



# Focus Change *Innovate*



Bagwell College of Education

2010-2011 Annual Report



## DEAN'S OFFICE

Dr. Arlinda J. Eaton  
*Dean*

Dr. Pam Cole  
*Associate Dean for Undergraduate Studies*

Dr. Beverly Mitchell  
*Associate Dean for Assessment and Accreditation*

Dr. Nita Paris  
*Associate Dean for Graduate Studies*

## ACADEMIC DEPARTMENTS

Dr. James Cope  
*Chair – Elementary and Early Childhood Education*

Dr. Marie Holbein  
*Interim Chair – Educational Leadership*

Dr. Gregory P. Meyjes  
*Chair – Inclusive Education*

Dr. Traci Redish  
*Interim Chair – Instructional Technology*

Dr. Susan Stockdale  
*Chair – Secondary and Middle Grades Education*

## CENTERS

Dr. Susan B. Brown  
*Director – Center for Education Student Services*  
*Teacher Education Advisement Center – Rachel Blase, Associate Director*  
*Teacher Education Advisement Center – Mary Lynn Orr, Assistant Director*  
*Graduate Programs Office – Alisha Bello, Assistant Director*  
*Teacher Resource & Activity Center – Diana Poore, Director*

Dr. Adrian Epps  
*Director – Advancing the Teaching of Mathematics and Science (ATOMS) Center*

Dr. Toni Stricker  
*Director – Center for Literacy and Learning*

Dr. Anete Vásquez  
*Director – Center for Education Placements and Partnerships*

Dr. Brent Williams  
*Director – Educational Technology Center*







# Table of contents

2 Message from the Dean

## **FOCUS**

4 Choices in Graduate Programs

9 A New Building Addition for Bagwell

10 Giving to the Bagwell College of Education

## **CHANGE**

14 Changing Lives at Home and Abroad

18 Urban Education Option: Meeting the Needs of Our Community

20 There Has Never Been a Better Time to be a Math Teacher

21 Professional Development School

## **INNOVATE**

22 ATOMS Center: A Major STEM Initiative

25 Northwest Georgia Math-Science Education Partnership:  
Documented Success

26 Project OWL Uses MUVE Technology to Engage Students

27 Community Outreach

29 Alumni Honors

30 Welcome New Faculty and Administrators

31 Faculty and Staff Recognition

33 Grants and Awards

36 Faculty Publications

38 Faculty Presentations

## *Message from the Dean*



For many years to come, Academic Year 2010-11 will be remembered as a major milestone for the Bagwell College of Education. For the first time in Kennesaw State University's 48-year history, the institution has been recognized by the Georgia Professional Standards Commission as the university that prepares the largest number of teachers for Georgia. We are especially proud of this accomplishment and are honored that aspiring teachers recognize our acclaimed teacher education programs. It is our goal to remain the leading source of excellent teachers for the state.

The highly dedicated and student-centered faculty and staff in Bagwell are deeply committed to continuous improvement of our academic offerings that prepare educators to be successful in the diverse and changing world in which we live and learn. The Urban Education Option in several of KSU's teacher education programs was implemented in fall 2010 at seven professional development schools in Area 2 of the Cobb County School District. In this report you will read about the unique features of the Urban Education Option and how it will contribute to reducing teacher attrition in high-need schools in Area 2 and improving K-12 student achievement.

Responding to the state's multiple initiatives to enhance the quality of early learning, the Department of Elementary and Early Childhood Education implemented in spring 2011 the Birth through Five bachelor's degree program. Students select either the Traditional or Montessori program of study. Unlike the programs offered at other universities in Georgia, our Birth through Five program affords students the opportunity to earn certification. Those in the Montessori track also earn International Montessori Certification from the Pan American Montessori Society.

Bagwell holds the distinct honor of offering the only nationally recognized Middle Grades Education program in Georgia. This past spring the National Middle School Association reviewed our program and found it to be meeting all standards. Our Educational Leadership Department launched its newly developed performance-based Ed.S. program. Educators enrolled in this program were identified by their respective school districts as strong candidates to become K-12 school administrators with the potential to lead change focused on improved student achievement.

The establishment of a new academic department, Instructional Technology, in fall 2010 lends credence to 2010-11 being seen as a memorable benchmark for Bagwell. Created to advance the effective use of technology to support teaching, learning, and leadership through education preparation and research, the new department launched an M.Ed. in Instructional Technology. It is our hope to offer this program to cohorts of educators in school districts throughout the northwestern part of the state. Additionally, this master's program will serve teachers across the country when it is offered as a fully online program.

Bagwell's prominence in KSU's Global Learning for Engaged Citizenship initiative remains constant. Grant funding from the Overseas Security Advisory Council of the U.S. State Department will afford faculty in the Inclusive Education Department the opportunity to influence the field of special education in Central America, Colombia, Mexico, and the Caribbean.

In our previous annual reports, you learned about the accolades that were bestowed upon the Bagwell College of Education for its leadership role in implementing Kennesaw State University's first doctoral program in January 2007. During the past year we graduated five candidates from the first cohort of the Teacher Leadership for Learning program.

We could not be more pleased that the FY12 budget included designated funds for the design and construction of the long-awaited New Building Addition to the Bagwell College of Education. This report presents the conceptualization that has already gone into the preliminary planning of the facility. For the building to adequately accommodate our needs, it will be necessary to supplement the amount of state funding we have received. Therefore, we are actively seeking financial support from individuals and groups who believe in our mission to prepare exceptional teachers and educational leaders who will effectively advance the learning of all K-12 students in the 21<sup>st</sup> century. I hope you will join our growing network of donors. We invite you to visit the Bagwell website for updates on the progress of our building project.

As you become more familiar with the Bagwell College of Education, you will learn the college is special because of its people and its programs. I am extremely proud about where we are and very excited about where we are going.

Sincerely,



Arlinda J. Eaton, Dean





## *Choices in Graduate Programs*

In addition to offering a myriad of choices for undergraduate education majors, the Bagwell College of Education offers a comprehensive array of graduate programs – master’s, education specialist and doctoral degrees as well as endorsements and certificates. Recently, members of the faculty have focused their curriculum work on the programs that follow.

### **KSU’s First Doctoral Degree**

Kennesaw State University and the Bagwell College of Education made history July 28, 2010, when the university awarded its first doctoral degree. At the summer commencement, Clint Stockton, an AP calculus teacher at Kennesaw Mountain High School, received an Ed.D. in Teacher Leadership for Learning with a concentration in Adolescent Education – Mathematics. Four more BCOE students from the first cohort were awarded doctoral degrees at the spring 2011 commencement. The College of Education was KSU’s first college to offer a doctorate and now has 106 students enrolled in the Ed.D. program.

“This is a tremendous step in becoming a nationally recognized institution of higher learning,” KSU President Daniel S. Papp said. Dr. Clint Stockton’s dissertation was titled, *A Study of the Relationships between Epistemological Beliefs and Self-Regulated Learning among Advanced Placement Calculus Students in the Context of Mathematical Problem Solving*. His research allowed him to gain a deeper understanding of why students have a hard time completing tasks. He studied how math instruction affects a teenager’s ability to approach and solve problems.



“We are honored that Clint selected our doctoral program,” said Dr. Arlinda Eaton, dean of the Bagwell College of Education. “His outstanding dissertation presentation reflected the thoughtful guidance his dissertation committee provided him. Clint clearly set the bar high for other students enrolled in the program.”



## *Choices in Graduate Programs*

### **Doctoral Degrees**

The Ed.D. in Teacher Leadership for Learning offers five concentrations in the following areas:

Adolescent Education – English/Language Arts

Adolescent Education – Mathematics

Elementary and Early Childhood Education

Inclusive Education

Instructional Technology

“There are few other programs in the U.S. like this one,” said Dr. Harriet Besette, coordinator of doctoral and specialist programs and associate professor of inclusive education. “It provides educators who wish to remain in the classroom with the advanced knowledge and skills required to become teacher leaders and stay on the cutting edge of their profession.”

More recently the Board of Regents approved the Ed.D. in Educational Leadership for Learning. This major for school administrators will be launched in fall 2011.

“The doctorate is a practice-based, interdisciplinary degree intended for working professionals in K-12 education,” said Besette. “The program prepares formal and informal school leaders for hands-on roles as problem solvers and school change agents to improve student achievement across all levels, contexts and disciplines.”

### **New Master’s Degree in Instructional Technology**

The BCOE is offering a new hybrid master’s degree in Instructional Technology that prepares teachers to direct school improvement toward higher levels of student achievement through the use of technology.

“Candidates are enjoying the hybrid nature of the program, both F2F (face-to-face) and online sessions, and are learning a great deal about how to lead technology integration in their schools,” shared Dr. Traci Redish, associate professor and interim chair, Department of Instructional Technology. “It is critical that today’s K-12 students understand how to use technology to improve their productivity and increase their learning. All students need 21st century skills to be competitive.”

Melissa Weatherford, a kindergarten teacher at Belmont Hills Elementary School in the Cobb County School District, said, “The hybrid style of classes fits into my schedule perfectly. I love the minimal face-to-face classes and flexible due dates for assignments, letting me complete assignments in a manner that does not interfere with my responsibilities at work.”

Yvonne Bates, a first grade teacher at Teasley Elementary in Cobb County, said, “This program provides information and skills that can be incorporated into a classroom environment almost immediately.”

Cheryl Usher, an instructional technology specialist in the Cherokee County School District, adds “I really enjoyed the hybrid model of online and F2F. It was great to be able to collaborate with teachers from other districts in the F2F classes, but the online classes allowed us to communicate through blogging, as well.”

In spring 2012, KSU will launch this master’s degree in Instructional Technology as a fully online program. “We are excited to reach out to educators from all over Georgia and other states across the country,” said Dr. Redish. “Our online program will contribute to the national recognition of Kennesaw State University.”





### **Revised M.Ed. in Early Childhood Education**

The Master of Education in Early Childhood Education operates under a hybrid model, and plans are underway to offer an online version by the summer of 2012.

“Our students are full-time classroom teachers who are interested in seeking a master’s degree in elementary education,” said Gwen McAlpine, associate professor of elementary and early childhood education. “Classes are structured in a cohort model in which one group of students takes all of their classes together.”

Most of the course work involves learning about effective instructional strategies, curriculum reform and diversity issues, while gaining technology and leadership skills.

“The Master of Education program at KSU was a collage of diversity appreciation, acute educational development, upward social mobility and simply a joy,” recalls graduate Othniel Campbell, a third grade teacher at Cobb County’s Keheley Elementary School. “There were multiple opportunities to learn from professors of the highest quality.”

The final “capstone” project requires students to conduct action research, prepare an action research paper, present their findings at a professional conference and create an electronic portfolio of their work throughout the M.Ed. program.

“The knowledge I have attained through this program has been based on my needs as a teacher and learner,” said M.Ed. student Kelly Powell. “Not many programs offer an individualized approach. This program is challenging and worthwhile to any teacher who wants to grow professionally.”

### **ESOL Endorsement Offered Online and Face-to-Face**

The English for Speakers of Other Languages (ESOL) endorsement program prepares certified teachers to teach in ESOL classrooms and to work in regular classrooms with students who are native speakers of other languages. The program includes course work in cultural issues, applied linguistics and methods and materials for teaching ESOL. Field experiences in local ESOL programs round out this nine credit-hour graduate endorsement program, which meets all standards set forth by the Georgia Professional Standards Commission.

The Inclusive Education Department began offering an online version of this ESOL endorsement program in the summer of 2011. Students who start in the summer or the fall can complete the ESOL endorsement in the spring of the same academic year.



## *Choices in Graduate Programs*

“M.Ed. students in various disciplines are excited about embedding the ESOL endorsement in their program of work and the option of completing the ESOL endorsement via a fully online format,” said assistant professor of TESOL and TESOL program coordinator Dr. Benjamin Lester. “Teachers earning advanced degrees uniquely understand the real necessity of pedagogical skills related to the education of culturally and linguistically diverse students.”

Georgia’s classrooms continue to become more and more diverse every school year. As of March 2011, the state of Georgia served more than 80,000 ESOL students in programs across the state.

“Teachers understand that if they are to successfully teach all children, they need specific pedagogical training to address issues related to culture, language acquisition and differentiation of instruction,” said Dr. Lester.





## *A New Building Addition for Bagwell*

Thanks to an \$18-million allocation in the state's fiscal year 2012 budget, Kennesaw State will start construction next year on a more than \$20-million addition to the Bagwell College of Education.

"We are deeply appreciative of the strong support from the University System of Georgia's (USG) Board of Regents, Gov. Nathan Deal and the General Assembly for recognizing the important role Kennesaw State plays in the education of the state's teachers," said KSU President Daniel S. Papp.

