites/default/files/BeingBlacksNotARiskFactorGeorgia.pdf>

Leveen, T. (2018). Interview of author by **Bryan Gillis** [Review of the book: *Mercy Rule*]. Retrieved from: <http://www.alan-ya.org/alan-picks-march-2018/>

Vega, A. L., & Bondeson, K. (2017). Project based online learning: Meeting the challenge. *Buck Institute of Education Blog*. https://www.bie.org/blog/project_based_online_learning_meeting_the_challenge

Vega, A. L., & Stephens, S. (2018). *A vision for personalized learning in Georgia K-12 schools*. http://bagwell.kennesaw.edu/files/1115/1552/2018/Personalized_Learning_Vision_for_Georgia.pdf

PROCEEDINGS

Langub, L., & Warner, M. (2018). Fostering digital literacy development with elementary & early childhood educators. In E. Langran, & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1190-1195). Washington, D.C.: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/p/182677/>

Myers, M. (2017). Identifying critical topics for teaching mathematics for social justice in K-5 settings: Connections and tensions. In E. Galindo, & J. Newton (Eds.), *Proceedings of the 39th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 921-924). Indianapolis, IN: Hoosier.

Pourreau, L., Lokey-Vega, A., & Jorrín-

Abellán, I. M. (2018). Why theoretical perspectives need to frame K-12 online learning. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 701-710). Washington, D.C. Association for the Advancement of Computing in Education (AACE).

Sanders, K., Bondeson, K., & Lokey-Vega, A. (2018). INNOVATE, a professional development course in the K-12 online context: A design case. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 711-716). Association for the Advancement of Computing in Education (AACE).

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

BOOK CHAPTERS

Dail, J. (2018). *Toward a more visual literacy: Shifting the paradigm with digital tools and young adult literature*. Lanham, MD: Rowman & Littlefield.

Dail, J., & Vásquez, A. (2018). Seeing the world differently: Remixing young adult literature through critical lenses. In J. S. Dail, S. Witte, & S. T. Bickmore (Eds.), *Toward a more visual literacy: Shifting the paradigm with digital tools and young adult literature* (pp. 91-100). Lanham, MD: Rowman & Littlefield.

BOOK EDITED

Dail, J., Witte, S., & Bickmore, J. (2018). *Toward a more visual literacy: Shifting the paradigm with digital tools and young adult literature*. Lanham, MD: Rowman & Littlefield.

JOURNAL ARTICLES

Crovitz, D., & Devereaux, M. (2017). Developing thematic units: Is there a place for grammar? *Connections: The Journal of the Georgia Council of Teachers of English*, 52(1), 22-26.

Dail, J., & Vasquez, A. (2018). Google Drive: Facilitating collaboration and authentic community beyond the classroom. *Voices from the Middle*, 25(4), 24-28.

Devereaux, M., & Crovitz, D. (2018). Power play: From grammar to language study. *English Journal*, 107(3), 19-25.

Wynn, C. T., & Okie, W. T. (2017). Problem-based learning and the training of social studies teachers: A case study of candidate perceptions during their field experience. *International Journal for the Scholarship of Teaching and Learning*, 11(2), Article 16.

WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES

ONLINE JOURNAL ARTICLES

Culp, B. (2018). 50 million strong by 2029: Helping immigrant and refugee youth succeed in physical education. *PHE America*. Retrieved from: <http://www.pheamerica.org/2018/50-million-strong-by-2029-helping-immigrant-and-refugee-youth-succeed-in-physical-education/>





2017-2018

FACULTY SCHOLARSHIP - PRESENTATIONS

BAGWELL COLLEGE OF EDUCATION

Adams, M. G. (2018, May). *Using surveys to support qualitative findings: Avoiding reliance on the quantitative data.* The 14th Annual International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, M. G., & Rodriguez, S. (2017, October). *Using field experiences to increase teacher candidates' senses of efficacy.* Georgia Educational Research Association (GERA) Conference, Augusta, GA.

Allen, J., **Adams, M. G.**, Braden, E., **Rodriguez, S.**, **Thornton, N.**, & Wynter-Hoyte, K. (2017, December). *Moving from deficit-based to meaningful literacies: Five case studies.* Literacy Research Association (LRA) Annual Conference, Tampa, FL.

Alvarez McHatton, P., **Zimmer, K.**, **Driver, M. K.**, & Murphy, K. (2018, March). *Mixed-reality simulation environments to develop teacher candidates: The power of new technologies.* Annual American Association of Colleges for Teacher Education Conference, Baltimore, MD.

