



Bagwell College of Education



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Message from the Dean

2014-15 will be remembered as a banner year for the Bagwell College of Education. We occupied our new state-of-the-art building addition and simultaneously renovated the college's space in Kennesaw Hall to bring coherence across the two adjacent buildings, which we now call home. The opening of the new facility was celebrated with great fanfare, including a performance by the string quartet from Allatoona High School. You will find an article about the ribbon cutting ceremony and the distinguished dignitaries who participated.

Faculty and candidates engage in important and impactful research as evidenced by the recognition Kennesaw State University received from the Association for Teacher Educators (ATE) and through the selection of a faculty member as a Fulbright scholar. Fascinating is the meaningful involvement both pre-service and in-service teachers have in funded projects located in Yellowstone



National Park and Georgia's Wassaw Island. Newly created global partnerships take us beyond our current ones to Spain and Poland. Through our partnership with the Confucius Institute, the college brought the first visiting professor to campus under the Confucius China Studies Program.

Elsewhere in this report, you will read about the expansion of our partnerships that has afforded P-12 students opportunities they have never before had. Students at Harmony-Leland Elementary School, Floyd Middle School, and Osborne High School who participated in a core values project are now published authors. Other Osborne High School students have written conference proposals and presented before their peers as well as teachers, KSU aspiring teachers, and KSU faculty. The Cuentos de mi Vida project at Hasty Elementary School has been enhanced from print stories to digital stories with plans to incorporate art.

Bagwell prides itself on its enduring commitment to inclusiveness, excellence, and innovation through engagement in major initiatives that ensure our candidates are well prepared to meet the daily challenges educators face and take leading roles in solving the challenges of the future. Virtual avatars

have been employed to prepare our candidates for the realities of today's P-12 classrooms. Bagwell's inaugural Faculty Fellows program has focused our diversity efforts in new ways, while the initial cadre of Woodrow Wilson Foundation Fellows was selected to address the shortage of highly qualified STEM teachers.

As we look to the future, I am deeply encouraged to see the trust individuals have in the work of the college. They have demonstrated this trust through their generous donations. These gifts hugely contribute to Bagwell College reaching a greater level of excellence.

I am extremely proud of our faculty, staff, students, and alumni. When you read the final two sections of this report, all indicators illustrate the fact we are dedicated to learning that changes lives. I am confident you will concur:

Once again, I thank you for your interest in the significant progress and accomplishments of the Bagwell College of Education. I invite you to familiarize yourselves with the many opportunities available in the college. Please do stop by and visit us in our new building.

Professionally yours,

A handwritten signature in black ink that reads "Arlinda J. Eaton". The signature is written in a cursive, flowing style.

Arlinda J. Eaton, Dean



IMPACTING LIVES
through research



KSU Receives “Distinguished Program in Teacher Education” Award

KSU's model of student teaching has been totally transformed. It no longer reflects the traditional model that placed teacher candidates in classrooms for only one semester before graduation. For the past six years, an interdisciplinary team of faculty in the Educator Preparation Provider (EPP) unit has been working to redesign the college's teacher preparation programs, and those efforts are paying off not only in the classroom, but also in the rising national reputation of the college. This year the Association of Teacher Educators (ATE), a national organization devoted solely to the improvement of teacher education, recognized KSU's EPP as a “Distinguished Program in Teacher Education.” ATE members represent over 700 colleges and universities, over 500 major school systems, and the majority of state education departments.

“As teacher educators, one of the challenges that we face is preparing a teacher workforce that is sustainable over time. The problem with the traditional model was that about 40 percent of new teachers were leaving the profession after a few years of teaching,” said Toni Strieker, professor of special education and clinical experiences researcher. “At KSU, we hold ourselves accountable to reduce the attrition rate. We redesigned our teacher education programs to provide yearlong clinical experiences that will give our teacher candidates the confidence



Members of the interdisciplinary research and design team: Darren Crovitz (English Education), Toni Strieker (Team Leader), Marie Holbein (Chair, TQP Research Academy), Woong Lim (Secondary and Middle Grades Education), Cherry Steffen (Elementary and Early Childhood Education) Kim Gray (Teaching and Learning), Daphne Hubbard (Secondary and Middle Grades Education).

and skills they need to have more successful careers in education.”

KSU initially piloted pre-service co-teaching with teacher candidates under the auspices of the Teacher Quality Partnership (TQP) grant. Funded by a five-year, \$8.9 million grant from the U.S. Department of Education – the largest grant ever awarded to Kennesaw State – a yearlong co-teaching model was established in five elementary, one middle and one high school in Cobb County in the fall of 2011. As early as the spring of 2012, the model was expanded to schools in Cobb outside the original grant area and to four elementary schools in Cherokee County. Now

the model is employed in four school districts, including Cherokee, Cobb, Marietta City, and Paulding.