KSU is the university in Georgia that prepares the largest number of teachers for the state. Since the mid-2000's, enrollment in the Bagwell College of Education has more than doubled. "The university and the Bagwell College of Education are top choices for students who aspire to careers in teaching and educational leadership," said Dr. Arlinda Eaton, dean of the Bagwell College of Education. "As the number of future teachers enrolling at KSU continued to grow, so too did momentum for the new education building addition. We simply needed more space to meet the need for more teachers in Georgia," Eaton stated.

The addition will adjoin the existing college of education in Kennesaw Hall. When construction is completed in 2013, the facility will feature 17 fully equipped classrooms and contain 82,900 square feet. It will have eight state-of-the-art model classrooms for specialization in high-need areas, such as science and math and the new Birth through Five degree program. Two cutting-edge computer labs designed to support a new master's degree for K-12 teachers who want to integrate digital tools into instruction will be included.

"Although the education building addition will be funded primarily with money from the state, additional funding yet to be raised through the KSU capital campaign is required to accommodate all teaching and educational leadership programs," said Debra Day, director of development for the Bagwell College of Education.



Currently, the University System of Georgia (USG) satisfies only 30 percent of the state's teacher requirements. However, a "20,000 by 2020" USG initiative seeks to meet 80 percent of the state's need for teachers by the year 2020 while strengthening teacher quality, recruitment and retention.

According to Dean Eaton, the addition will allow the Bagwell College of Education to continue its upward trajectory to meet Georgia's demand for high-quality teaching professionals and educational leaders. Prospective donors seeking additional information may contact Debra Day at [dday13@kennesaw.edu](mailto:dday13@kennesaw.edu), or 678-797-2525.

## *Giving to the Bagwell College of Education*

Kennesaw State is the school of choice for aspiring teachers in Georgia. In 2010, KSU prepared the largest number of teachers – 697 – of any university in the state. One way to help further the initiatives of the Bagwell College of Education is by making a gift. There are several ways to help through endowed



giving, annual giving and planned giving. All gifts, regardless of size, are a true investment in our future.

### **Endowed Giving**

Endowed gifts help secure the future success and quality of our programs and resources for our faculty and students. Because we use the interest from endowed gifts and preserve the principal, the gift legacy is kept alive and grows. We also offer naming opportunities with endowed

gifts that provide an everlasting tribute to their namesake. Several types of endowments exist, such as:

- **Faculty Chairs or Professorships** – This type of endowment attracts prestigious faculty to the BCOE and retains them.
- **Scholarships** – Endowed scholarships help many BCOE students for several generations. Donors have the opportunity to name the scholarship in honor of a loved one or a mentor.

### **Annual Giving**

Your annual gift to the Bagwell College of Education provides supplemental operating income for needs such as research, professional development, technology, program accreditation fees, classroom updates and many other items essential for providing excellent service to BCOE students. You may make your annual gift to the Bagwell College of Education through online giving by visiting [www.kennesaw.edu/giving/giftnow.shtml](http://www.kennesaw.edu/giving/giftnow.shtml) and clicking on “Make a Gift,” or downloading the appropriate gift card to mail with your check.

### **Planned Giving**

Planned gifts benefit both the college and donor and include many options such as:

- Charitable Trusts - Set up a trust to support the college and help provide you with a lifetime income.
- Charitable Gift Annuities - Make a charitable gift to the college today and you can receive future income benefits.
- Bequests - Name the Bagwell College of Education in your will.

For more information, please visit the “Office of Planned Giving” section of the KSU Office of Development website, [www.kennesaw.edu/giving/ways/plannedgiving.shtml](http://www.kennesaw.edu/giving/ways/plannedgiving.shtml).



## *Donor List*

### **Generosity Transforms Lives**

Our leadership role in educator preparation depends on the generosity of alumni, parents and corporate and community friends. Larger gifts to fund much needed expansion projects are vital to the growth and success of our academic programs.

Likewise, the diligent stewardship of friends over time is essential to our ability to manage the emerging challenges in education. A gift of any size makes a difference, and your support of the Bagwell College of Education will ensure that our students are equipped to impact lives in an increasingly complex world.

For more information about supporting the Bagwell College of Education, please contact Debra Day, director of development at [dday13@kennesaw.edu](mailto:dday13@kennesaw.edu) or 678-797-2525.

### **FY 2011 Donors**

Vincent G. and Julia McLendon Adams	Ms. Laura Elizabeth Correll Mrs. Debra T. Day	Margaret and Robert Haag Ms. Kellie M. Hebblethwaite	Dr. Beverly Mitchell Vicki and Edward Morgan
Ms. Janet Astrom	Ms. Julie A. Donaldson	Mr. Cory W. Hillebrand	Maureen and Michael Mullins
Ms. Lori L. Baker	Mr. John C. Downer	Sharon and Rodney Hinds	Ms. Kristie Neese
Arlene and Phillip Barnes	Dr. Arlinda J. Eaton and Mr. Ronald J. Martinez	Ms. Katherine Jacobs Dr. Raynice E. Jean-Sigur	Ms. Bonnie Negrin C. K. and F. D. Nielsen
Mr. Robbie Baron	Ms. Susan Eisenstein	Eileen and John Jedlicka	Mr. Sanford H. Orkin
Dr. Douglas Bell	Dr. Stanley M. Fineman	Ms. Janet Jones	Ms. Kelley Osburn
Mr. Rick Bernstein	Ms. Kelli E. Fisher	Dr. Ethel King-McKenzie	Ms. Roxanne Owens
Dr. Harriet J. Bessette	Mrs. Heidi Garguilo	Mr. Melvin I. Kruger	Ms. Arlean Paige
Ms. Rachel F. Blase	Leslie and Mary Alice George	Ms. Harriet D. Kuykendall	Dr. Nita Paris
Dr. Charles Bowen	Georgia Association of Educators (GAE)	Mr. and Mrs. Hank Lane Mr. and Mrs. Glenn LaVine	Ms. Nancy Paule Dr. Judith H. Patterson
Ms. Peggy A. Boyd	Mrs. Evelyn L. Gerson	Ms. Debra J. Lawson	Tiffany and Michael Paupeck
Mrs. Linda Bressler	Mrs. Marlene Gerson	Ms. Melinda E. Lehrer	Corrine and James Perry
Mr. Bob Brodsky	Ms. Sadie S. Gerson	Leitalift Foundation	Mr. W. Randall Pinkston
Ms. Robin Brodsky	Ms. Shelley L. Gerson	Ms. Katy Lucas	Mr. Bernard S. Pollock
Dr. Susan Brown	Mr. Stanley M. Gerson	Robert and Barbara Mabary	
Robert Capobianco and Lindsay Taylor Martin	Mr. Jan S. Glade	Ms. Samantha J. Mann	
Chick-Fil-A	Ms. Barbara F. Gold	Ms. Nancy S. Mawson	
Dr. Debra J. Coffey	Ms. Betty A. Greenberg	Ms. Joanne Mazula	
Dr. Pamela B. Cole	Ms. Megan E. Grindstaff	Dr. Feland Meadows	
Theresa and Daniel Collins	Mr. Richard A. Gross	Mr. John Michelitch	
Mr. Black L. Cooper			

## Donor List

Mr. Kenneth Pollock	Mr. Tom Saulnier	Ms. Judith H. Soden	Marian Weldy and Inge Paul
Alyson R. Powell	The School Box, Inc.	Charlotte and Al Stark	Smith
Professional Association of Georgia Educators Foundation (PAGE)	Penny and Larry Schreck	Ms. Lori D. Struletz	Ms. Jane L. Willey
Drs. Ann and George Pullen	Dr. Stephen Schreiber	Dr. Stanley M. Tenenbaum	Ms. Erin K. Willis
Mrs. Phyllis L. Ray	Ms. Paula S. Schwartz	Dr. Mary L. Ursits	Ms. Phyllis J. Wilson
Ms. Mary T. Rees	Kathleen and Robert Seagraves	Dr. Anita S. VanBrackle	Mr. James M. Wright
Ms. Jessica F. Reilly	Ms. Diana C. Sevidal	Mr. Paul L. Volkman	Ms. Monica G. Yoder
	Ms. Latonya S. Simmons	Dr. Mark L. Warner	Ms. Patricia Ann Ziegman
	Nancy and Sanford Simon	Dale and Judy Wartluft	Dr. Edward E. Zwig

### Arleen Taffel Endowment

A special woman who taught elementary school for 40 years left an enduring legacy to Kennesaw State University through the donation of instructional materials and an endowment in her name. The late Arleen Taffel and her family donated hundreds of books and other educational materials to the KSU Teacher Resource and Activity Center (TRAC) and also established an endowed scholarship in her memory for students pursuing teaching degrees at KSU. Mrs. Taffel died in April 2010 of ovarian cancer.



*Arleen Taffel*

“This is exactly what she would have wanted,” said her husband, Marty Taffel. “She loved working with young teachers. Arleen would invite them to our house over the summer to help them prepare for the school year.” Many KSU student teachers worked with Mrs. Taffel at Mount Bethel Elementary School in the Cobb County School District.

Mrs. Taffel visited The School Box several times a week to purchase the materials she needed for her classroom. David Persson, president and CEO of The School Box, Inc., facilitated the Taffel’s donation to KSU and also contributed \$500 worth of educational kits to TRAC.

Donna Lowry, education reporter for 11 Alive News, featured the story of the Arleen Taffel endowment and donation to TRAC on the local news education segment.

TRAC’s collection now includes Mrs. Taffel’s favorite book, “Kindergarten Rocks,” by Katie Davis. “That was her motto,” Marty Taffel said. “She used silly songs, puppets and dances to make learning fun.”



*TRAC director Diana Poore, Marty Taffel, 11 Alive News reporter Donna Lowry, and School Box CEO and president David Persson*



### Bagwell Faculty Member Named Clendenin Fellow

The Clendenin Graduate Fellows Program was established in June 2008 by members of the Clendenin family – longtime KSU supporters – with a \$1 million endowment, the largest single gift for scholarships received by Kennesaw State. The intent of the competitive fellowship is to provide annual support for high quality doctoral and master’s students who will give back to KSU. Preference is given to students who may be offered a teaching position at KSU.

Bagwell College of Education faculty member Jim Wright was named one of five Clendenin Graduate Fellows in fall 2010. Wright, who joined KSU in 1994, is pursuing a doctorate in instructional technology. As a member of the Secondary and Middle Grades Department, he teaches introductory education courses, social studies methods and helps develop online courses.

Wright’s research agenda focuses on distance learning, teaching and technology integration. His dissertation examines the incentives and barriers college faculty may experience teaching online.

“I am thankful and grateful to the Clendenin family for providing this opportunity,” Wright said. “It will seriously impact the quality of instruction at KSU for years to come.”

To explore the possibilities of making an endowed gift to support the Bagwell College of Education, visit the “Your Guide to Giving” section of the Office of Development website [www.kennesaw.edu/giving/waystogive.html](http://www.kennesaw.edu/giving/waystogive.html).



*left to right: Melanie Wright, Jim Wright, John Clendenin, Kay Clendenin*







## *Changing Lives at Home and Abroad*

### **Global Engagement Certification**

“I’m 22 years old, and I had never been out of Cobb County until I went to Ecuador to student teach,” related Kelly Medlock. “I found out that God makes beautiful children everywhere,” said KSU’s Lindsey Wright about her student teaching experience in Belize. Of the 37 KSU students who earned Global Engagement Certification this year, 22 are education majors. The certification validates students’ global learning competencies and recognizes their achievements in learning global perspectives, developing intercultural skills and demonstrating global citizenship. It is designed to give KSU students a competitive edge in an increasingly global society.

Dr. Sandra Bryan, the global learning coordinator in the Bagwell College of Education, is proud of the leadership role the BCOE is playing in KSU’s Global Learning for Engaged Citizenship initiative. “Global learning in the BCOE has expanded exponentially. Our faculty and students are experiencing global connectedness in Africa, Belize, China, Costa Rica, Ecuador, Egypt, Hungary, Korea, Laos, London, New Zealand, Puerto Rico, South Korea, Spain, St. Thomas, Syria, and Trinidad and Tobago,” she said. Faculty members are building global relationships while expanding their research and scholarship activities in foreign countries. They are immersed in other cultures as they grow professionally, and in many instances, form lasting partnerships.



### **Seoul Women’s University Students Visit KSU**

In November 2010, Professor Jee Hyon and four education students from Seoul Women’s University (SWU) in South Korea spent a week in metro Atlanta. The BCOE held a reception for the group, which spent considerable time on the KSU campus and visited several of our partner schools. Hyon had met Dr. Bryan the previous summer at SWU where she participated in the Bahrom International Experience.