Alves, K., Hirsch, S. E., & **Driver, M. K.** (2017, November). *Low tech and high tech methods of instruction to teach high leverage practices.* Annual Meeting of the Teacher Education Division of the Council for Exceptional Children Conference, Savannah, GA.

Alves, K., Hirsch, S. E., Williams, M. C., **Driver, M. K.**, & Brown, T. (2018, February). *Low tech and high tech methods of instruction to teach high leverage practices.* Annual Meeting of the Teacher

Education Division of the Council for Exceptional Children Conference, Tampa, FL.

Alviar-Martin, T., Baidon, M. C., **Kim, Y.**, Mitchem, M., Shatara, H., & Bott, S. (2017, November). *Global citizenship education in three global cities: An analysis of the intended civic education curriculum in Hong Kong, New York, and Singapore.* The College and University Faculty Assembly, National Council for the Social Studies, San Francisco, CA.

An, S. (2017, November). *Beyond the great men: Building civic agency through exploring four young girls who changed America.* Annual Meeting of College and University Faculty Association of the National Council for the Social Studies, San Francisco, CA.

An, S. (2017, November). *Beyond the white/black binary: Teaching brown through counterstories of varied groups of color.* Annual Meeting of College and University Faculty Association of the National Council for the Social Studies, San Francisco, CA.

An, S. (2017, November). *Whether and how to teach patriotism: Engaging elementary teacher candidates in the rethinking of patriotism.* Annual Meeting of College and University Faculty Association of the National Council for the Social Studies, San Francisco, CA.

An, S. (2018, April). *Positionality, possibility, powerful pedagogy: Teaching and researching as foreign faculty of color.* Keynote speech at the Annual Meeting of the Korean American Educational Research Association, New York, NY.

Baildon, M. C., **Alviar-Martin, T.**, Bott, S., & Lam, H.-W. (2017, November). *A comparative case study of international schools in Singapore and Hong Kong: Studying global issues as ethical/political practice*. The College and University Faculty Assembly: National Council for the Social Studies, San Francisco, CA.

Basch, K. (2018, March). *Technology in the classroom*. Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.

Bessette, H. J., & Bennett, K. (2017, November). *Holding the brass ring: How educators can transform teacher preparation using high leverage practices*. Roundtable session at the Annual Meeting of the Teacher Education Conference, Council for Exceptional Children, Savannah, GA.

Braden, E., Rodriguez, S., & Thornton, N. (2018, April). *Critical analysis of children's and young adult literature: Uncovering discourses of power and representation about Latinx communities*. American Educational Research Association (AERA) Annual Conference, New York, NY.

Bryant, D. A., & **Alviar-Martin, T.** (2017, November). *From "minority" to "international": A study of Hong Kong school leaders' mediation of global education*. The College and University Faculty Assembly, National Council for the Social Studies, San Francisco, CA.

Buckman, D. G. (2017, July). *Does unionization influence the job satisfaction of public P-12 teachers*. National Council of Professors of Educational Administration Conference, San Juan, Puerto Rico.

Buckman, D. G. (2018, April). *Faculty pay equity at Georgia colleges and universities*. National Education Finance Conference, Tulsa, OK.

Buckman, D. G. (2018, April). *State of states: Georgia educational budget trends*. National Education Finance Conference, Tulsa, OK.

Buckman, D. G., & Johnson, A. D. (2017, July). *Pathway to the assistant principalship: A study of the influence of state educational leadership licensure policy and promotion type on the employability of new assistant principal candidates*. National Council of Professors of Educational Administration Conference, San Juan, Puerto Rico.

Carter Hicks, J., Knowles, K., & Brown, P. (2017, December). *Designing a universal design for learning lab, lessons learned for P-20 inclusion*. TASH 2017 Conference, Atlanta, GA.

Cervantes-Soon, C., **Gambrell, J. A.**, & Kasun, K. (2018, April). *Dual-language education in the Southeast: Paths, tensions, and opportunities in the construction of neoliberal, multilingual subjects*. Annual Meeting of the American Educational Research Association, New York, NY.

Chang, M., -L. (2017, November). *Sociocultural and emotional factors in shaping teacher motivation and student engagement*. Bagwell College of Education Dean's Speaker Series, Kennesaw State University, Kennesaw, GA.

Choi, J. (2018, March). *Translanguaging practices of a preschooler in a multilingual home: Korean, Persian, and English*. National Association of Bilingual Education (NABE), Albuquerque, NM.