“The TQP research showed that during the yearlong clinical experiences, pre-service teachers were able to build relationships with students, get to know the parents, and the schools’ routines. Overall, they were much better prepared,” Strieker said.

“Out of this research came a new pedagogy for supervisors, a model of developmental supervision, in which supervisors adjust their communication and behavior approaches based on the development of the candidates,” Strieker said. “There were three stages of research and development: yearlong clinical experiences, pre-service co-teaching, and coaching,

which turned into developmental supervision. All of this evolved into a new set of clinical practices that have been shown to improve candidate performance.”

Strieker estimates the Bagwell College of Education has put between 750 and 1,000 collaborating teachers and student teachers through professional learning certificates associated with the redesign.

“What I have enjoyed most about this project was the collaboration of our interdisciplinary design and research teams,” she said. “Through this work we were able to forge new, meaningful partnerships with faculty in different colleges at KSU as well as teachers and administrators in four school districts.”



Scientific Research: From Wassaw Island to Yellowstone National Park

In collaboration with the Office of Research, the Bagwell College of Education is bringing real-world science to pre-service and in-service teachers alike through two ongoing research projects.

Working with the Caretta Research Project, a hands-on research, conservation and education project, Senior Lecturer of Elementary Education Terri Collins takes pre-service teachers to Georgia’s Wassaw Island to learn about the turtles that nest there. For the first time in five years Collins brought five in-service teachers from Paulding County Schools in addition to her pre-service teachers.

“We do this to increase the understanding and enthusiasm for scientific research, and to provide resources and strategies for applying these experiences to the elementary school classroom,” Collins said. “It has become such a coveted experience.”

In the last couple of years, Collins and her teachers have received close to \$20,000 in support from the KSU Office of Research along with financial support from the ATOMS Center and the Bagwell College. Georgia Power and AT&T also provided generous support. Funding has gone to



materials for students such as headlamps, registration fees, fans and a recreational vehicle. This year, the Paulding County in-service teachers competed for an all-expenses-paid trip, which was funded by an ATOMS Center grant.

“Without this support, this doesn’t happen,” Collins said. “The impact of the program is significant. We take an average of 15 student teachers a year times approximately 30 students they will instruct in their own classrooms, and that’s a minimum of 450 elementary students who are impacted by this program annually.”

Participants assist the island scientists with measuring and tagging turtles, running DNA tests and studying the barnacles that attach themselves to the turtles. In addition, upon their return, they

must complete a “scientific research, reading and writing assignment” aligned with the Common Core performance standards for early childhood education.

“I loved that everything was hands on! I believe this experience will impact my classroom in a tremendous way,” Kelly Smith said. “I cannot wait to have a classroom of my own and be able to share all of the vital information I have learned during this experience and teach them to want to care about the protection of wildlife. This was truly one of the best learning experiences I have ever had the opportunity to be a part of.”

Enthusiasm is contagious, and that same enthusiasm for science is also a result of the Yellowstone Teacher Project, which takes in-service teachers to the national park as part of the American Democracy Project. The program was brought to the Bagwell College by Dr. Charles Amlaner, Vice President for Research.

“A few years ago Dr. Amlaner went on this trip, and he thought it was great for college teachers, but he thought we needed to take in-service teachers and have them bring this experience into their classrooms,” said Kim Loomis, professor of science education and project organizer. “The unique thing about this project is we spend 10 days out, in and around the park, and it’s not just ‘hey, look at this park,’ but it’s also exploring multiple perspectives, for example: stewardship of public lands, perspectives of the people who are impacted by this park.

Participants research important and complex issues such as bison management, winter use of the park and wolf reintroduction. “Everyone falls in love with the bison,” Loomis said, but after talking with nearby ranchers about the threat they pose to local cattle herds, juxtaposed with video from an animal rights group showing the hazing that occurs each spring – just after calving season – to keep the bison within the boundaries of the park, the issue is no longer black and white.

“That type of problem solving and listening to all of these different perspectives is what our state and national standards currently emphasize,” Loomis said. “The emphasis is to produce a citizen who can go out and get information and evaluate different perspectives and make an informed decision.”

“When teachers return, they write lesson and unit plans that meet performance standards in the context of the issues at Yellowstone,” Loomis said, noting it’s not just science teachers who have participated. There have been teachers in language arts, English, social studies, art and technology from all grade levels.

“We take 12 teachers a year, and we’re pushing about 40 participants so far,” Loomis said. “If they are elementary school teachers, they’re sharing this experience with about 30 kids. If they teach middle or high school, it’s upward of 150 students being impacted, so it’s a huge multiplier effect.”