SWU has an Agreement for Cooperation with KSU. Under the auspices of this agreement, BCOE students have traveled to South Korea to teach English for the past four years. To date, 28 Bagwell students have taught 40 hours a week in Korean classrooms during the summer, lived with Korean families and benefitted from educational and cultural excursions. This experience has had a life changing impact on several BCOE students. “I may have been teaching Koreans English, but they were teaching me how to be a better human being,” said education major Jasmine Wright.



## *Changing Lives at Home and Abroad*

Our partnerships with South Korea are growing beyond the education profession. Officials, business leaders and educators from the Seongdong-gu district of Seoul, South Korea (Sister City with Cobb County, Georgia), visited KSU in April to strengthen ties with the university. Mayor Jae Deuk Goh led the delegation of 13 people. Their visit was a result of the three-year partnership between KSU and Seongdong-gu and the Hanyang University campus located there.

### **Growing Partnerships in Ecuador, Costa Rica and Belize**

In October of 2010, the Overseas Security Advisory Council of the U.S. State Department approved grant funding for a partnership between the Bagwell College of Education and the Tri-Association Region (The Association of American Schools of Central America, Colombia, Caribbean and Mexico). Under this agreement, the BCOE will provide Special Education professional development for teacher leaders serving K-12 schools in the Tri-Association Region. The purpose of this inservice is to raise awareness, qualifications and teaching practices in special education throughout the region.

### **Ecuador**

The BCOE's longstanding partnership with Colegio Menor in Quito, Ecuador, experienced significant growth. During the spring semester of 2011, 15 elementary education majors were joined by two teacher candidates from the secondary English education program, two mathematics education candidates, and three biology and chemistry candidates to fulfill their student teaching requirement.



Andrew Sherman, school director at Colegio Menor, was instrumental in broadening the academic relationship with KSU to include sports. In June six members of the KSU women's soccer team and their coach, Rob King, led a highly successful summer soccer camp at Colegio Menor. Four of the six KSU athletes participating were education majors. "We knew there was excitement in the community about this camp, and we were proven right when more than 170 children showed up to participate," Sherman said. Coach King was equally pleased with the results, saying "This was a wonderful opportunity for all concerned and fit well with KSU's mission of outreach and service to global communities."

### **Costa Rica**

Four international collaborating teachers - two from Costa Rica and two from Ecuador - were awarded scholarships to the Kennesaw Mountain Writing Project (KMWP) Summer Institute at KSU. The main purpose of the four-week institute is to prepare talented educators to serve as teacher consultants, able to lead professional development initiatives in their home schools and districts. KMWP fellows see writing as central

to learning in all subject areas, and the international teachers are eager to share what they learned with other teaching professionals to improve writing skills in diverse classroom settings.

Student Teaching Study Abroad Costa Rica expanded to three K-12 campuses in San Jose and Guanacaste to accommodate the increasing numbers of interested program participants.

### **Belize**

Similar growth was experienced in the Student Teaching Study Abroad Belize program. As part of our exchange agreement with the University of Belize, a Belizean student will receive a scholarship to attend KSU in the fall of 2011.



### **SAUPO Bridges East and West**

In early April, Kennesaw State's Asian Studies Program in the College of Humanities and Social Sciences launched the 2011 Symposium on Asia-USA Partnership Opportunities (SAUPO), with more than 300 participants attending the inaugural event at the W Hotel-Midtown Atlanta. SAUPO provided a global

platform for five-way dialogue among diplomats, policymakers, corporate managers, non-profit practitioners and scholars.

According to Dr. Guichun Zong, associate professor of social studies education and vice chair of the SAUPO Planning Committee, there was a good give and take of ideas during the day-long symposium. Dr. Zong moderated a panel discussion – Educating Next Generation Americans on Asia – that included educators from KSU, Tokyo Institute of Technology, Seoul National University and University of the Sciences in Philadelphia. Other SAUPO speakers included educators from Harvard University, University of Tennessee, Texas State University at San Marcos, Emory University, Georgia State University, Mercer University and Georgia Tech.

### **KSU Receives Prestigious International Award**

KSU was named one of only five universities nationwide to receive the 2011 Sen. Paul Simon Award (in the comprehensive category) for Campus Internationalization from NAFSA: The Association for International Educators. The Simon award is named for the late Paul Simon, a long-serving U.S. Senator from Illinois known for his support of international education and his leadership in creating the National Security Education Program.

“This prestigious award signals that KSU is on target with the goals we established in 2007 to create an integrated, interdisciplinary and multi-faceted global learning environment at KSU,” said Daniel S. Papp, KSU president. “Each of the university’s eight colleges has strategically incorporated these goals into curriculum, faculty and student development objectives. We are extremely pleased that NAFSA recognizes the results.”

## *Urban Education Option: Meeting the Needs of Our Community*

“I assumed I knew a good bit about the world and how things worked, but this program has been eye-opening and life-changing,” said Barbara R. Misel, a KSU senior in Biology Education. “The Urban Education Option is centered in the assets, experiences and needs of diverse student populations. It focuses on what today’s students need in order to learn and how teachers can be equipped to meet those needs.”

Through the five-year, \$8.9 million Teacher Quality Partnership (TQP) grant from the U.S. Department of Education, KSU continues to explore new methods to improve the K-12 learning paradigm through the successful implementation of the Urban Education Option for undergraduate students. The TQP grant, the largest award ever presented to KSU, demonstrates a strong vote of confidence in the Bagwell College of Education’s reputation for preparing high-quality teachers. “It is imperative that we contribute actively to the well-being and progress of our community and region,” explained Dr. Arlinda Eaton, dean of the Bagwell College of

Education and co-principal investigator of the grant. “Together with our K-12 partners, we are dedicated to preparing teachers who can make a difference in their students’ learning and in their own lives as professional educators.”

### **Collaborative Planning, Teaching, and Assessing Yields Success**

To help new teachers entering diverse classrooms for the first time, the KSU/Cobb County School District partnership is teaching them effective strategies to enable them to be successful with their new responsibilities. Specifically, the TQP initiative – in its first year of implementation – offers interns in the Urban Education Option methods for teaching English language learners, students with special needs and those who are from economically disadvantaged backgrounds. They work with KSU faculty and experienced teachers in five elementary schools (Birney, Fair Oaks, Hollydale, LaBelle and Milford), one middle school (Smitha) and one high school (Osborne) in Area





2 of the Cobb County School District (CCSD). This highly collaborative partnership between CCSD and KSU provides for a comprehensive, hands-on, two-year clinical experience geared toward the learning needs of today's diverse student populations.

"Reform is needed in education to adapt our practice to changing and challenging conditions," said assistant professor of educational psychology and TQP co-director Dr. Angela D. Blaver. "Urban education is particularly important because of the needs in the urban school communities, including the students, parents, teachers, and administrators."

The K-12 student populations in the seven TQP partner schools are culturally diverse: 31 percent do not speak English as their first language and 79 percent live in poverty. "Our KSU interns are on the K-12 school campus working with the students and their families. They must have that day-to-day immersion to develop a deep understanding of the cultures in the school environment," said Dr. Raynice Jean-Sigur, associate professor of early childhood education.

"We have taken a very deliberate approach to implementing and assessing the curriculum to better prepare for the changing demographics in public schools," explained Dr. Nichole A. Guillory, assistant professor, Department of Secondary and Middle Grades Education, and one of three TQP professional development school liaisons. "The three strands targeted in the Urban Education Option at the high school level include engaging families of adolescents, differentiated instruction and culturally relevant pedagogy."

Jennifer Glendenning, the Mathematics Department Chair at Osborne High School, co-taught a Foundations class for 16 secondary interns with Dr. Guillory. "In a true collaboration, we work together to plan, teach, evaluate and assess," she said. "The KSU interns worked with Osborne students in Math III Support classes to help them become successful in their studies. They were able to implement concepts, strategies and standards covered in their education classes directly in the classroom."

KSU intern Stephen Puls gives the program high marks. "The Urban Education Option prepares us to be facilitators of the learning process instead of 'dispensers' of knowledge," said the History Education major.

### **Urban Education Option Interns Present at Conference**

In March, four interns in the Elementary and Early Childhood (EECE) Education program gave their first conference presentation at the annual meeting of the National Association of Professional Development Schools (NAPDS) in New Orleans. Led by Dr. Cherry O. Steffen, associate professor in EECE, KSU interns Lea Capps, Kenita Johnson, Tracy Juliet and Jim Triplett presented *Goin' Urban! Journeys of New Urban Professional Development School Teacher Candidates*. "The interns from the EECE Urban Education Option met with educators from other professional development schools and related their experiences," said Dr. Steffen. "Their presentation was very well received and they left with new ideas that they will implement in year two of their program."

### **First KSU Math Bowl**

In April, KSU launched a new activity for TQP elementary students that will become an annual event. "We tried something new and fun," said Dr. Mary Garner, professor of mathematics and mathematics education and TQP co-director. "We held the first-ever KSU Math Bowl and brought in 185 fourth and fifth graders from the area elementary schools to the KSU campus for a day of number crunching, problem solving, speed rounds, math games and movies." Dr. Lynn Stallings, chair of the Department of Mathematics and Statistics, presented awards at a closing ceremony with Fair Oaks Elementary School taking the top prize for most overall points scored in the competition.

## *There Has Never Been a Better Time to be a Math Teacher*

The National Science Foundation's Robert Noyce Teacher Scholarship Program provides funding to institutions of higher education to recruit and prepare STEM (Science, Technology, Engineering and Math) majors and professionals to become K-12 teachers by providing them with scholarships and a support system. To help meet a critical need for highly qualified middle and high school math teachers in high-need schools, Kennesaw State received an \$896,000 grant from this program.

Working in conjunction with KSU's College of Science and Mathematics and Georgia Tech, the Bagwell College of Education has recruited 28 recent graduates and professionals working in math careers to earn a Master of Arts in Teaching (M.A.T.) degree. Noyce scholarship recipients receive a maximum of \$20,000 and are required to work in a Georgia high-need school district for at least four years after completing the program.

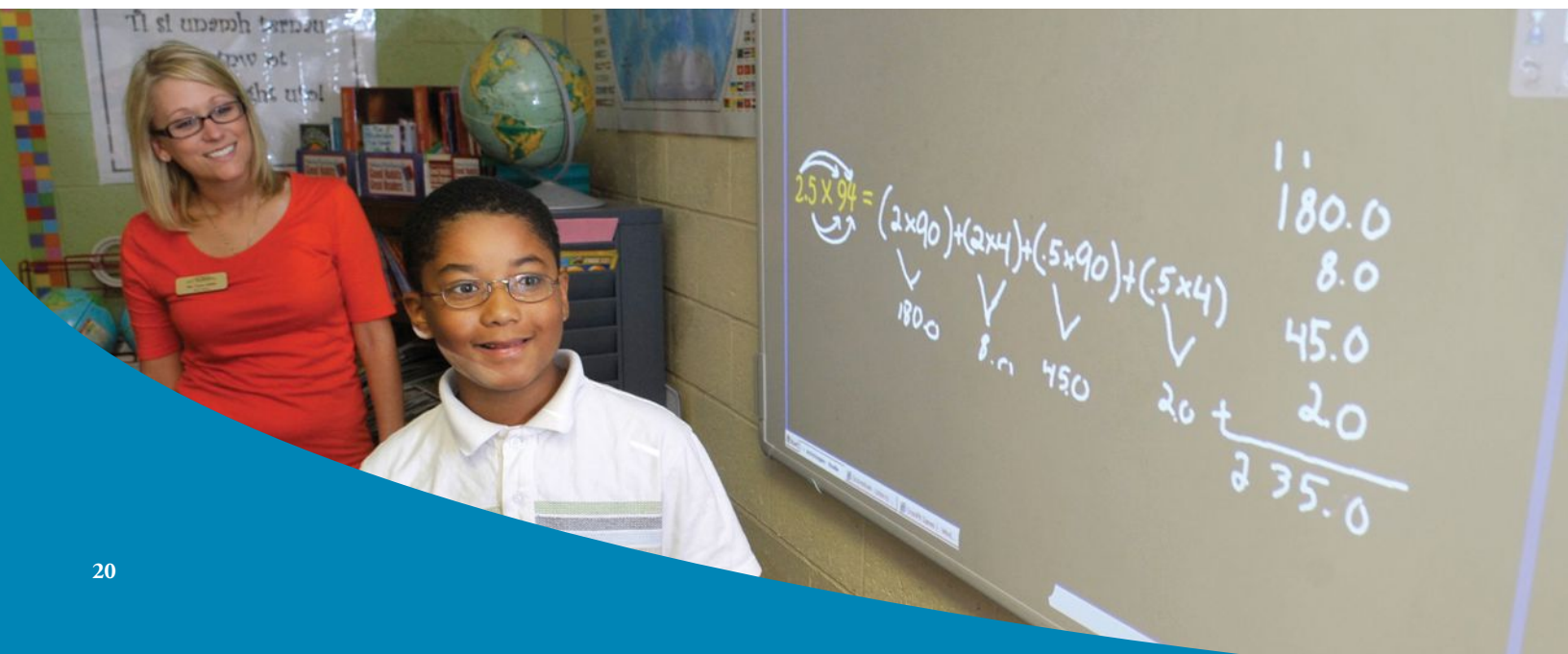
As the principal investigator for the grant, Dr. Desha Williams, assistant professor of mathematics education in the Department of Secondary and Middle Grades Education, is using Noyce funding for the Increasing Mathematics Teachers for ALL Students (IMTAS) program to prepare middle and high school math teachers to work with culturally diverse students. In its second year, IMTAS is on track to surpass its goal of preparing 36 teachers. Thus far, at least two graduates

of the program obtained teaching jobs because they were both certified in math and endorsed in English for Speakers of Other Languages (ESOL).