Choi, J. (2018, May). *Promoting multilingualism for multicultural society: A study of trilingual preschoolers' language practices*. International Conference of the Korean Association for Multicultural Education (KAME), Seoul National University, Seoul, Korea.

Choi, J., Heimlich, M., & Bell, S. (2017, October). *Translanguaging in content classes: A study of a trilingual preschooler*. Georgia TESOL (GATESOL), Macon, GA.





Choi, J., & Phillips, T. (2018, March). *Reimagining the role of bilingual children's literature: Translanguaging approaches*. Kennesaw State University Children & Youth Literature Conference, Kennesaw, GA.

Chun-Burbank, S., Thomson, J., & **Kim, J.** (2017, October). *Why intergenerational activities?* Association for Constructivist Teaching, Fullerton, CA.

Coffey, D. (2017, July). *Linking literacy and science for maximum learning and effective teacher preparation*. International Literacy Association Conference, Orlando, FL.

Coffey, D. (2017, October). *Exploring cultural insights with strategic collaborative learning*. Center for Excellence in Teaching and Learning Summit, Kennesaw, GA.

Coffey, D. (2017, November). *Explorations of literacy, language, and culture in the tutorial process*. Association of Literacy Educators and Researchers 61st Annual Conference, St. Petersburg, FL.

Coffey, D. (2018, March). *Igniting the imagination with strategic exploration of literature*. Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.

Coffey, D., & Elsayy, I. (2017, October). *Exploring the impact of participating in an inclusive post-secondary learning opportunity*. Georgia Educational Research Association Conference, Augusta, GA.

Croft, S. J. (2017, September). *Bridging the divide: Building community, culture, and cooperation*. 40 + Years in education and I still

see the light. (Invited). Albany State Educators Summit, Albany State University, Albany, GA.

Croft, S. J. (2017, October). *Imagining the possible: P-20 collaborations for bridging leadership, teaching and learning*. Metropolitan Atlanta P-20 Collaborative. (Invited). Sponsored by the GADOE at Kennesaw State University, Kennesaw, GA.

Croft, S. J., & Pogue, T. (2017, October). *Possibilities for P-12 collaboration using a historical model*. Georgia Educational Research Association Conference, Augusta, GA.

Delacruz, S. (2017, July). *Does distance matter? Preparing and supporting elementary preservice teachers abroad for edTPA*. The Organization of Teacher Educators in Reading session at the International Literacy Association Conference, Orlando, FL.

Delacruz, S. (2017, November). *Building digital literacy bridges: Connecting cultures and promoting global competencies through school-based virtual field trips*. Literacy Research Association 67th Annual Conference, Tampa, FL.

Delacruz, S. (2017, November). *Utilizing school-based virtual field trips for global learning*. The Global Education Conference. (online event).

Delacruz, S., & Maddox, H. (2018, June). *Starting from Scratch (Jr.): Implementing code literacy with young learners*. The International Society for Technology in Education Conference, BYOD session. Chicago, IL.

Dias, M., & Brantley-Dias, L. (2017, October). *Reflecting on*



renewal: Science teacher educators as K-12 teachers. Southeastern Association of Science Teacher Education Conference, Pensacola, FL.

Driver, M. K. (2018, February). *Approaches to word-problem solving for English learners with mathematics difficulty.* Poster presented at the Annual Meeting of the Council for Exceptional Children, Tampa, FL.

Driver, M. K., & Zimmer, K. (2017, June). *Using virtual simulation to prepare preservice special education teachers for inclusive settings.* 5th Annual TeachLive™ Conference, Orlando, FL.

Driver, M. K., & Zimmer, K. (2017, November). *Learning to collaborate: Using virtual simulations to prepare preservice special education teachers.* Poster presented at the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

Driver, M. K., & Zimmer, K. (2018, February). *Checking their understanding: Integrating formative assessments in online teaching.* Kennesaw State University Annual Unconference, Kennesaw, GA.

Driver, M. K., Zimmer, K., & Bennett, K. (2017, October). *Integrating literacy in early childhood mathematics: Preparing teachers for an interdisciplinary approach.* Georgia Association of Teacher Educators, Cordele, GA.

Driver, M. K., Zimmer, K., & Bennett, K. (2017, November). *Training early childhood teachers to integrate storybooks in preschool mathematics.* Roundtable presentation at the Annual Meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

Driver, M. K., Zimmer, K., & Bennett, K. (2018, February). *Using storybooks to teach preschool mathematics.* Poster presented at the Annual Meeting of the Council for Exceptional Children, Tampa, FL.