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We do this to increase the understanding and enthusiasm for scientific research, and to provide resources and strategies for applying these experiences to the elementary school classroom.

Global Partnerships Create Learning Opportunities

Faculty and students in the Bagwell College of Education will soon have more options when it comes to teaching and studying abroad, thanks to two new memorandums of understanding and a partnership with the Confucius Institute.

Previously, international student teaching placements have been – and continue to be – in Belize, Brazil, China, Costa Rica, Ecuador, Mexico and Uganda. Now other study abroad opportunities are expanding to Spain and Poland.

An MOU with the University of Valladolid, Spain (UVa), was the first to come to fruition this spring. Two UVa students – one Ph.D. and one undergraduate – came to Kennesaw State, while four BCOE faculty had previously

visited their university. The doctoral candidate, Raphael Alberto Méndez Romero, studied with Corrie Theriault, associate professor of research and director of Collaborative Graduate Programs in the BCOE. Romero was so complimentary of the guidance he

received from Dr. Theriault that UVa invited her, all expenses paid, to be a member of the committee evaluating Romero's dissertation presentation in December.

"We visited local schools to collaborate with their faculty about future study abroad opportunities

for our students," said Binbin Jiang, BCOE's interim director of Global Engagement and professor of International Education, Leadership and Research.

The University of Valladolid is one of the oldest in Spain, its origins dating to the end of the 13th century. The first written reference to the university occurs in a document signed by King Sancho IV of Castile in the year 1293. The university boasts 35,000

students on four campuses, 2,400 faculty, 1,000 staff, more than 100 undergraduate degrees, 68 postgraduate degrees, and 80 doctoral programs.

While the UVa MOU was a university-wide initiative, this year the BCOE also signed its first

college-level MOU with the University of Rzeszow (UR) in Poland. Established in 2001 through the merger of several institutions of higher education, UR offers a variety of undergraduate and postgraduate programs, specialist training, supplementary training and adult education to almost 20,000 students.

After a thorough Internet search on teacher education in the United States, a delegation from UR chose the BCOE for a weeklong exploratory visit funded by the Polish government. "They liked the information provided on our website, so they chose to come visit us," Jiang said. "We hosted five visitors from Poland and visited a local elementary, middle and high school while they were here."

Jiang believes there will be opportunities for faculty research through the MOU with the University of Rzeszow, and the final details are being worked out on a program in which Bagwell graduate students will go to Poland in the summer for four weeks to teach English to teacher education candidates. "They want to start with that specific program," Jiang said. "It should be implemented by next summer."



Annually, the college sends between 40 and 45 teacher candidates abroad for a semester-long practicum. To date, more than 200 BCOE teacher candidates have completed student teaching abroad, propelling the college to the No. 1 position at KSU for students earning global engagement certificates. “Global learning is not just to broaden their (teacher candidates) perspective, but it is directly related to understanding diversity in the United States,” Jiang said. “Our research shows when they come back, they have a much better understanding of English language learners and their needs in our schools.”

On the faculty front, a partnership between BCOE and the Confucius Institute resulted in the first visiting professor at Kennesaw State University under the Confucius China Studies Program (CCSP). “When faculty are engaged in global learning and research, their students benefit through the faculty’s sharing of that global research,” Jiang said.

Xiangming Chen, professor of education and director of the Center for Qualitative Research in Education at Peking University, offered a series of lectures on Chinese education and qualitative research and co-taught a doctoral class during her stay. “From a

global perspective, Peking University is one of the most prestigious universities in China,” Jiang said. “It was an honor, not only for the college, but for the university as well, to host such a renowned scholar and for our faculty to benefit from her research expertise.”

Chen also became the first international scholar to participate in BCOE Dean Arlinda Eaton’s “Dean’s Speaker Series.” In September 2012, Eaton launched the series to support faculty accomplishments at the national level in an effort to play a major role in helping Kennesaw State become a doctoral research university.

Pictured from left to right: Dr. Janusz Miaso, Vice Dean, UR; Ms. Kellie Oxford, BCOE Certification Officer; Dr. Binbin Jiang, BCOE Interim Director of Global Engagement; Dr. Susan Stockdale, BCOE Associate Dean for Graduate Studies; Dr. Arlinda Eaton, BCOE Dean; Dr. Slawomir Rebisz, Assistant Professor, UR; Dr. Marta Wrońska, Associate Professor, UR; Dr. Ryszard Peczkowski, UR Dean; Ms. Barbara Calhoun, Dean, KSU Continuing Education; Dr. Anna Batiuk, Senior Lecturer, UR.

Key:
BCOE = Bagwell College of Education
UR = The University of Rzeszow



Fulbright Scholar Returns from Amman, Jordan

Assistant Professor of TESOL Amanda Richey recently returned to the Bagwell College of Education following a 10-month faculty position at the University of Jordan in Amman.