"Three scholarship recipients are able to substitute the ESOL endorsement classes in their program of study due to the number of math classes they completed in their bachelor's degree, while 17 Noyce scholars are taking three extra classes," said Dr. Williams. "They obviously see the value in the combined M.A.T. degree and ESOL endorsement."

"The IMTAS program is important because it gives teachers additional skills for working with culturally, linguistically and socioeconomically diverse students. The U.S. student population is changing," Dr. Williams explained. "Teachers must be prepared to teach students whose backgrounds may be vastly different than their own."

This program will go a long way to address Georgia's critical shortage of secondary math teachers by developing a pipeline of professionals ready to have successful teaching careers. Noyce graduate Ashley Williams said IMTAS was a great deal for her. "It gave me access to a ton of insights and experiences working with underserved populations that I may not have received otherwise," she explained. "It prepared me to be a more effective educator."



## *Professional Development School*

The National Council for the Accreditation of Teacher Education (NCATE) defines a Professional Development School (PDS) as a school in which the school staff and university faculty collaborate to: a) provide field experience placements and internship experiences, and b) support and enable the professional development of K-12 teachers and university faculty.

The PDS partnership between Marietta Middle School (MMS) and the Department of Secondary and Middle Grades Education (SMGE) at KSU is a model yearlong internship program that just completed its third year. Eight middle grades education majors in the final year of their teacher preparation program were assigned to mentor teachers at MMS and spent an entire academic year experiencing the instructional and non-instructional responsibilities of a classroom teacher.

“This forward thinking model provides KSU teacher candidates with a more authentic experience,” said Dr. Kimberly S. Ligon, associate professor, Department of Secondary and Middle Grades Education. “They can practice teaching and receive ongoing, consistent and constructive feedback. As a co-teacher, the interns experience how middle school students change and develop through the course of an entire school year, and they learn to differentiate lesson plans and manage a classroom accordingly.”

The feedback has been overwhelmingly positive. “Research on the self-efficacy of the interns consistently shows that they feel more effective than their peers in more traditional one-semester placements,” said Dr. Ligon. “Additionally, they are more confident in their ability to affect student learning and manage a diverse classroom. Those quantitative data, combined with the qualitative data gleaned from interviews and questionnaires, suggest that MMS interns are better prepared to be successful first-year teachers.”

This PDS model is a “win-win” for the mentor teachers as well. The outstanding classroom teachers who are selected to be mentor teachers participate in professional development that focuses on mentoring, coaching and co-teaching. One mentor



teacher commented, “It makes me look more closely at my own teaching. In explaining what I am doing and why to my intern, I either reinforce my practices or modify them.”

Teacher candidates need more time in the classroom to fully comprehend what the profession entails. “Time has provided me an opportunity to take the textbook knowledge I’ve learned from my college courses and turn it into practical use in a classroom. The knowledge we amass in college classes can only take us so far without experiencing the roller coaster of a middle school classroom,” said one of the MMS interns.

It is this type of innovation and dedication to excellence in teacher preparation that gives KSU the distinct honor of being the only nationally recognized middle grades education program in Georgia. A year of daily collaboration with an experienced classroom teacher results in better prepared KSU graduates who become outstanding teachers.

KSU is enjoying the growth of the program and the dedication of the classroom teachers who participate as mentors. Each year additional teachers ask to participate, and the feedback includes comments such as, “It has given me hope and a good reason to accept student teachers in my classroom. In the past, I’ve had reservations about student teachers sharing my class, but all that has changed.”

*(Note: The unattributed quotes in this article were obtained from anonymous surveys completed by participants.)*





## ***ATOMS Center: A Major STEM Initiative***

During the summer of 2010 the Bagwell College of Education and the College of Science and Mathematics established the Advancing Teaching of Mathematics and Science (ATOMS) Center. The focus of the ATOMS Center revolves around three broad categories that impact the K-12 school environment: teacher recruitment, teacher development and effectiveness, and teacher induction and retention. BCOE faculty and science and mathematics faculty work together to offer professional development opportunities for K-12 teachers and learning experiences for their students. The spacious 6,000-square-foot ATOMS Center facility comprises three classrooms and a conference room, all equipped with the latest technology for distance learning.

The ATOMS Center was created to address the needs of K-12 schools in science and mathematics. “Across the nation, public schools struggle to deliver quality curricular programming in science and mathematics,” explained Dr. Adrian L. Epps, director of the ATOMS Center and associate dean of the College of Science and Mathematics. “Our professional development programs enable teachers to show students how science and mathematics relate to the world around them as well as introduce students to the many professional career opportunities related to college degrees in science, technology, engineering, and mathematics (STEM) fields.”

Assisting Dr. Epps are two ATOMS Center Faculty Fellows – Dr. Desha Williams (assistant professor of mathematics education) and Dr. Wendy Sanchez (associate professor of mathematics and mathematics education) – and two ATOMS Center Faculty Associates – Dr. Darryl Corey (associate professor of mathematics education) and Dr. Nikita Patterson (assistant professor of mathematics education.)

Dr. Williams is conducting research on preparing secondary mathematics teachers for culturally and linguistically diverse student populations, as well as the impact of teacher mentoring on the development of mathematics teachers.

Dr. Sanchez is developing an instrument that will measure secondary mathematics teachers’ mathematical knowledge for teaching (MKT). Her research looks at the extent to which mathematics conference presenters’ conceptions of reform-oriented teaching align with current mathematics education reform literature.

Dr. Corey is leading professional development opportunities for area mathematics teachers in grades 6–12 that focus on problem solving using technology. His research will contribute to the literature on the retention of teachers and attracting students to the teaching profession.





## *ATOMS Center: A Major STEM Initiative*

Dr. Patterson is providing professional development for secondary teachers in the use and implementation of mathematics education technology. She will integrate National Science Foundation materials into graduate curricular modules that focus on developing deeper mathematical, pedagogical and technological understandings.

Many professional development workshops offered by the College of Science and Mathematics and the Bagwell College of Education have been hosted by the Center, as well as activities for the Georgia Youth Science and Technology Centers Inc. (GYSTC). GYSTC, whose headquarters is housed at the

ATOMS Center, offers K-8 science professional development for teachers and administrators.

Area high school teachers are benefiting, as well. For the second year, the ATOMS Center sponsored its comprehensive Advanced Placement Summer Institute (APSI) for Science and Mathematics. Courses were offered in biology, calculus, chemistry, environmental science, physics and statistics. The ATOMS Center offers ongoing support to APSI participants from the Atlanta metropolitan area and collaboration on continuing education.





## *Northwest Georgia Math-Science Education Partnership: Documented Success*

KSU's goal to become a top preparer of science and math teachers continues to bear fruit. A two-year program to provide workshops and professional development for third-grade elementary school teachers in math and science, seventh-grade life science teachers and high school physics and math teachers received \$498,132 in new funding this year for a total of about \$3 million to date from the Georgia Department of Education.

Last year, 120 teachers participated, and this year another 130 teachers from northwest Georgia have signed up for 160 hours of classroom instruction. Approximately 100 participants in this year's cohort are from Cobb County and Marietta City Schools, while 30 others are from schools in Bartow, Chattooga and Polk counties as well as Cartersville and Rome City Schools.

"It is a truly collaborative partnership," said Dr. David Rosengrant, assistant professor of physics education and director of the grant. "Not only are the teachers able to learn from us, but we learn from them. This is the third iteration of the project, and we have very good buy-in and strong partnerships to continue to achieve success. In fact, our program is typically the largest Math-Science Partnership (MSP) grant in the state of Georgia."

About 20 faculty and staff from KSU, Cobb County Schools, Georgia Highlands College and the Georgia Youth Science and Technology Centers are partners in this effort.

"The focus of the first year is to enhance teachers' content knowledge and teaching skills. In the second year, the goal is to develop teaching participants as teacher leaders," added Dr. Bongani Bantwini, assistant professor of elementary and early childhood education and grant co-director. "We help them truly master their content, and then shift the focus to developing the curriculum they will use to prepare other teachers. Previous participants have become the MSP coaches in their schools, making them stronger teachers and leaders."

The grant partners believe more must be done to improve science and math education among Georgia's young people. "The quality of education for our state will impact our ability to compete nationally and globally," explained Dr. Greg Rushton, a previous director and current advisor to the project. "The more educated our students are, the better our state will be economically, politically, socially and culturally. In this technological age the more competitive our students are, the better the resources will be that are available to us because we compete in a global market. The world is very interconnected now."



## *Project OWL Uses MUVE Technology to Engage Students*

Many of us were introduced to avatars in video games, then came the 2009 blockbuster movie, “Avatar.” Now, avatars are coming to a classroom near you.

Dr. Doug Herrington, assistant professor of instructional technology, is helping to advance the use of multi-user virtual environment (MUVE) technology to teach elementary school students through Project OWL (Online World of Learning). Working with participating teachers and graduate assistants, Dr. Herrington has created a nine-week science, technology, engineering and math (STEM) curriculum designed to incorporate problem-based learning (PBL) through the engineering design process with third-grade children. Additionally, participating teachers will use Project OWL’s MUVE to work with gifted third through fifth grade students on projects of their choosing. For example, gifted students at Polk County’s Cherokee Elementary School are working on “Cedartown 2020,” a project in which they are designing a virtual version of their vision for an economically viable and family-friendly Cedartown when they are adults.

“Bringing MUVE technology into the classroom provides a familiar format that increases critical thinking skills while making learning fun,” Dr. Herrington said. He described class projects in which learners enter a virtual world as avatars – digital representations of themselves – for exploration and collaborative problem solving.

Long term, Project OWL is designed to increase student interest in science, technology, engineering and math and the many career opportunities these areas will provide in the future. Armed with an \$81,000 Title II Improving Teacher Quality Grant awarded to the Bagwell College of Education, Dr. Herrington’s vision for Project OWL is quickly becoming a reality.

Third grade teachers in Marietta City Schools and Polk County Schools began professional development in June 2010 that prepared them to insert interactive virtual worlds into their lesson plans during the pilot year of the project. They helped to develop and conduct pilot tests of a prototype MUVE simulation and PBL curriculum called Lighthouse Island. The curriculum is designed to improve student learning in earth science, language arts, mathematics and social studies.

Project OWL also provides virtual space to enable students to develop their own simulations. Dr. Herrington and the Project OWL teachers are discussing a variety of potential classroom simulations, including economic models, a virtual aquarium and a simulated version of each of Georgia’s habitats and the organisms living in each.

Teachers in Polk County Schools and Marietta City Schools will continue with Project OWL next year. Dr. Herrington is seeking additional funding to expand the project. His goal is that Project OWL will become a STEM innovation that will impact students in third through twelfth grades.





## Community Outreach



### **Bagwell Sponsors 10th Annual ESOL Conference for Georgia Educators**

Almost 900 K-12 educators from more than 100 Georgia school districts gathered at the KSU Center in February for a three-day conference to discover the latest strategies for teaching English language learners. As Georgia becomes more diverse — the state’s Hispanic population has nearly doubled over the past 10 years — the role of teachers of English language learners has become increasingly vital.

“In just a decade, this conference has grown into a large, statewide mainstay for professional educators who collaborate to create rich learning environments for all students,” said Dr. Arlinda Eaton, dean of the Bagwell College of Education.

The English for Speakers of Other Languages (ESOL) Conference featured 49 presenters. They included professors from KSU’s Bagwell College of Education, representatives from event co-sponsor Georgia Department of Education, national and state experts and local ESOL teachers.

“Even as the ESOL population in the state continues to grow, there are very few undergraduate ESOL programs. Therefore, there are many teachers working with English language learners who have to rely on a small cadre of resource teachers,” said Dr. Anete Vásquez, director of the Center for Education Placements and Partnerships. “This conference provides something for both parties – those who have specialized in working with English language learners and those who realize they need to know more and who want to know more.”