Driver, M. K., Zimmer, K., & Bennett, K. (2018, April). *Using mixed reality simulations to prepare teacher candidates for inclusive settings.* Annual University System of Georgia Teaching & Learning Conference, Athens, GA.

Ford, J. (2018, March). *The multiracial experience as people of color in academia.* Roundtable discussion at the Critical Mixed Race Studies Conference, College Park, MD.

Ford, J. (2018, April). *Stronger together: Origins of the black and brown future teacher project.* American Educational Research Association, New York, NY.

Freire, J. A., & **Gambrell, J. A.** (2018, April). *National gentrification and policy expropriation of DL education: Deconstructing neoliberal impacts.* American Educational Research Association, New York, NY.

Freire, J., **Gambrell, J. A.**, & Kasun, S. (2017, November). *Re-imagining dual language instruction in anxious times: Examining curricular, pedagogic, and policy supports for English language learners.* National Association for Multicultural Education's 27th Annual International Conference, Salt Lake City, UT.

Gambrell, J. A. (2017, November). *All alone with memory: (Re)envisioning current praxis by connecting to personal experience.* Symposium organizer and chair presented at the Annual Meeting of the



American Educational Studies Association, Pittsburgh, PA.

Gambrell, J.A. (2017, November). *Violence, healing, and critical consciousness: Re-envisioning education as a praxis of proleptic hope*. American Educational Studies Association, Pittsburgh, PA.

Gambrell, J.A., & Freire, J. (2017, July). *Una contextualización lingüística, racial y política de evaluación en los programas de magisterio en Estados Unidos* [Evaluation in United States teacher preparation programs: Exploring linguistic, racial, and political contexts]. VI Simposio de la Asociación Iberoamericana de Docencia Universitaria en México, Puebla, México.

Gambrell, J.A., & Rodriguez, S. (2018, February). *More than language: Incorporating funds of identity for recruiting bilingual teacher candidates*. Kennesaw State University ESOL Conference, Kennesaw, GA.

Gillis, B. (2017, November). *The scar story: Teaching the personal narrative essay*. American Middle Level Educators National Convention, Philadelphia, PA. (Also available online for members)

Gillis, B. (2018, February). *Promoting sensitivity and understanding in classrooms with undocumented Latinx students*. Kennesaw State University ESOL Conference, Kennesaw, GA.

Gillis, B., Sonneblich, J., & Lubar, D. (2017, November). *Writing young adult humor*. ALAN Convention at the National Council of Teachers of English Convention, St. Louis, MO.

Glassmeyer, D. M., Cores, K., Hai, J., Ray, H., & Rushton, G. (2018, April). *Who becomes U.S. mathematics teachers: A longitudinal analysis of first-time Praxis® II mathematics content knowledge examinees*. International Network for Didactic Research in Uni-

versity Mathematics (INDRUM), Kristiansand, Norway.

Glassmeyer, D. M., & Smith, A. (Feb. 2018). *Integrating chemistry and mathematics to foster conceptual understanding of logarithms*. 22nd Annual Conference of the Association of Mathematics Teacher Educators (AMTE), Houston, TX.

Hayes, M., & **Glassmeyer, D. M.** (2017, October). *Incorporating social justice in mathematics: An example using statistical concepts*. The Georgia Council of Teachers of Mathematics 58th Annual Georgia Mathematics Conference, Rock Eagle, GA.

Howrey, S. (2017, July). *The role of story in pre-service teachers' developing understandings of children's diverse cultural and personal assets*. Conference for Professors of Literacy and Teacher Education, Orlando, FL.

Howrey, S. (2017, November). *Constructing an immigrant pedagogy in teacher education*. Literacy Research Association Annual Conference, Tampa, FL.

Jackson, V. (2018, June). *Cultivating academic language development for all learners*. Georgia Department of Education L4 Summer Institute, Valdosta, GA.

Jackson, V. (2018, June). *Strategic reading groups: Supporting meaning-making for each learner*. Georgia Department of Education L4 Summer Institute, Savannah, GA.

Jackson, V., Delacruz, S., & Shrewsberry, K. (2018, March). *Between the lines and out of the box: Critical literacy instruction in elementary classrooms through technology integration*. Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.