“As a Fulbright Scholar at the University of Jordan in Amman, I’ve engaged in a variety of activities,” Richey said. “First, I served as an instructor in the

Applied English Department in the Faculty of Foreign Languages. In that role, I taught upper undergraduate students in three courses (Methods of Teaching English as a Foreign Language, Discourse Analysis, and Pronunciation and Speech), advised students, and started and co-facilitated a bi-weekly Conversation Club for the department.”



Richey’s Fulbright was a teaching-centered award focused on culturally relevant pedagogy. She was the first member of the Department of Inclusive Education to receive a Fulbright award for an entire academic year.

“I also gave guest lectures in undergraduate and graduate courses, and gave two invited lectures to the University of Jordan community at large on my research and curriculum work,” she said. They included: Globalization and Diversity in Higher Education: Pedagogy and Possibility; and Photovoice: Using Photography in the American English Language Arts Classroom. Additionally, Richey lectured at Yarmouk University in Irbid, Jordan, where she presented Reading the Word and the World: Understanding Critical Pedagogy and the Banning Model of Education.

“Beyond my teaching at the university, I was involved in teaching English as a Foreign Language and methods to adult refugee students, developing curriculum for refugee education programs and supervising students in informal refugee education centers in urban Amman.”

“In addition to these professional activities, I’ve started a narrative research project on refugee students’ experiences in interfaith learning contexts and developed my Arabic language skills through formal instruction,” she continued.



IMPACTING LIVES
through partnerships



Exploring Core Values

Students Become Published Authors



Not many high school students can put “published author” on their resumes, but thanks to a longstanding partnership between the Bagwell College of Education and Osborne High School (OHS), this spring several seniors became just that – published authors.

“Osborne High School has successfully rebranded itself into a blossoming intellectual giant that has now produced its first set of published authors,” said H.E. Holliday, a BCOE associate professor who pioneered the “30 Core Values Worth Knowing” character education project. “No other public high school in Cobb County, in Georgia, and indeed in the entire country, can make that claim.”

The project first exposed the students to the core values, and then they were asked to write about what a particular value meant to them. The core values were developed by Dr. Holliday and documented in his latest book, “Reconnecting, Redirecting and Redefining 21st Century Males.”

To celebrate the students’ success, a book signing for their “30 Core Values Worth Knowing: From a High School Point of View,” was held just before the students graduated in May.

"This is a very exciting day for us," said OHS Principal Joshua Morreale. "These students were freshmen when I first started here, so they have a special place with me, but furthermore, the fact that I'm calling them authors now makes me a very proud principal."

Morreale said the school participated in the project because teachers and administrators wanted to instill more in their students than state-mandated standards. "It's very important to me that my students have these values when they leave Osborne High School because these values are going to set students up for success in life, and that's very important," he said.

Holliday said where once there was a debate over teaching values in school, the conversation "switched" after the shooting at Columbine High School in 1999.

"Character education is the teaching of core values," he said. "Character and values are the most important thing you have, and nobody can ever take that away from you."

After praising the newly minted authors for setting "a very high bar for future students," Holliday left them with a challenge. "I leave you with a challenge from Albert Einstein," he said. "Try not to become a person of success, but rather become a person of value."



Creating Pathways to Literacy for English Language Learners

What began as a pilot program in one Cherokee County elementary school two years ago now serves as a hallmark community engagement program for the Bagwell College of Education.

The Cuentos de mi Vida Storysharing Project is an ongoing collaboration between Hasty Elementary School and the TESOL (Teaching English to Speakers of Other Languages) Program in the Department of Inclusive Education at Kennesaw State University. Directed by Linda Shuford Evans, associate professor of TESOL, the purposes of the project are to promote multilingualism and multiliteracies, engage emergent bilingual students in meaningful and productive literacy experiences, strengthen home-school partnerships, provide future teachers with authentic experiences with linguistically and culturally diverse learners, highlight the strengths of all community members, and engage students and future teachers as researchers.

“Literacy is so important for kids,” Evans said. “For these students, learning gets put on hold until

they have enough English to access the curriculum, which is delivered in English.”

The project began in spring 2013 with 14 fifth- and sixth-grade ESOL students and expanded to

36 fourth- and fifth-grade students by spring 2015. The program uses a variety of methods including conferencing, photography and multimedia to showcase the students' work. The culminating event



each semester is a visit by the students to the university.

“The focus of the project initially was on creating oral histories of family members – Cuentos de Mi Familia (Stories of My Family),” Evans explained. “But, in fall 2013, the focus broadened to include personal stories from the students’ lives – Cuentos de Mi Vida. We expanded from print stories into digital stories, and future plans include adding team members who specialize in instructional technology and art.”