KSU education students helped coordinate the event, and one student led a workshop about her experiences teaching English in Russia.

## Community Outreach

Jennifer Trujillo, associate professor of teacher education at Colorado's Fort Lewis College, delivered the keynote address.

"This conference positions KSU as a leader in education," said Stephanie Hamilton, ESOL Conference coordinator. "It also strengthens our relationships in the community by showing our commitment to our school districts."

The theme was "Creating Language-rich Classrooms for English Language Learners." Attendance jumped nearly 23 percent over last year, making this year's event the best attended in its 10-year history.

Hamilton credits the addition of the Leadership Luncheon, designed for school and district administrators, with broadening the conference's reach. The daily Leadership Luncheons drew 100 school district administrators to the KSU campus.

"Often a conference like this gives educators a wealth of new ideas to try back at their schools, but teachers need administrative support and sometimes funding to implement new ideas and strategies. Administrators are the ones who make the decisions," said Hamilton. "We wanted to extend a portion of the content to them as well."

### **Award-winning Authors Wow 21st Annual Conference on Children's and Young Adult Literature**

For two decades, classroom teachers, librarians, media specialists and college students from north Georgia have flocked to Kennesaw State University for a conference on children's and young adult literature.

"Though it sounds like talking to authors would be a lot of fun, the conference has a clear practical purpose," said Dr.

Alice Snyder, the conference organizer and associate professor of language and literacy in the Elementary and Early Childhood Education Department in the Bagwell College of Education.

"This conference promotes the use of good literature in the classroom, not only for reading, but for teaching other topics as well," Dr. Snyder explained. "It's an excellent professional development opportunity for area teachers and pre-service education students at KSU and other Georgia colleges and universities."

The theme of the 2011 conference, held in March, was "New Literacies for a Diverse World." Authors Phil Bildner, Matt Novak, Joseph Bruchac, Matt de la Peña and poet Taylor Mali were keynote speakers and conducted panel discussions and break-out sessions with educators.

These authors have won numerous writing awards and de la Peña's first young adult novel, *Ball Don't Lie*, was recently turned into a motion picture starring Ludacris, Nick Cannon and Rosanna Arquette.

Three authors visited local elementary schools to discuss reading and writing with students. Mali performed a poetry slam at KSU that captivated the audience. The Sturgis Library set up a display of rare children's books to show conference attendees how children's literature has evolved.

"Conference presenters clearly illustrated that you can teach curriculum through children's books and young adult books," said Snyder. "It's not fluff."

Snyder says the conference is also a great public relations opportunity for Kennesaw State because the authors come from all over the United States. "When we look good, they talk about Kennesaw State," she said.



## Alumni Honors



**Kathy O'Hara-Rosa,** Teacher of the Year at Clarkdale Elementary, was named *one of three finalists for 2010-2011 Cobb County School District Teacher of the Year*. O'Hara-Rosa completed her master's degree in Early Childhood Education from Kennesaw State University. Known

for her innovative ideas about how schools serve students whose first language is not English, O'Hara-Rosa views the education of ESOL students as a family matter and provides an eight-week program to help adult family members build literacy skills.



Alumna **Rayvin C. Guyton** was selected as *one of 25 semifinalists for 2011 Gwinnett County Public Schools Teacher of the Year* from a field of 130 local school winners. She is the 2011 Teacher of the Year at Shiloh Middle School in Snellville, GA.

She earned her M.Ed. in Inclusive Education at KSU in 2008 and teaches seventh-grade math Inter-Related Resource and collaborative math.



KSU graduate **Eva Miano** was selected as the *11 Alive News Class Act Teacher for January 2011*. A 13-year teaching veteran, Miano teaches language arts at Floyd Middle School in Mableton, GA. She is currently enrolled in the Bagwell College M.Ed. program in Educational

Leadership. When asked to describe her M.Ed. experience, she said, "I am not the same person as when I started. I am more confident in my decision-making ability now. The professors who poured into my transformation kept pushing my established limits of thinking in order to equip me for my future."

Congratulations to the following KSU graduates who were selected 2010-2011 **Teacher of the Year** at the local school level.

### **Cherokee County School District**

Merry Willis, Carmel Elementary School

### **Cobb County School District**

Elizabeth Brooks, Mableton Elementary School

Matthew Brown, Smitha Middle School

Peter Choi, Lindley 6th Grade Academy

Chris Davis, East Valley Elementary School

Devon Devine, Hayes Elementary School

Jamee Douglas, Big Shanty Elementary School

Michele Harris, Compton Elementary School

Stephanie Latimer, Garrison Mill Elementary School

Vivian Levinge, Murdock Elementary School

Kelly Moncrieff, Mabry Middle School

Jerilyn Price, LaBelle Elementary School

Brett Schieber, Green Acres Elementary School

Jody Schultz, Brumby Elementary School

Julie Stone, Cheatham Hill Elementary School

Maria Vandermeij, Campbell High School

Tina Welch, Clay Elementary School

### **Marietta City Schools**

Carey Callahan, West Side Elementary

Beverly Comer, Dunleith Elementary

Nancy Dodd, Marietta Center for Advanced Academics

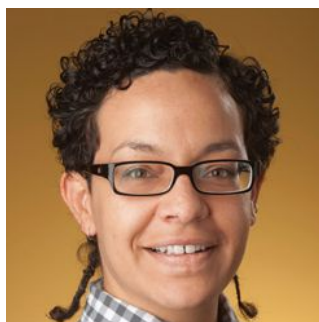
Melissa Umphlett, Burrus Elementary

Kay White, Marietta Middle School

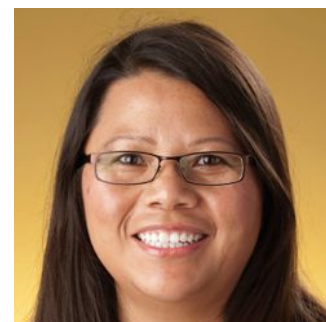
## *Welcome New Faculty and Administrators*



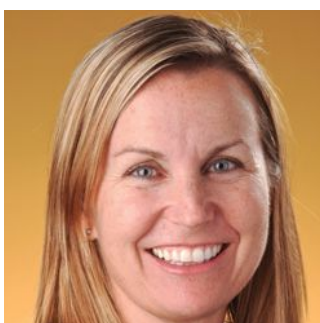
Bongani Bantwini, Ph.D.  
Assistant Professor, Elementary  
and Early Childhood Education



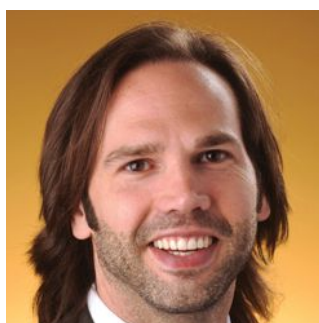
Jillian Ford, Ph.D.  
Assistant Professor, Secondary  
and Middle Grades Education



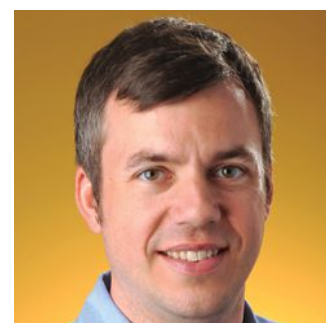
Leena Her, Ph.D.  
Assistant Professor, Inclusive  
Education



Jennifer Heckert, Ph.D.  
Assistant Professor, Inclusive  
Education



Benjamin Lester, Ph.D.  
Assistant Professor, Inclusive  
Education



Scott Richie, Ph.D.  
Assistant Professor, Elementary  
and Early Childhood Education



Susan Stockdale, Ph.D.  
Department Chair, Secondary  
and Middle Grades Education



## Faculty and Staff Recognition

### FACULTY RECOGNITION

**Dr. Patti Bullock** (associate professor, EECE) is a member of the Governing Council of the International Curriculum & Pedagogy Group. Dr. Bullock also served as co-chair of the program committee for the 2010 conference.

**Dr. Mary Chandler** (assistant professor, EDL) was recently elected to serve as president-elect of the Southern Regional Council on Educational Administration.

**Dr. Jim Cope** (professor and chair, EECE) was immediate past president of the Georgia Council of Teachers of English when this organization was awarded the 2010 National Council of Teachers of English Affiliate of Excellence Award for the ninth year.

**Dr. John N. Culvahouse** (professor, music education) is the elected president of the National Band Association. He assumed the presidency after serving as president-elect. **Dr. Culvahouse** is a frequent invited adjudicator for high school bands and orchestras throughout the United States. This year brought about adjudication activities in Georgia, Massachusetts, Nevada, North Carolina, South Carolina, Tennessee and Virginia.

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

**Dr. R. A. DeVillar** (professor, EECE) is the associate editor of *Journal of Global Initiative: Policy, Pedagogy & Perspective*.

**Dr. Arlinda Eaton** (dean, Bagwell College of Education) was elected to the Board of Governors of The Renaissance Group – a national consortium of colleges and universities with a major commitment to the preparation of educational professionals and to the promotion of exemplary practices, partnerships and leadership that ensure high levels of teaching and learning for all of America's schools.

**Dr. Kelly Edenfield** (assistant professor, mathematics education) received the 2010 Distinguished Dissertation Award from the Georgia Association of Teacher Educators. Additionally, in a nationwide application process, Dr. Edenfield was one of only 38 educators selected as a member of the 2011 class of Service, Teaching, and Research (STaR) Program for Early Career Mathematics Educators, a National Science Foundation project to support new doctorates in mathematics education.

**Dr. Rick Garner** (associate professor, art education) received the 2011 Higher Education Teacher of the Year award from the Georgia Art Education Association.

**Dr. Raynice Jean-Sigur** (associate professor, EECE) serves as the chair for the Georgia Association on Young Children Conference. Also, she was the keynote speaker for the Georgia Parents As Teachers Spring Institute in Macon, GA.

**Dr. H. E. "Doc" Holliday** (assistant professor, EDL) was nominated by the Georgia Writers Association for the 47th Georgia Author of the Year Award - Creative Non-Fiction Specialty Book Category for his recent publication, *Boys Transitioning from Athletic Aggression to Academic Affirmation*.

**Dr. Binbin Jiang** (professor, EDL) and **Dr. Gwen McAlpine** (associate professor, EECE) are members of the Professional Journal Committee of the Association of Teacher Educators. This committee makes decisions about editors, themes, format, etc. for the *Action Journal*, a quarterly, refereed journal.

**Dr. Dawn Kirby** (associate dean, College of Humanities and Social Sciences, professor of English and English Education) serves on the executive board of the Georgia Council of Teachers of English as the director of college relations. Dr. Kirby also serves as director of the Kennesaw Mountain Writing project and executive editor of the *SIGNAL Journal*.

**Dr. Angee McKee** (adjunct instructor, music education) received the Music Educator of the Year Award from the Georgia Music Educators Association.

**Dr. Beverly Mitchell** (associate dean and professor, Bagwell College of Education) was elected president of the National Association for Kinesiology and Physical Education in Higher Education (January 2010 – January 2011). Dr. Mitchell chaired the state-level task force that overhauled the outdated standards. In December 2010, the Professional Standards Commission approved the revised set of performance-based Health and Physical Education Standards. **Dr. Kandice Porter** (associate professor of health, physical education and sport science) served on this task force with Dr. Mitchell.

**Dr. H. E. Price** (director of the School of Music) received Florida State University's *Ella Scoble Opperman Faculty Citation for Distinguished Achievement in the Teaching of Music and Outstanding Leadership*, 2010.

**Dr. P. E. St. Pierre** (assistant professor of exercise and health science) is the chair of Colleges and Universities: Georgia Association of Health, Physical Education, Recreation, and Dance. He was named the 2010 Teacher-of-the-Year for Colleges and Universities, Georgia Association of Health, Physical Education, Recreation, and Dance.

**Ms. Diana Poore** (director of the Teacher Resource and Activity Center and instructor, EECE) was elected secretary of the Georgia Council of Teachers of English (February 2011 – February 2012) and was elected advisor to the Kennesaw Mountain Chapter of Phi Delta Kappa (June 2010 – June 2012).

**Dr. Alice Snyder** (associate professor, EECE) chaired the 2011 Children's and Young Adult Literature Conference held in March at the KSU Center.

**Dr. Lynn Stallings** (professor and chair, Department of Mathematics) is treasurer and executive board member of the Association of Mathematics Teacher Educators. Dr. Stallings is a member of the executive board, University System of Georgia Academic Committee on Mathematical Subjects (2011). She serves as president of the Georgia Council of Teachers of Mathematics (2010 –2011).