- Jean-Sigur, R., & Johnson, M.** (2017, October). *Effective child development teaching strategies with teacher candidates and the impact on teacher preparation programs*. National Black Child Development 47th Annual Conference, Atlanta, GA.
- Jorrín-Abellán, I. M.** (2017, November). *Construyendo Rayuela: Un modelo y herramienta web para el diseño de investigaciones cualitativas*. (Invited keynote). International Congress of Psychology, Health and Education, Oviedo, Spain.
- Jorrín-Abellán, I. M., Pourreau, L., & Lokey-Vega, A.** (2018, June). *Cartografía de apoyos teóricos de sustento al campo del K-12 online learning*. XXVI Jornadas Universitarias de Tecnología Educativa (JUTE), San Sebastian, Spain.
- Jorrín-Abellán, I. M., Pourreau, L., & Lokey-Vega, A.** (2018, June). *Rayuela 2.0: Una herramienta para promocionar la labor innovadora de maestros/las mediante la generación de diseños de investigación rigurosos*. XXVI Jornadas Universitarias de Tecnología Educativa (JUTE), San Sebastián, Spain.
- Kelly-Jackson, C., & Jean-Sigur, R.** (2017, October). *Promoting STEM in early care environments: Preparing teachers for tomorrow's promise*. National Black Child Development Institute's 47th Annual Conference, Atlanta, GA.
- Kelly-Jackson, C., Vásquez, A., Myers, M., An, S., & Jean-Sigur, R.** (2018, February). *Transforming teacher preparation: Utilizing action research to foster reflective habits of mind*. Annual Conference, Association of Teacher Educators, Las Vegas, NV.
- Kelly-Jackson, C., Vásquez, A., Myers, M., Jean-Sigur, R., & An, S.** (2017, October). *Rethinking teacher preparation: Does action research fit into the transformation?* Annual Conference, Georgia Association of Teacher Educators, Cordele, GA.
- Kelly-Jackson, C., Worthy, R., Colbert, L., Ferguson, K., Rhodes, J., Muhammad, I., Jackson, K., Harkins, S., & Wood, L.** (2017, October). *Share-a-thon: Having fun the sySTEMic way*. The Georgia STEM Forum, Athens, GA.
- Kennedy, K., Ferdig, R., Borup, J., **Lokey-Vega, A.**, Archambault, L., Garrett Dikkers, A., Rice, K., & Heafner, T. (2018, March). *Symposium on: Research in K-12 online and blended learning*. Society for Information Technology & Teacher Education International Conference, Washington, DC.
- Khote, N., & Tian, Z.** (2018, March). *Translanguaging in culturally sustaining systemic functional linguistics: Developing a heteroglossic space with multilingual learners*. *Symposium on: Positive synergies of critical literacy and translanguaging: Toward a pedagogy of critical translanguaging in conversation with critical theories in education*. Discussant Ofelia Garcia. American Association of Applied Linguistics Conference, Chicago, IL.
- Kim, J.** (2018, April). *Reimagine 'home' in early childhood education through analysis of pre-service teachers' discourses of homelessness*. American Educational Research Association. New York, NY.
- Kim, J., & Chun-Burbank, S.** (2017, November). *Meaningful intergenerational activities in early childhood classrooms*. National Association for the Education of Young Children, Atlanta, GA.
- Kim, J., & Wee, S.** (2017, November). *Homelessness in children's picture books published in the United States*. National Association for the Education of Young Children, Atlanta, GA.
- Kim, J., Wee, S., & Kim, K.** (2017, November). *Rethinking culturally responsive teaching in early childhood classrooms: Through the eyes of immigrant early childhood teacher educators*. National Association for the Education of Young Children, Atlanta, GA.
- Kim, J., Wee, S., & Kim, K.** (2018, April). *A collaborative self-study: Examining intersectional experiences in immigrant mothering and teaching in higher education*. American Educational Research Association, New York, NY.
- Kim, Y.** (2018, March). *Meaning of parental involvement among Korean immigrant parents: A mixed-methods approach*. School of Education & Urban Studies, Community College Leadership Doctoral Program, Morgan State University, Baltimore, MD.
- Kim, Y.** (2018, June). *School barriers to minority parental involvement in their child's schooling in Taiwan, S. Korea and the U. S.* The 70th OMEP World Assembly and Conference, Prague, Czech.
- Kim, Y., Kim, H. C., An, S., & Kim, J.** (2017, October). *Korean immigrant parents' perceptions of library service in support of their own and their children's learning*. Georgia Educational Research Association, Augusta, GA.
- Kim, Y., Kim, H., An, S., & Kim, J.** (2018, April). *What Korean immigrant parents ask for: Transformative library upholding native language and supporting parental involvement*. American Education Research Association, New York, NY.
- Kim, Y., Kim, J., & Jo, Y.-J.** (2018, April). *Importance of teachers' perception on minority parents' efficacy: Mediating factor between teaching efficacy and views on minority children's future success*. American Educational Research Association, New York, NY.
- Langub, L. W. D.** (2018, April). *Grading conferences: Adding a human element to online learning*. University System of Georgia Board of Regents Teaching and Learning Conference, Athens, GA.
- Langub, L. W. D., & Warner, M.** (2018, March). *Fostering digital literacy development with elementary & early childhood educators*. Society for Information Technology & Teacher Education International Conference, Washington, DC.
- Lokey-Vega, A.** (2018, February). *Overcoming a bad connection* (Keynote Presentation), Kennesaw State University Unconference, KSU Distance Learning Center, Kennesaw, GA.
- Lokey-Vega, A.** (2018, April). *Overcoming a bad connection*. Emory University, Atlanta, GA.
- Lokey-Vega, A., Kennedy, K., Bondeson, K., Tomaselli, K., & Rice, M.** (2017, November). *Instructional design in K-12 online learning: A panel*. The Annual Online Learning Consortium, Accelerate