According to Evans, last year, the program had a larger group of newcomers who spoke little to no English, so the students did more story writing in Spanish.

“Some of the students who had written stories in English, when seeing their classmates write in Spanish, asked if they could also try to write a story in Spanish, which was exciting for us,” she said. “The focus was on the story – expression, coherence, descriptions, dialog, etc. – and language was a tool.”

The Cuentos de Mi Vida project is part of CIELO (Collaboration for the Internationalization of Educators, Learners and Organizations), a multi-college collaboration to promote global/local initiatives at all levels. Evans is a co-founder of CIELO, along with April Munson, College of the Arts, and Iván Jorrín Abellán, Bagwell College of Education.

Lyrical Literacy Conference

Continuing a long-standing collaboration between the Bagwell College of Education and Osborne High School, faculty, staff and students from each institution put on the “Lyrical Literacy Conference” this spring, exploring the theme “If I Ruled the World: Lyrical and Visual Reflections on Injustice, Love, Loss and New Possibilities.”

“The development of our Professional Development Schools with the Osborne cluster schools has always been centered around improved teacher preparation that positively impacts K-12 student achievement,” said Nichole Guillory, project co-organizer and associate professor of curriculum and instruction.

The conference was one of the culminating activities for Photovoice 2, a documentary

photography methodology used by participants to document their family and community stories. Photovoice 2 included an interdisciplinary focus with co-taught sessions by Guillory and Osborne faculty

members Sherrye Tillman, chair of the English Department, and William Rembert, chair of the Fine Arts Department, who were co-organizers of the conference.

“We wanted a culminating activity this year that highlighted the interdisciplinary focus, where students analyzed not only photography, but also music and art and their connection to more traditional forms of literacy,” Tillman said.

“We want to make sure

our content is rigorous and culturally relevant to our students, and we’ve been able to do that through this collaboration with KSU.”



Hoping to mirror the format of an academic professional development conference, there were concurrent sessions focused on themes for which the students researched and developed interactive presentations. There were 44 unique presentations in 62 different classrooms, which had an average of 20 students participating.

“Our partnership has grown over the years

to include more opportunities for KSU and OHS faculty to work together to benefit both KSU and OHS students,” Guillory said. “KSU teacher educators are able to better prepare teachers because we work with Osborne High School faculty partners and OHS students. The environment is rich with learning opportunities, and I feel very fortunate that our partnership continues to yield so many

valuable experiences for our students and for us.”

Professors from across the Educator Preparation Provider unit participated in the conference, including Charlease Kelly-Jackson (Elementary and Early Childhood Education), Michelle Devereaux (English Education), Seneca Vaught (History and Philosophy), and a number of administrators, counselors and faculty from OHS, as well as other Cobb County schools.

“They all volunteered their time to develop and deliver academic conference-style presentations to high school students that were centered on our theme and were rigorous and engaging at the same time,” Guillory said. “Mrs. Tillman and I worked together to help 21 KSU students and 40 OHS students develop the same type of rigorous and engaging academic conference-style presentations that faculty and administrators developed. Our goal is always to work together on behalf of KSU and OHS students.”

The project built self-confidence and leadership skills in OHS presenters, and it left behind a visual legacy at the school – a mural by the bus ramp.

“All students see this mural in the morning when they come in,” said Rembert. “On the art side, the impact of this program was just tremendous. My classrooms are packed, and I think I had maybe three art club students last year, now I have over 30.”





IMPACTING LIVES

through initiatives



Virtual Avatars Prepare Teacher Candidates for the Classroom

The classroom may only be filled with avatars, but for teacher candidates in the Bagwell College of Education, a new software program offers real life lessons in classroom management.

“TeachLivE™ is a software program that introduces teacher candidates to working with all types of students,” said BCOE Senior Lecturer Jill Williams.

Last fall and spring, Williams and assistant professor Kate Zimmer used Williams’ classes as research groups to gauge the effectiveness of the program, which was developed at, and is distributed through, the University of Central Florida (UCF).



“If the teacher candidates are presenting the information too fast, the avatars will say, ‘you’re going too fast, I don’t understand,’ and they have to make adjustments,” Williams said. “Because this class occurs early in the program, many of these teacher candidates have never been in front of a classroom before.”

The TeachLivE™ software allows teacher candidates to interact with virtual student avatars in a ‘mixed reality’ environment. Williams first sends a lesson plan to UCF. During the live session, the avatars interact with a teacher candidate based on the lesson plan; e.g., one student is on her cell phone, while two others are talking and another wants to leave the classroom to go to the nurse’s office, all while the teacher candidate is trying to deliver the day’s lesson.