**Dr. Brent Williams** (director, Educational Technology Center) was recognized as one of the “Best of the Best” presenters at the National Educational Computing Conference (NECC).

**Dr. Jo Williamson** (assistant professor, IT) was selected as one of the top 15 “*Best of the Best*” International Society for Technology Education (ISTE) workshop presenters out of more than 140 workshops at ISTE 2010 in Denver.

**Mr. Jim Wright** (instructor, SMGE) was named University Scholar - the outstanding doctoral student in the Kennesaw State University Leadership for Learning degree program for the 2010 – 2011 academic year.

**Dr. Binyao Zheng** (associate professor, SMGE) is an invited guest editor for the Chinese national journal, *The Class Advisor*.

#### **KSU FOUNDATION AWARDS**

**Dr. Pam Cole** (associate dean for undergraduate studies, Bagwell College of Education) received the 2010 Foundation Prize for her book, *Young Adult Literacy in the 21st Century*. The Foundation Prize is awarded annually by the Kennesaw State University Foundation. The award recognizes high quality publications by a faculty member in each college of the university.

**Dr. Kimberly Ligon** (associate professor, SMGE) was a finalist for the KSU Foundation's Distinguished Teaching Award.

**Mr. Jim Wright** (instructor, SMGE) was awarded the Clendenin Graduate Fellowship.

#### **BCOE FACULTY AWARDS**

**Dr. Debra Coffey** (associate professor, EECE) – Distinguished Undergraduate Service Award

**Dr. R. A. DeVillar** (professor, EECE) – Distinguished Graduate Scholarship Award

**Dr. Raynice Jean-Sigur** (associate professor, EECE) – Distinguished Advisor Award

**Dr. David Martin** (professor, EECE) – Distinguished Teaching Award

**Dr. Alice F. Snyder** (associate professor, EECE) – Distinguished Undergraduate Research and Creativity Award

**Dr. Toni Strieker** (professor, SMGE) – Distinguished Graduate Service Award

#### **STAFF RECOGNITION**

**Ms. Jordan Cameron** (IT client support - online course development) received the KSU Shining Star Award – May 2011.

**Mrs. Jennifer Costen** (administrative associate, EECE) was selected the KSU Employee of the Month – April 2011.

**Ms. Gail Dasher** (administrative associate, IT) received the KSU Shining Star Award - June 2011.

**Mrs. Connie Lane** (grant writer, Dean's Office) was named the KSU Employee of the Month – September 2010.

**Ms. Tisha McCalla** (administrative associate, EECE) served as president of the Kennesaw State University Staff Senate.

#### *Abbreviation Key:*

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



## Grants and Awards

### EXTERNAL FUNDING

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

Project Directors: **Dr. Angela Blaver**, Assistant Professor, SMGE  
**Ms. Laura Kelley**, Cobb County School District  
**Dr. Mary Garner**, Professor, Mathematics

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

Principal Investigators: **Dr. Desha Williams**, Assistant Professor, SMGE  
**Dr. Adrian Epps**, Associate Dean, College of Science and Mathematics  
**Dr. Karen Kuhel**, Assistant Professor, INED

Project Title: Increasing Mathematics Teachers for All Students  
Funding Agency: Robert Noyce Scholarship Program – National Science Foundation  
Award: \$896,705

Principal Investigators: **Dr. David Rosengrant**, Assistant Professor, Biology and Physics  
**Dr. Bongani Bantwini**, Assistant Professor, EECE

Project Title: Northwest Georgia Science Education Partnership  
Funding Agency: Georgia Department of Education  
Award: \$447,830

Principal Investigators: **Dr. David Rosengrant**, Assistant Professor, Biology and Physics  
**Dr. Bongani Bantwini**, Assistant Professor, EECE

Project Title: Northwest Georgia Science Education Partnership  
Funding Agency: Federal flow-through - Georgia Department of Education  
Award: \$50,302

Principal Investigator: **Dr. Doug Herrington**, Assistant Professor, IT  
Project Title: Project OWL (Online World of Learning)  
Funding Agency: Federal flow-through - University of Georgia Teacher Quality Awards  
Award: \$5,822 additional funding for \$72,817 award from previous year

Principal Investigator: **Dr. Doug Herrington**, Assistant Professor, IT  
Project Title: Project OWL River Ecosystem Simulation  
Funding Agency: Federal flow-through - University of Georgia Teacher Quality Awards  
Award: \$45,455

Principal Investigators: **Dr. Gregory Meyjes**, Chair, INED  
**Dr. Sandra Bryan**, Global Learning Coordinator – International Education  
Project Title: Providing Special Education in Tri-Association Countries  
Funding Agency: Tri-Association: The Association of American Schools of Central America grant from the U. S. Department of State Overseas Security Advisory Council  
Award: \$22,232





Principal Investigator: **Dr. Dawn Latta Kirby**, Associate Dean, College of Humanities and Social Sciences

Project Title: National Writing Project  
 Funding Agency: Federal flow-through, GA Kennesaw Mountain Writing Project  
 Award: \$35,000

Principal Investigator: **Dr. Adrian Epps**, Associate Dean, College of Science and Mathematics ATOMS Center  
 Funding Agency: Board of Regents of the University System of Georgia  
 Award: \$50,000

Principal Investigators: **Dr. Lara Pacifici**, Assistant Professor of Biology Education  
**Dr. Michael Dias**, Associate Professor of Science Education  
 Project Title: Research in Biology Integrated with Teaching  
 Funding Agency: Federal flow-through, University of Georgia  
 Award: \$32,445

Principal Investigator: **Dr. Gregory Rushton**, Associate Professor of Chemistry Education  
 Project Title: Recruiting and Retaining Teacher Leaders in Physics and Chemistry  
 Funding Agency: National Science Foundation  
 Award: \$2,841,528

Principal Investigators: **Dr. Tad Watanabe**, Associate Professor of Mathematics Education  
**Dr. Teresa Banker**, Associate Professor of Mathematics Education  
**Dr. Kadian Callahan**, Assistant Professor of Mathematics Education  
**Dr. Amy Hillen**, Assistant Professor of Mathematics Education  
 Project Title: Marietta City Schools Elementary and Science Partnership  
 Funding Agency: Federal flow-through, Marietta City Schools  
 Award: \$26,934



## Grants and Awards

### KSU FUNDING

**Dr. Ethel King-McKenzie**, (assistant professor, EECE) - \$300 faculty travel fund from KSU's Center for Excellence in Teaching and Learning (CETL).

**Dr. Julie A. Moore** (associate professor, IT) - \$4,250 Faculty Learning Communities Grant from KSU's Center for Excellence in Teaching and Learning (CETL) to establish a College of Education Critical Friends Group.

**Ms. Jill Williams** (lecturer, INED) - \$750 grant from the Seigel Institute for Leadership, Ethics & Character to lead a faculty learning community at the International Council for Exceptional Children Conference in Baltimore, MD.

### BAGWELL COLLEGE OF EDUCATION FUNDING

#### GLOBAL LEARNING AWARDS

**Dr. T. C. Chan** (professor, EDL) - \$3,500 to conduct collaborative research with Chinese education professors in the Zhejiang Province of China and to explore co-hosting education conferences between Kennesaw State University, Shanghai Normal University and Zhejiang Normal University.

**Dr. Corrie Davis** (assistant professor, EECE) - \$3,000 to study narrative practice and innovative methodological approaches to qualitative research at the Centre for Narrative Research at the University of East London, England.

**Dr. Joya Carter Hicks** (associate professor, INED) - \$3,000 to conduct cross-cultural research in early movement education in Wellington, New Zealand, and forge collaborations with academicians and indigenous schools in that community.

**Dr. Robert DeVillar** (professor, EECE) and **Dr. Binbin Jiang** (professor, EDL) - \$4,500 to present at the 13th Annual International Conference on Education in Athens, Greece, the results of a collaborative research project entitled *Relevance of Student Teaching Abroad Experience to the U.S. Classroom: Beginning Teachers' Reflections on Transfer, Adaptation and Integration*.

**Dr. Michael Ross** (associate professor, SMGE) and **Dr. Susan Stockdale** (chair and associate professor, SMGE) - \$4,500 to explore a BCOE/Trinidad and Tobago Teacher Education Program.

**Dr. Guichun Zong** (associate professor, SMGE) - \$1,500 to research how to implement global knowledge, skills and dispositions into effective curricular modules and pedagogical strategies for pre-service and practicing teachers.

#### RESEARCH/SCHOLARSHIP AWARDS

**Dr. Toni Strieker** (professor, SMGE) and **Mr. Jim Wright**, (instructor, SMGE) - \$2,400 for a Longitudinal Analysis of Impact of Pre-service Preparation in Effective Co-teaching Practices of Content Area Middle Grades Teachers.

**Dr. Binyao Zheng** (associate professor, SMGE) - \$2,400 to study The Effect of Character Education: A Comparative Study of Chinese and American Best Practices.

#### INTERNATIONAL ENGAGEMENT AWARDS

**Dr. R. A. DeVillar** (professor, EECE) - \$3,000 Bagwell College of Education International Engagement Award to lead a seminar at the University of Sevilla in Seville, Spain, as co-author of the book, *Transforming America: Cultural Cohesion, Educational Achievement and Global Competitiveness*.

**Dr. Binbin Jiang** (professor, EDL) - \$3,000 Bagwell College of Education International Engagement Award to lead a seminar at the University of Sevilla in Seville, Spain, as co-author of the book, *Transforming America: Cultural Cohesion, Educational Achievement and Global Competitiveness*.

**Dr. Michael C. Ross** (associate professor, SMGE) - \$4,500 Bagwell College of Education International Engagement Award to explore teacher education program possibilities for Trinidad and Tobago.

#### Abbreviation Key:

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

## Faculty Publications

### BOOKS

**DeVillar, R. A. & Jiang, B.** (2011). *Transforming America: Cultural cohesion, educational achievement, and global competitiveness*. New York: Peter Lang Publishing.

**Martin, D. J.** (2012). *Elementary science methods: A constructivist approach (6th ed.)*. Belmont, CA: Cengage/Wadsworth Publishing. (Available June 2011)

### BOOK CHAPTERS

**Coffey, D. & Warner, M.** (2010). A collaborative journey: Building a network for 21st century teachers. In T. E. Deering (Ed.), *Teaching in the 21st century*. Dubuque, IA: Kendall/Hunt.

Clift, R., Hebert, L., Cheng, Y., **Moore, J.** & Clouse, N. (2010). Exploring the potential of internet-based technology for mentoring and induction programs. In J. Wang, S. Odell, & R. Clift (Eds.), *Past, present, and future research on teacher induction*. Lanham, MD: Rowman & Littlefield.

**Paris, N. A., Bessette, H. J., Redish, T. C. & Kirby, D. L.** (2010). From muteness to provocation: An emerging developmental model of teacher leadership. In A. Cohan, & A. Honigsfeld (Eds.), *Breaking the mold of pre-service and in-service teacher education: Innovative and successful practices for the 21st century* (pp. 157-169). Lanham, MD: Rowman & Littlefield.

**Ross, M. C.** (2010). The need for multicultural education in charter schools. In A. Esmail, & A. Duhon-Ross (Eds.), *Charter schools: Answering the call, saving our children*. Lanham, MD: University Press of America.

Shapiro, K., **Ford, J.**, Green, K. & Lopez, K. (2010). Together we make change: Dreaming and implementing the children's social forum. In M. Karides, W. Katz-Fishman, R. Brewer, A. Lovelace, J. Scott (Eds.), *United States social forum: Perspectives of a movement*. Chicago, IL: Changemaker.

**Steffen, C., Warner, M., Coffey, D. & Beno, L.** (2010). Problem based learning and 21st century teacher preparation. In T. E. Deering (Ed.), *Teaching in the 21st century*. Dubuque, IA: Kendall/Hunt.

**Warner, M., Steffen, C., Cope, J. & Peery, B.** (2010). Raising the bar for 21st century teacher preparation. In A. Cohan, & A. Honigsfeld (Eds.), *Breaking the mold of pre-service and in-service teacher education: Innovative and successful practices for the 21st century*. Lanham, MD: Rowman & Littlefield.

### JOURNAL ARTICLES

**Bantwini, B. D.** (2010). How teachers perceive the new curriculum reform: Lessons from a school district in the Eastern Cape Province, South Africa. *International Journal of Educational Development*, 30, 83-90.

**Bullock, P. L.,** Subramanian, K., Buenaventura, L. C. & Lee, I. (2011). Looking below the surface: An analysis of an elementary teacher education program diversity transformation. *International Journal for Cross-Disciplinary Subjects in Education*, 1(3).

**Coffey, D. J.** (2010). Mentoring promotes qualities that lead to teacher satisfaction. *Association of Literacy Educators and Researchers Yearbook*. Texas A&M University-Commerce, TX.