Conference, Orlando, FL.

Maddox, H., & Coffey, D. (2017, October). *A virtual reality experience for exploring the legacy of Dr. Martin Luther King, Jr. with cross-curricular connections.* Georgia Association of Teacher Educators Conference, Cordele, GA.

McAlpine, G., & Steffen, C. (2018, January). *Transforming teacher preparation: Comparing yearlong and one-semester clinical practice models.* Clute International Conference on Education, Orlando, FL.

Myers, M. (2018, March). *Preparing preservice teachers to teach K-5 mathematics for social justice: Examples, connections, and tensions.* Annual Meeting of the American Association of Colleges of Teacher Education (AACTE), Baltimore, MD.

Pourreau, L., Lokey-Vega, A., & Jorrín-Abellán, I. M. (2018, March). *Why theoretical perspectives needs to frame K-12 online learning.* Society of Information Technology & Teacher Education (SITE) International Conference, Washington, DC.

Powell, S. P., Forsyth, S., Nelson, G., & **Driver, M. K.** (2018, February). *Do students understand the language of math?* Annual Meeting of the Council for Exceptional Children, Tampa, FL.

Powell, T., **Moore, J. A.**, Mixon-Brookshire, D., Bryan, C. L., & Cochran, J. (2017, November). *Engagement in online and blended/hybrid courses: A brainstorming session.* The Annual Online Learning Consortium, Accelerate Conference, Orlando, FL.

Redish, T. (2017, November). *Instructional technology certification in Georgia.* Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Redish, T. (2017, November). *Newcomer's presentation.* Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Rodriguez, S., & Thornton, N. (2017, November). *Preparing preservice teachers for a diverse society: Using multimodal projects for cultural awareness.* National Council of Teachers of English (NCTE) Annual Conference, St. Louis, MO.

Roman, S. (2018, March). *Beliefs, experiences and practices of pre-service science teachers in racially and ethnically diverse classrooms.* Equity and Ethics Committee, poster presentation at NARST Annual International Conference, Atlanta, GA.

Sanders, K., Bondeson, K., & Lokey-Vega, A. (2018, March). *INNOVATE, a professional development course in the K-12 online context: A design case.* Society for Information Technology & Teacher Education (SITE) International Conference, Washington, DC.

Schlesinger, N. (2018, March). *Morphological instruction and children's literature.* Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.

Schlesinger, N., & Gray, S. (2018, February). *The impact of multisensory instruction on word spelling.* Poster presentation at Vanderbilt Kennedy Center Annual Pacific Coast Research Conference, San Diego, CA.

Shrewsbury K., & **Jackson, V.** (2018, April). *Between the lines and out of the box: Critical literacy for elementary students.* Symposium of Student Scholars, Kennesaw State University, Kennesaw, GA.

Stayton, V., Robbins, S., **Zimmer, K., & Vail, C.** (2017, November). *TED TeDeC SIG and DEC Recommendations: Integrating standards in curricula and certification.* Roll table presented at the Teacher

Education Division of the Council for Exceptional Children, Savannah, GA.