The avatars react to teacher candidate presentations in real time.

According to a study published in *Behavioral Disorders* (Allday, et al., 2012), teachers report that issues related to challenging student behaviors are the most stressful parts of their professional lives.

“It’s important that we provide teacher candidates the opportunity to engage in instructional strategies to increase positive academic and social behaviors,” Williams said.

One TeachLivE™ participant said, “I feel like TeachLivE™ really helped me with the understanding of classroom management in an applicable way.”

Added another, “Through taking this class, I believe I have a better idea of how to think on the spot and get students engaged in the lesson.

I definitely have more ideas on how to manage misbehavior in the classroom.”

The new Education Building features a fully equipped TeachLivE™ lab complete with a 75-inch screen for the teacher candidates to interact with the avatars.

Though the system is housed in the Department of Inclusive Education, in the fall, the History Department and two master of arts in teaching programs, the special education master’s and the teachers of English to speakers of other languages (TESOL) master’s, will utilize the technology.

“The goal is to have other departments come to us to use the program,” Williams said, “and to reach out to local school districts for them to use it as professional development for their teachers. Our research shows teacher candidates transfer skills and performance into the classroom after interacting with TeachLivE™ four times at eight minutes each.”

Allday, R. A., Hinkson-Lee, K., Hudson, T., Neilsen-Gatti, S., Kleinke, A., & Russel, C. S. (2012). Training general educators to increase behavior-specific praise: Effects on students with EBD. Behavioral Disorders, 37(2), 87-98.



Faculty Fellows Inaugural Program - Crafting a Blueprint for Diversity

Paula Guerra, assistant professor of mathematics education and special assistant to the dean for diversity, has a big job ahead of her. Charged with overseeing the Bagwell College of Education’s first Faculty Fellows program, Guerra is also responsible for leading efforts to embed diversity in the college’s curriculum.

“We don’t want to have one course where students learn about diversity and then forget it,” she said. “We want our teacher candidates to be ready to work with children who have cultural backgrounds different from their own. We want them to really understand the culture of all children and the things that are important to them and their families, and to understand what these children bring to the classroom is valuable.”



“

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BCOE Dean Arlinda Eaton appointed 13 Faculty Fellows for the summer to focus on issues of diversity within the college. Working with Kennesaw State's Office of Diversity and Inclusion, the Faculty Fellows poured over available diversity-related data, including information from the campus climate survey on diversity.

“After we were exposed to all the data, we dis-

cussed what we thought were the most prominent issues we found, and we divided the Fellows into three working groups to make recommendations,” Guerra said. “We found that the college's diversity surveys needed to be updated, and we already knew there existed a need to systematically track the efforts of the college on issues of diversity.”

“One group worked on diversity surveys, focusing on recommendations about how the survey should change to ensure we're getting the best information on how students and faculty feel about issues of diversity,” Guerra said.

Another group of Fellows developed a tool for mapping the college's efforts on issues of diversity, while the third group recommended the formation of a new standing committee for diversity within the college, separate from the accreditation committee.

Guerra hopes as the recommendations make their way from the dean to the rest of the faculty for approval, there will be a lot of participation and discussion about moving the college forward on issues of diversity.

“The three initiatives proposed by the Faculty Fellows are impressive,” said Dean Arlinda Eaton, “and they align well with the college's strategic plan. I am confident, with the leadership the Fellows will provide, that these major undertakings will be accomplished, advancing our ongoing work in the area of diversity.”



Woodrow Wilson Foundation Fellows Selected for Inaugural Class



It was a little like a blind date when the 12 Woodrow Wilson Teaching Fellows (WWTF) met their mentor teachers for the first time this summer. But as with any successful pairing, the participants soon hit it off.

“This is a banner day for us to have this group come together,” said Kennesaw State University Provost and Vice President for Academic Affairs Ken Harmon. “This is an outstanding initiative with tremendous implications for the future.”

Last year, the Bagwell College of Education at Kennesaw State was selected as one of five Georgia institutions to offer the Woodrow Wilson Georgia Teaching Fellowship, a growing national initiative that seeks to increase the supply of outstanding teachers in the science, technology, engineering and mathematics (STEM) fields and to change how they are prepared to teach.

Kennesaw State, along with Columbus State University, Georgia State University, Mercer University and Piedmont College, each received \$400,000 matching grants to develop their teacher preparation programs based on national professional standards.

The institutions were charged with developing a model master’s level teacher preparation program, offering Fellows a rigorous yearlong experience in local classrooms.