**Dias, M.,** Eick, C. J. & Brantley-Dias, L. (2011). Practicing what we teach: A self-study in implementing an inquiry based curriculum in a middle grades classroom. *Journal of Science Teacher Education*, 22(1), 53-78.

**Edenfield, K. & de Araujo, Z.** (2010). Math for real: How old is that cactus? *Mathematics Teaching in the Middle School*, 16, 192.

**Frisch, J. K.** (2010). The stories they'd tell: Pre-service elementary teachers writing stories to demonstrate physical science concepts. *Journal of Science Teacher Education*. 21 (6), 703.

**Jiang, B., Coffey, D., DeVillar, R.A. & Bryan, S.** (2010, November). Student teaching abroad, intergroup outcomes: A comparative, country-specific analysis. *Journal of International and Global Studies*, 2(1), 36-55.

Koballa, T.R., Kittleson, J., Bradbury, L.U. & **Dias, M. J.** (2010). Teacher thinking associated with science-specific mentoring. *Science Education*, 94(6), 1072-1091.

**Meyjes, G. R.** (2011, Winter). English beyond our borders: Reflections on the risks, rewards, and responsibilities of TESOL. *TESOL in Action*, 23(1), University of West Georgia, Carrollton, GA.

**Price, H. E.,** Madsen, C. K., Cornacchio, R. A. & Webb, M. (2010). An examination of the international scope of papers presented at the ISME research commission. *Journal of Research in Music Education*, 58, 90-96.

**Rosengrant, D.** (2010). Pre-service physics teachers and physics education research. *Physics Education Research Conference Proceedings*, 1289, 281-284.



**Rosengrant, D.** (2011). Impulse-momentum diagrams. *The Physics Teacher*, 49(1), 36-39.

**Stallings, L.** (2010). President's column: What's new? *Georgia Council of Teachers of Mathematics, Reflections*, 54(2), 4-6.

**Stallings, L.** (2010). President's column: What's new? *Georgia Council of Teachers of Mathematics, Reflections*, 54(3), 4-6.

**Strieker, T., Logan, K. & Kuhel, K.** (2011). Effects of job-embedded professional development on inclusion of students with disabilities in content area classrooms: Results of a three-year study, *International Journal of Inclusive Education*, First published: 17 June 2011. (iFirst). DOI: 10.1080/13603116.2010.538868  
URL: <http://dx.doi.org/10.1080/13603116.2010.538868>

**Terry, A. W. & Panter, T.** (2010). Students make sure the Cherokees are not removed...again: A study of service-learning and artful learning in teaching history. *Journal for the Education of the Gifted*, 34(1), 156-176.

**Whitlock, R.U.** (2010). Getting queer: Teacher education, gender studies, and the cross-disciplinary quest for queer pedagogies. *Issues in Teacher Education*, 19(2), 81-104.

**Williams, D.** (2011). Hair braiding. *Teaching Mathematics in the Middle Schools*. 16(10), 512 and [www.nctm.org/mtms](http://www.nctm.org/mtms)

**Williamson, J.** (2011). Digital equity in schools: A review of current trends. *International Journal of Cyberethics*, 1(1), 12-24.

## REVIEWS

**Hess, W. G.** (2010). [Review of *Bug Boy*, by Eric Luper]. Signal.

**Paris, N. A.** (2010). [Review of the book *Leading change in your school: How to conquer myths, build commitment, and get results*, by Douglas B. Reeves]. *Middle Ground* (13).

## ONLINE PUBLICATIONS

**Jiang, B., Coffey, D., DeVillar, R. & Bryan, S.** (2010). Student teaching abroad inter-group outcomes: A comparative, country-specific analysis. *Journal of International and Global Studies*, 2(1). <http://www.lindenwood.edu/jigs/>

Koballa, T.R., Kittleson, J., Bradbury, L.U. & **Dias, M.J.** (2010). Teacher thinking associated with science-specific mentoring. *Science Education*, 94(6), 1072-1091.  
<http://onlinelibrary.wiley.com/doi/10.1002/sce.20400/abstract>

## PROCEEDINGS

**Bullock, P. L.,** Subramanian, K., Buenaventura, L. C., Lee, I. (2010). Skin deep? Analyzing an elementary teacher education program's incorporation of diversity. *Proceedings of the Canada International Conference on Education*.

**Wright, J. M.** (2010). Effect of Quality Matters™ training on faculty's online self-efficacy. In M. Clay (Ed.), *Distance Learning Administration Annual Conference Proceedings*.



## Faculty Presentations

Baltzley, P., Barker, D., Blanton, M., Cox, D., Dougherty, B., Groth, R., Hollebrands, K., King, K., Knuth, E., McGraw, R., Newton, J., Reys, R., **Stallings, L.**, Tarr, J., White, D., & Van Zoest, L. (2011, April). *Graduate student, junior faculty, and researcher mentoring session*. National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.

**Banker, T.** (2011, April). *Formulas, formulas everywhere! What do they mean?* National Council of Teachers of Mathematics, Indianapolis, IN.

**Bantwini, B. D.**, & Letseka, M. (2011, January). *Teachers caught between nation building, local education politics and global demands: Is there a way outforward?* Hawaii International Conference on Education, Honolulu, HI.

**Basch, K.** (2011, March). *Engaging all readers*. Conference on Literature for Children and Young Adults, Kennesaw State University, Kennesaw, GA.

**Bessette, H.**, **Paris, N. A.**, **Redish, T.**, & **Kirby, D.** (2011, February). *Distributed leadership, distributed learning: Analyses of Ed.D. students' narrative reflections and stories*. American Association of Colleges for Teacher Education, San Diego, CA.

**Blaver, A. D.**, & Martin, K. A. (2010, October). *Trickster's art and artifice: Indigenous peoples, missionary interpretations*. American Association of Religion, Atlanta, GA.

**Bryan, S.** (2010, December). *Kennesaw State University student teaching abroad partnerships Central and South America*. Latin American Conference-AdvancED, Atlanta, GA.

**Bryan, S.**, & **Lee, C.** (2011, April). *A comparative analysis learned from teaching English in Korea*. Symposium on ASIA-USA Partnership Opportunities (SAUPO), Atlanta, GA.

**Bryan, S.**, & **Lee, C.** (2011, April). *Lessons learned from an international teaching partnership between KSU and Korea*. Symposium on ASIA-USA Partnership Opportunities (SAUPO), Atlanta, GA.

**Bryan, S.**, & Sherman, A. (2011, February). *Developing global engagement activities for a mutually beneficial partnership: The student teaching program experience of KSU and Colegio Menor San Francisco de Quito*. Association of Academic Programs in Latin America & the Caribbean (AAPLAC), Kennesaw, GA.

**Bullock, P. L.**, Subramanian, K., Buenaventura, L. C., Lee, I. (2010, April). *Skin deep? Analyzing an elementary teacher education program's incorporation of diversity*. Canada International Conference on Education, Toronto, Canada.

Colley, D., & **Eaton, A.** (2011, April). *First impressions: Making the most of the exhibit room*. Accreditation for Continuous Improvement of Educator Preparation: A Regional Conference, Atlanta, GA.

Colley, D., & **Eaton, A.** (2011, June). *First impressions: Making the most of the exhibit room*. Accreditation for Continuous Improvement of Educator Preparation: A Regional Conference, St. Louis, MO.

**Delacruz, S.** (2010, October). *Top teaching and learning web resources*. Georgia Association on Young Children, Atlanta, GA.

**Delacruz, S.**, & **Coffey, D.** (2010, November). *Fulfilling literary promises and enhancing comprehension with interactive read-alouds*. Association of Literacy Educators and Researcher's Conference, Omaha, NE.

**Delacruz, S.**, **King-McKenzie, E.**, & **Bantwini, B.** (2011, March). *Investigation of some issues that facilitate or hinder successful co-teaching between university faculty and K-5 educators in an urban professional development school*. National Association for Professional Development Schools, New Orleans, LA.

**DeVillar, R. A.** (2010, October). *Chinese scientific socialism in global perspective: Geopolitical implications for Latin America and the United States*. China Goes Global Conference, Cambridge, MA.

**Eaton, A.** (2011, June). *Advanced programs and NCATE unit review*. Accreditation for Continuous Improvement of Educator Preparation: A Regional Conference, St. Louis, MO.

**Eaton, A.**, & Gollnick, D. (2011, April). *Advanced programs and NCATE unit review*. Accreditation for Continuous Improvement of Education Preparation: A Regional Conference, Atlanta, GA.

**Edenfield, K. W.** (2010, October). *Finding and using materials for teaching the GPS*. Georgia Council of Teachers of Mathematics, Eatonton, GA.

**Edenfield, K. W.** (2010, October). *Mathematics teachers' selection and use of instructional materials*. Association of Mathematics Teacher Educators, Irvine, CA.

**Edenfield, K. W.** (2010, October). *Teachers' materials use while implementing Math 2*. Georgia Association of Mathematics Teacher Educators, Eatonton, GA.

**Edenfield, K. W.**, Murray, E., Schultz, K. T., & Kilpatrick, J. (2011, April). *Studying higher order thinking during implementation of state curriculum reform*. National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.

Enderson, M., Campbell, P., D'Ambrosio, B., **Edenfield, K.**, **Hillen, A.**, Lee, H. S., **Stallings, L.**, Strutchens, P., & **Watanabe, T.** (2011, January). *Supporting new mathematics educators*. Association of Mathematics Teacher Educators, Irvine, CA.

**Ford, J.** (2010, November). *Dissident dykes and lesbo-flexibles: Citizenship education and political socialization for LGBTQQ youth*. National Council for the Social Studies, Denver, CO.



Gardner, K., **Edenfield, K. W.**, & Lischka, A. (2011, April). *State conference presenters' conceptions of reform-based mathematics teaching*. National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.

**Guillory, N.** (2010, October). *What's a hip hop feminist doing in teacher education? A journey in three acts*. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

**Guillory, N.** (2010, November). *Becoming committed to multiculturally responsive pedagogy in the South: An analysis of multicultural teacher preparation in an educational foundations course*. National Association of Multicultural Education, Las Vegas, NV.

Haid, L. K., Maszta, N. B., Fischer, C., Warner, J. V., Marasco, J., Smith, D., & **Snyder, A. F.** (2010, December). *RTI study group literacy research association*. National Reading Conference, Dallas/Ft. Worth, TX.

**Hillen, A.**, & **Rosengrant, D.** (2010, November). *Making connections: Using multiple representations to develop teachers' knowledge*. Mathematics and Statistics Departmental Talk, Kennesaw, GA.

**Holbein, M.**, **Paris, N. A.**, & **Patterson, J.** (2010, November). *Developing an educational leadership performance-based specialist program through team design and team planning: Promises and challenges*. International Society for Educational Planning, Washington, D.C.

**Holbein, M.**, & **Streiker, T.** (2010, November). *Literacy coaching: Form and function*. Association of Literacy Educators and Researchers Conference, Omaha, NE.

James, J., Hayden, K., Rainwater, S., **Redish, T.**, & **Williamson, J.** (2011, June). *Pre-release of the NETS for technology directors, coaches, and computer science teachers*. International Society for Technology in Education, Philadelphia, PA.

**Jean-Sigur, R.** (2010, June). *Diversity for trainers*. Georgia Association on Young Children Trainers' Conference, Duluth, GA.

**Jean-Sigur, R.** (2011, February). *Culture and continuity of care: Responding to families of infants and toddlers in early learning environments*. Georgia Association on Young Children, Gwinnett Instructional Center, Suwanee, GA.

**Jean-Sigur, R.** (2011, March). *Babies and language acquisition: Tips for parent educators*. Georgia Parents as Teachers Spring Institute, Macon, GA.

**Jean-Sigur, R.**, & **Bell, D.** (2010, October). *Going global in early childhood education*. Georgia Association on Young Children, Duluth, GA.

**Jean-Sigur, R.**, **Bell, D.**, Saxton, R., Adams, L., McCall, M., & Ratajczak, B. (2010, October). *Birth through five undergraduate degree programs offered in Georgia*. Georgia Association on Young Children, Duluth, GA.

**Jiang, B.**, **DeVillar, R.A.**, **Bryan, S.**, & **Coffey, D.** (2011, April). *National, cultural-, professional- and character-development patterns of international student teaching experiences: A five-country analysis*. American Educational Research Association Conference, New Orleans, LA.

**King-McKenzie, E.** (2010, October). *Death and dying in the curriculum of public schools: Is there a place?* Curriculum and Pedagogy Conference, Akron, OH.

**King-McKenzie, E.** (2011, January). *Death and dying in the curriculum of public schools: Is there a place?* International Conference on Education, Honolulu, HI.