Stayton, V., Zimmer, K., Robbins, S., & Vail, C. (2017, November). *TED TeDeC SIG and DEC: Case examples applying standards alignments and crosswalks*. Poster presented at the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

Thompson, W., & Coffey, D. (2017, November). *Explorations of literacy, language, and culture in Navajo literature circles*. Association of Literacy Educators and Researchers Annual Conference, St. Petersburg, FL.

Thompson, W., & Coffey, D. (2018, February). *Cultivating cultural heritage through strategic literacy instruction*. Texas Association for Literacy Conference, Canyon, TX.

Thornton, N., Jackson, V., & Carillo, F. (2017, October). *Brick by brick: Building literacy curriculum around students' lives*. Georgia Educational Research Association Conference, Augusta, GA.

Vásquez, A. (2017, October). *Teacher candidates' experiences teaching diverse students*. Annual Conference, International Society for the Scholarship of Teaching and Learning, Calgary, Canada.

Vásquez, A., Murray, N., & O'Connor, K. (2017, October). *Student voice in work integrated learning*. Annual Conference, International Society for the Scholarship of Teaching and Learning, Calgary, Canada.

Wallace, C., & Coffey, D. (2018, February). *Science and reading in synch: Preservice elementary teachers design integrated science/reading lessons highlighting similar cognitive processes*. Journal of Language and Literacy Education Winter Conference, Athens, GA.

Wallace, C., & Coffey, D. (2018, March). *Investigating elementary preservice teachers' designs for integrated science/literacy instruction highlighting similar cognitive processes*. NARST Annual Conference, Atlanta, GA.

Warner, M. (2017, November). *TPACK and problem based learning enhance teacher preparation for elementary education*. Georgia Educational Technology Conference, Atlanta, GA.

Warner, M. (2018, January). *Middle grades teacher preparation that engages active, purposeful learning for all students*. Hawaii International Conference on Education, Honolulu, HI.

Warner, M., & King-McKenzie, E. (2017, October). *Elementary and middle grades teacher preparation that engages active, purposeful learning for all students*. Annual Conference for the Teacher Education Council of State College and Universities and The Renaissance Group, Philadelphia, PA.

Wee, S., & Kim, J. (2017, November). *Pursuit of Japanese cultural authenticity in young children's picture books published in the United States*. National Association for the Education of Young Children, Atlanta, GA.

Williamson, J., Maddox, H., & Stephens, S. (2018, June). *Meet your maker where they are: Using low, medium, and high technology strategies to support the maker movement in K-12 classrooms*. EdTech Coach Playground Session at the International Society for Technology in Education Annual Conference, Chicago, IL.

Winkler, D. M., & Kim, Y. (2017, October). *A new approach to parental involvement: The role of virtual parent-teacher conferences*. Georgia Educational Research Association (GERA), Augusta, GA.

Wright, J. M., & Maddox, H. (2017, November). *Virtual reality with google expeditions*. Georgia Educational Technology Conference, College Park, GA.





Zimmer, K., Driver, M. K., & Bennett, K. (2017, October). *Don't be a robot: Tips for humanizing online instruction*. Georgia Association of Teacher Educators, Cordele, GA.

Zimmer, K., Driver, M. K., & Bennett, K. (2017, October). *Engaging the online learner: Lessons from the virtual classroom*. Georgia Association of Teacher Educators, Cordele, GA.

Zimmer, K., Driver, M. K., & Bennett, K. (2017, November). *Don't be a robot: Tips for humanizing online instruction*. Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

COLLEGE OF THE ARTS

Munson, A. (2017, December). *Teaching art is not enough*. London International Conference on Education, University of Cambridge, England.

Munson, A. (2018, March). *Blue Sky Theory: Reimagining aesthetics in the everyday*. Twelfth International Conference on Design Principles & Practices, Barcelona, Spain.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCE

Crovitz, D., & Devereaux, M. (2018, February). *Language, power, and story... what's the connection?* Keynote presentation at the Georgia Council of Teachers of English Annual Conference, Athens, GA.

Devereaux, M., & Crovitz, D. (2017, November). *Theme, mood, and ... grammar? Seriously? Language use as an integrated feature of thematic units*. The National Council of Teachers of English Annual Conference, St. Louis, MO.

Wynn, C.T. (2018, February). *Problem-based learning and teacher training: A case study of the impact of PBL on candidate perceptions during their field experience*. PBL International Conference, Santa Clara, CA.

WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES

Culp, B. (2018, January). *DHCT project outcome for NAKHE: Leadership in department chair planning*. National Association for Kinesiology in Higher Education Conference, Phoenix, AZ.

Culp, B., DiGiacinto, K., Hersman, B., & James-Hassan, M. (2017, November). *Of most worth? Uncovering critical public pedagogy in movement spaces*. Poster presentation at AIESEP International Conference, Gosier, Guadeloupe.

Zimmer, K. (2017, November). *Early Childhood SIG: Syllabi share*. Teacher Education Division of the Council for Exceptional Children Conference, Savannah, GA.

Zimmer, K. (2018, January). *Enhancing social interaction through play: A teacher's guide*. Poster presented at the 19th International Conference on Autism, Intellectual Disability, and Developmental Disabilities (DADD), Clearwater, FL.

Zimmer, K., & Adams, M. G. (2017, August). *Cohort 2 scaling up: Understanding the networked improvement communities (NIC)*. (Invited). Webinar for the Georgia Department of Education, Atlanta, GA.

Zimmer, K., Bennett, K. E., & Ennis, J. (2018, January). *Increasing joint attention through storybooks: A classroom tale*. 19th International Conference on Autism, Intellectual Disability, and Developmental Disabilities (DADD), Clearwater, FL.

Zimmer, K., & Driver, M. K. (2017, June). *Innovative practices: Virtual simulations to increase teacher candidates' knowledge of behavior*. 5th Annual TeachLive® Conference, Orlando, FL.

Zimmer, K., & Driver, M. K. (2017, November). *Simulated classroom laboratory: A unique approach in preparing teachers to work with challenging student behaviors*. Poster presentation at the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

LELAND & CLARICE BAGWELL COLLEGE OF EDUCATION

Approved Educator Preparation Programs

BACCALAUREATE

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
Chemistry
English
History
Mathematics
Physics

P-12

Art Education
Health & Physical Education
Modern Language & Culture
Concentration in Chinese
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)
ESOL (P-12)
Foreign Languages:
Chinese (P-12)
Spanish (P-12)
Mathematics (6-12)
Physics (6-12)
Special Edu: General Curriculum (P-12)
Woodrow Wilson Foundation

MASTER OF EDUCATION (M.Ed.)

Early Childhood Education*
Educational Leadership*
Instructional Technology*
Middle Grades Education:
Language Arts*
Middle Grades Education:
Mathematics*
Middle Grades Education:
Science*
Middle Grades Education:
Social Studies*
Reading Education*
Secondary Education: English*
Secondary Education: History*
Secondary Education: Mathematics*
Secondary Education: Science*
Special Education:
General Curriculum*
Teacher Leadership*
Teaching English to Speakers of
Other Languages*

EDUCATION SPECIALIST (Ed.S.)

Curriculum and Instruction*
Early Childhood Education
Educational Leadership*
Instructional Technology - Advanced
& Certification Track*
Middle Grades Education:
Language Arts*
Middle Grades Education:
Mathematics*
Middle Grades Education: Science
Middle Grades: Social Studies*
Secondary Education: Chemistry
Secondary Education: English*
Secondary Education: History*
Secondary Education: Mathematics*
Special Education:
General Curriculum
Teacher Leadership*

DOCTORATE (Ed.D.)

Early Childhood Education
Educational Leadership
Instructional Technology - Initial
& Advanced Track*
Middle Grades Education:
Language Arts
Middle Grades Education:
Mathematics
Middle Grades: Social Studies
Secondary Education: Chemistry
Secondary Education: English
Secondary Education: History
Secondary Education: Mathematics
Special Education:
General Curriculum
Teacher Leadership*

NON-DEGREE PROGRAMS - GRADUATE

Curriculum and Instruction
Certification Only*
Educational Leadership Tier I
Certification Only*
Educational Leadership Tier II
Certification Only*
Instructional Technology Certification
Only*
Special Education (General Curriculum)
Certification Only*
Teacher Leadership Certification Only
Autism Education Endorsement*
Coaching Endorsement
Gifted In-Field Education Endorsement*
Online Teaching Endorsement*
Pre-School/Special Education
Endorsement
Reading Endorsement*
Teacher Leader Endorsement*
Teaching English to Speakers of Other
Languages Endorsement*
Autism Spectrum Disorder KSU
Certificate*
Educational Assessment and
Measurement KSU Certificate
Online Teaching KSU Certificate*
Special Education KSU Certificate*

* Available Online



**To request further information,
please contact:**

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