“What makes our program stand out is special education and TESOL (Teaching English to Speakers of Other Languages) are threaded throughout the entire program,” said Project Director Desha Williams. “The Fellows have a one-credit-hour class in each topic each semester to learn how to work with students who are English learners and students with exceptionalities. Another remarkable component of the program is that the Fellows take content-specific methods courses, meaning they are learning to teach physics from a physics educator and mathematics from a mathematics educator and so on.”

The fellowships are similar to a physician’s hospital-based training in conjunction with a medical school.

“I’ve always been good at math, but I want to switch to math education because I found my passion is to help students,” said Keyonna Sturdivant, a Fellow who moved from Ohio to Georgia to

participate in the program. "Eventually, I'd like to get a Ph.D. in education to be a superintendent or a math education professor one day."

The Teaching Fellows receive \$30,000 stipends to use during the 12-month, 36-credit hour master's program, followed by three years of mentoring. Preparation extends into the first three years of teaching in urban or rural schools, incorporating induction and

mentoring programs that feature ongoing school-university cooperation.

"I wanted to mentor someone who wants to be a teacher," said Daniel Keiger, a KSU grad and mathematics teacher at Osborne High School. "I want to help them grow as a teacher."

The 12 Fellows were chosen by the Woodrow Wilson Foundation from a pool of 1,000 applicants,

according to Tom Bordenkircher, a Woodrow Wilson Foundation representative.

"Working with this institution has been one of the biggest pleasures in my job," he said. "KSU ranked tops among all the people applying for fellowships, which tells us you were known for great education and great teacher education long before we got here."

For more information visit: <http://woodrowwilson.kennesaw.edu>.

FELLOWS

Shadeed Abdul-Salaam
Laila Bacha
Diana Dowd
Ebert Escobar
James Herndon
Chashaun Matthews
Hannah Mattson
Yancey Mitchell
Michael Seymour
Cassie Smith
Keyonna Sturdivant
Heather Wegenhar



CSM FACULTY

Mark Anderson, Dean
Brendan Callahan
Darryl Corey
Michelle Dean
Belinda Edwards
Adrian Epps
Jennifer Frisch
David Rosengrant
Wendy Sanchez



DISTRICT PARTNER REPRESENTATIVES

Cobb County School District
Mary Elizabeth Davis,
Chief Academic Officer
Thomas Brown
Sheree Altman

Marietta City Schools
Emily Lembeck, Superintendent
Reagan Biwott
Raquel Rimpola

Paulding County School District
Cliff Cole, Superintendent
Dawn Hudson
Susan Browning
Laura Freeman



BCOE FACULTY

Arlinda Eaton, Dean
Jillian Ford
Kimberly Gray
Diana Gregory

Woong Lim
Felice Russell
Barbara Salyer
Joanna Simpson
Lynn Stallings

Susan Stockdale
Anete Vásquez
Desha L. Williams
Jill Williams
Jo Williamson



IMPACTING LIVES
*through continuous
improvement*



It's Official: The State-of-the- Art Education Building is Open!

It was a day many people had waited to see become a reality: the official opening of the Bagwell College of Education building addition.

"It doesn't seem all that long ago that many of you were here to participate in the groundbreaking ceremony for this breath-taking, state-of-the-art facility," said Dean Arlinda Eaton at the ribbon-cutting ceremony. "Today we are here to celebrate the culmination of the construction project and the commencement of many new opportunities as a result of having access to this sorely needed additional space."

The new 78,756-square-foot-building addition consists of classrooms, computer labs, seminar rooms, student study areas, conference rooms, the Center for Literacy and Learning, department suites and the dean's suite. The new \$20.3-million-building will increase the college's capacity to meet the projected need for teachers and school administrators in Georgia; create the space for expanded course offerings and programs, as well as new centers for teaching,







research and scholarship, and outreach; and improve efficiency by including every department, center and service unit in the same building, creating a more integrated and collaborative environment for students, faculty and staff.

"We are very proud of our new building, which will increase our capacity to attract and retain outstanding students who will make a difference in the lives of their P-12 students and fellow colleagues," Eaton said.

In attendance at the ribbon-cutting were Kennesaw State University President Daniel S. Papp, state Rep. Ed Setzler and KSU Foundation Trustee Tommy Bagwell. The college was named in honor of Bagwell's parents, Clarice C. and Leland H. Bagwell.

"This is an incredible day, not only in the life and times of the Bagwell College, but also for Kennesaw State University and for that matter, the University System of Georgia and the state of Georgia," Papp said. "Why go so large? There are 350,000 students in the University System of Georgia, all of whom had to have





been taught in a K-12 system here or elsewhere. That means we need a lot of teachers in the K-12 system.”

Also in attendance were a number of Bagwell College retirees, including former Dean Debra Wallace. “Teaching is the noblest profession,” she said. “It lays the foundation for all other professions, so it has the greatest impact on the community at large and in society at large.”