**Kuhel, K.**, **Williams, D.**, **Edwards, B.**, & **Epps, A.** (2010, October). *Preparing mathematics teachers for ALL students: An innovative approach*. Poster presented at Georgia TESOL Conference, Atlanta, GA.

**Kuhel, K.**, **Williams, D.**, **Edwards, B.**, & **Grajeda, R.** (2010, October). *Teaching culturally and linguistically diverse students in the mathematical classroom: A collaborative view to program development*. Georgia TESOL Conference, Atlanta, GA.

**Laposata, M.**, & **Rosengrant, D.** (2010, July). *iHome 21: Sustainable homes for the 21st century*. American Association of Physics Teachers, Portland, OR.

**Laposata, M.**, & **Rosengrant, D.** (2010, July). *iHome 21: Sustainable homes for the 21st century*. SENCER Summer Institute, UNC, Asheville, NC.

**Lee, C.** (2010, October). *Promoting classroom diversity by using evidence-based practices with phases of learning and universal design for learning*. Georgia Educational Research Association, Savannah, GA.

**Lee, C.** (2010, October). *Using evidence-based practices with phases of learning and universal design for learning*. Korea Educational Research Association, Seoul, Korea.

**Lee, C.** (2011, April). *Using the competing behavior model to change students' behavior in K-12 classrooms*. Council for Exceptional Children, National Harbor, MD.

**Lester, B.** (2011, February). *Unlocking the code: Context-based instruction to support the decoding skills of ELLs*. ESOL Conference, Kennesaw State University, Kennesaw, GA.

**Loomis, Kimberly S.** (2011, February). *Bring the mountain to the science learner*. Georgia Science Teachers Association, Atlanta, GA.

**Martin, D. J.** (2011, April). *The case for early childhood science education*. Association for Childhood Education International, New Orleans, LA.

**McAlpine, G.**, **Kuhel, K.**, & **Coffey, D.** (2010, November). *Teaching toward resiliency*. International Conference on Teaching and Learning, Seville, Spain.

- Meadows, F.** (2011, February). *Foundations for successful second language acquisition: Critical insights drawn from the research*. ESOL Conference, Kennesaw State University, Kennesaw, GA.
- Meyjes, G. P.** (2010, October). *English beyond our borders: Reflections on the risks, rewards, and responsibilities of TESOL*, (keynote). Georgia TESOL Conference, Atlanta, GA.
- Meyjes, G. P.** (2011, February). *Intercultural competence in ethnic conflict prevention and resolution. Conflict management: A tool for U.S. national security strategy?* KSU-SSI Symposium-U.S. Army War College, Kennesaw State University, Kennesaw, GA.
- Meyjes, G. P.** (2011, June). *Education for global citizenship: A meta-cultural framework for evaluating practice*. International Conference on Diversity in Organisations, Communities and Nations, University of the Western Cape, South Africa.
- Moore, J.** (2011, January). *Moving CFGs online*. Pre-conference session, School Reform Initiative, Inc. Winter Meeting, New York, NY.
- Pacifici, L., Bromfield Lee, D., Rushton, G., Dias, M., & Rosengrant, D.** (2010, October). *Beyond teaching "science" teachers: Reflections on discipline specific methods courses*. Southeastern Association for Science Teacher Education, Athens, GA.
- Price, H. E., Morrison, S. J., & Mann, A.** (2011, February). *Effect of conductor expressivity on ensemble evaluations by non-music majors*. Research in Music Behavior Eighteenth International Symposium, Barcelona, Spain.
- Ritchie, S.** (2010, September). *Walking the talk: How eight P-12 educators came to teach critically*. Research webinar presented through Department of Middle-Secondary Education and Instructional Technology, Georgia State University, Atlanta, GA.
- Ritchie, S.** (2010, November). *Walking the talk: What we can learn from critical educators*. National Council of Teachers of English, Orlando, FL.
- Rogers, B.** (2010, October). *Planning student centered lessons*. Georgia Council of Teachers of Mathematics, Eatonton, GA.
- Rogers, B.** (2010, October). *The changing nature of algebra*. Georgia Association of Teacher Educators, Atlanta, GA.
- Rogers, B.** (2010, October). *Using algebra tiles to multiply binomials and factor trinomials*. Georgia Council of Teachers of Mathematics, Eatonton, GA.
- Rogers, B., & Watson, V.** (2010, October). *Math teachers' circles*. Georgia Council of Teachers of Mathematics, Eatonton, GA.
- Rosengrant, D.** (2010, July). *Pre-service physics teachers and physics education research*. Physics Education Research Conference, Portland OR.
- Rosengrant, D.** (2010, July). *Sustainable homes: A marriage of nature and digital technologies*. Campus Technology Conference, Boston, MA.
- Rosengrant, D. & Laposata, M.** (2010, October). *iHome 21: Sustainable homes for the 21st century*. Southern Atlantic Coastal Section of the American Association of Physics Teachers Regional Meeting, Charleston, SC.
- Ross, M. C.** (2010, October). *Doing "it" on-line: Creating constructivist learning experiences in on-line teacher education courses*. The Renaissance Group Fall Conference, Arlington, VA.
- Ross, M. C.** (2010, November). *The historical and social evolution of multicultural education and constructivist teaching: Black teachers been doing that for years*. National Association of Multicultural Education, Las Vegas, NV.
- Ross, M. C., Esmail, A., Duhon-Ross, M. A., & Duhon, G.** (2010, November). *Teacher education programs and multiculturally responsive pedagogy: The perfect opportunity to empower and train pre-service teachers as social change agents*. National Association of Multicultural Education, Las Vegas, NV.
- Shaheen, M.** (2010, November). *Pre-service teachers reflecting on their literacy autobiographies via technology*. National Council of Teachers of English, Orlando, FL.
- Shaheen, M.** (2011, May). *My literacy autobiography: Pre-service teachers using Glogster to critically examine their literacy theoretical assumptions and beliefs*. International Reading Association, Orlando, FL.
- Shaheen, M.** (2011, May). *Narrating "self": Using digital literacy autobiographies with pre-service teachers*. Narrative Matters Conference, New Brunswick, Canada.
- Smith, M. E., Swars, S. L., Smith S. Z., & Hart, L. C.** (2010, May). *Comparative longitudinal effects of changes in an elementary education program on mathematics beliefs and knowledge for teaching*. American Educational Research Association, Denver, CO.
- Smith, S. Z., & **Smith, M. E.** (July, 2010). *Cognitively guided instruction workshop*. Success Charter Network, Harlem, NY.
- St. Pierre, P. E.** (2011, January). *Plato was right*. Sharing the Wealth Physical Education Conference, Jekyll Island, GA.
- St. Pierre, P. E., & Buresch, R.** (2010, November). *PETE standard 2: Considering its application, and some real-world implications*. Georgia Association for Health, Physical Education, Recreation, and Dance, Savannah, GA.
- St. Pierre, P. E., & KSU students.** (2011, January). *Beyond skills: A tactical approach to netball games*. Sharing the Wealth Physical Education Conference, Jekyll Island, GA.
- Stallings, L. L.** (2011, February). *Why math or the mathematical mystery tour*. Keynote speaker, Auburn University Montgomery's Sonia Kovalevsky Day, Montgomery, AL.

**Strieker, T., Jean-Sigur, R., Stern, H., Sloan, J., & Wade, K.** (2010, December). *Inclusion of undergraduate students with intellectual disabilities: Challenges and solutions!* The Academy of Inclusive Adult Education, Kennesaw State University, Kennesaw, GA.

**Strieker, T., & Zong, G.** (2011, February). *A systematic approach to improving the knowledge, dispositions and concerns of pre-service content teachers towards co-teaching.* Association of Teacher Educators, Orlando, FL.

**Terry, A. W.** (2010, October). *The benefits and liabilities of autoethnographic research.* Georgia Educational Research Association, Savannah, GA.

**Terry, A. W.** (2010, November). *Service-learning: Leading the way to a better tomorrow.* National Association for Gifted Children, Atlanta, GA.

**Vasquez, A.** (2011, February). *Enhancing ELLs' reading comprehension through speaking, viewing and listening activities.* ESOL Conference, Kennesaw State University, Kennesaw, GA.

**Vasquez, A.** (2011, February). *L1/L2s working together: Collaborative writing, grammar and vocabulary activities.* ESOL Conference, Kennesaw State University, Kennesaw, GA.

**Williams, B.** (2011, February). *A real paradigm shift: The future of technology in the classroom.* ESOL Conference, Kennesaw State University, Kennesaw, GA.

**Williams, D.** (2010, October). *Using culture to motivate students.* North Carolina Council of Teachers of Mathematics, Greensboro, NC.

**Williams, D., & Edwards, B.** (2011, January). *From talk to practice: Becoming a mathematics teacher of culturally diverse students.* Association of Mathematics Teacher Educators, Irvine, CA.

**Williams, D., & Ligon, K.** (2011, March). *From a cooperating teacher to a mentor within a developing urban middle school.* National Association for Professional Development Schools, New Orleans, LA.

**Williams, J.** (2010, October). *The collaborative classroom: From "sage on the stage" to "guide on the side."* Georgia Association of Teacher Educators, Atlanta, GA.

**Williams, J.** (2010, December). *Including students with disabilities in general education classrooms.* Non-Governmental Organizations, Damascus, Syria.

**Williams, J.** (2011, March). *Inclusive classrooms: Flexible grouping, differentiation, formative and summative assessments, higher order thinking skills, effective use of teacher assistants.* Al-Nibras International School Educational Conference, Kuwait City, Kuwait.

**Williams J.** (2011, April). *The inclusion of students with disabilities in the Syrian Arab Republic.* International Council for Exceptional Children, National Harbor, MD.

**Williams, J., Bell, J., Funk L., Heckert, J. & Kuhel, K.** (2011, February). *The ethics of equity in the 21st century classroom: Strategies to help make your classroom and curriculum accessible to all learners.* Center for Excellence in Teaching and Learning Conference, Kennesaw, GA.

**Williamson, J.** (2011, February). *Describing what we do: Refreshing ISTE standards for technology leaders and facilitators.* Florida Educational Technology Conference, Orlando, FL.

**Wright, J. M.** (2010, June). *Effect of Quality Matters™ training on faculty's online self-efficacy.* Distance Learning Administration Conference, Jekyll Island, GA.

**Wright, J. M.** (2010, November). *Designing with the end in mind.* Cobb County Public School Teachers, Marietta, GA.

**Wright, J. M.** (2011, February). *Effect of Quality Matters™ training on faculty's online self-efficacy.* Distance Education Virtual Conference, Pennsylvania State System of Higher Education, Harrisburg, PA.

**Wright, J. M.** (2011, March). *Interactive whiteboards for middle school social studies teachers.* Cobb County Public School Teachers, Marietta, GA.

**Wright, J. M., & Moore, J.** (2010, October). *Technology productivity tools.* Cobb County Public School Teachers, Marietta, GA.

Yang, X., & Lee, C. (2011, May). *The effects of two repeated reading interventions on the reading fluency and accuracy of students with learning disabilities.* Association for Behavior Analysis International, Denver, CO.

**Zheng, B.** (2010, June). *Cultural differences and their implications to teacher education.* Guest lecturer, Normal University, Central China.

**Zheng, B.** (2010, October). *American quality education in the eyes of Chinese education majors.* Georgia Educational Research Association, Savannah, GA.

**Zheng, B.** (2011, February). *Character education: A comparative study of U.S. and Chinese middle school practices.* Association of Teacher Educators, Orlando, FL.

**Zheng, B.** (2011, February). *Understanding the Chinese culture and its influence on interpersonal relations.* Southeastern Conference on Cross-Cultural Issues in Counseling and Education, Savannah, GA.

**Zheng, B., & Stockdale, S.** (2011, February). *What do MAT graduates think about their ability to teach?: A study of their autoethnographies.* Association of Teacher Educators, Orlando, FL.

**Zong, G.** (2010, October). *Becoming middle school social studies teachers: A case study of African-American teacher candidates' perspectives.* Georgia Association of Teacher Educators, Atlanta, GA.

**Zong, G.** (2010, December). *Learning and teaching about the re-emerging China: Stories and perspectives of Chinese immigrant social studies educators in the U.S.* National Council for Social Studies, Denver, CO.



**Visit us on the Web at:**

<https://education.kennesaw.edu/education>

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

Kennesaw State University  
Bagwell College of Education  
1000 Chastain Road  
Kennesaw, GA 30144-5591  
Telephone: 770-423-6117  
Fax: 770-423-6527



Kennesaw State University, a unit of the University System of Georgia, is an equal opportunity institution, which does not discriminate on the basis of race, color, sex, sexual orientation, age, religion, national origin or disability.