Bagwell College is a leading producer of teachers in Georgia, and the new building addition will enable the college to take a “huge step forward in our ability to prepare more teachers,” Eaton said.

“We look forward to taking the opportunities this beautiful building affords us to further impact the lives of faculty, staff, students, and the community beyond the college itself through collaboration with stakeholders who promote the successful professional preparation of effective P-12 practitioners,” she said.



Faculty Member's Generosity Seeds New Art Education Scholarship

Mary Ursits has spent her entire professional career serving as a model for the youngest students. In her third act, as senior lecturer in the Department of Elementary and Early Childhood Education, Ursits hopes to inspire a new constituency: her colleagues.

"I made my first gift last summer, funding two \$5,000 scholarships for early childhood education students, and now I'm funding two art education

scholarships for students in the last year of their degree program," she said. "I'm just very honored I have the ability to do this."

Starting out as an art educator herself, Ursits is a retired public school administrator who has seen many teacher candidates – particularly, those with families – struggle in her eight years with the Bagwell College of Education.

Her first scholarship is for single parents and

married women who have given up second household incomes to come back to school. The first two recipients received \$2,000 annual awards in October 2014.

"I really believe elementary teachers have such a challenging job every day," said Ursits, a 43-year veteran of education. "Elementary teachers literally mold young children and have a tremendous impact on their lives."

And, art is an important part of education, according to Ursits. "I have loved art since I was a child," she said. "It's a conduit for expressing my own inner creativity in a different way. That's been my career, working as an art educator and promoting art in my schools."

Ursits' most recent gift of two more scholarships for art education majors brings her total giving to date to four scholarships and \$20,000. "I am a strong believer in giving back to a profession that has been so good to me," she said. "As a teacher, modeling behavior is important to do, and I'm not doing this for my own glory. I'm hoping others will be moved to contribute even just a little bit so the scholarships will continue; I'm planting a seed."

That seed Ursits is planting has already begun to take root. Diana Gregory, chair of the Inclusive Education Department and associate professor of art education, has already contributed to Ursits' latest scholarship, and Connie Lane, Bagwell College grant manager, has contributed to the EECE scholarship. "I don't think most people know how easy giving can be," Ursits said.



Thanking Our Donors for Their Generosity 2014-2015 Donations

\$10,000 +

AT&T Corporation
Dr. Mary L. Ursits

\$5,000 - \$9,999

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Ms. Michelle Svagdis
Dr. Anissa L. Vega
Dr. Mark L. Warner
Ms. D. Jill Williams
Dr. James M. Wright
Dr. Binyao Zheng

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* Toward \$5,000 pledge ** Toward \$10,000 pledge *** Toward \$5,000 pledge

Bagwell College of Education Naming Opportunities

Naming
Opportunity

Gift Amount
Beginning At:

Naming
Opportunity

Gift Amount
Beginning At:

Building

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

Instructional Support

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

Research Support

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

Center of Excellence

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

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

Administrative Support

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

**Bagwell College of Education funded by Leland and Clarice C. Bagwell.
One Endowed Chair funded by the Goizueta Foundation.*



IMPACTING LIVES
through alumni



Making the Grade

Alumni among Georgia's top leaders in education

The Bagwell College of Education, long recognized for its impact in the classroom, has reached a new level of influence with two alumni serving in the upper echelons of education policymaking and implementation in Georgia.

Chris Ragsdale (Master of Educational



Leadership '15) serves as the superintendent of the Cobb County School District, while Richard Woods (Secondary Education '88) was sworn in earlier this year as the superintendent of Georgia schools.

At the local level, Ragsdale oversees the day-to-day operations of Georgia's second largest school system and the 24th largest in the U.S. With enrollment exceeding 111,000 students in 114 schools and 16,468 employees, Ragsdale is responsible for an annual operating budget of around \$1 billion. He served as interim superintendent before being named superintendent in February.

"I've been in education 24 years, basically on the operations side of the house coming up as a technology officer," Ragsdale said. "I've not taken the traditional route to becoming a superintendent, but I think that's more of an asset than a liability."

As superintendent, one of the biggest issues Ragsdale has had to deal with was detrimental budgets.

"For six years, budgets were detrimental to the district," he said. "There were furlough days, pay cuts,

layoffs, things that had never been implemented in education before became common place. But, I'm happy to say the last two years' budgets eliminated those things, and we've had budgets that were employee-centric."

Meanwhile, at the state level, Superintendent Woods works with the General Assembly on funding public education at the K-12 level.

"I've always had a passion for education and definitely for our students and teachers," Woods said. "As superintendent, I wear many different hats, but one of the chief things I do is serve as an advocate for schools, students and teachers. I'm there to be their voice in Atlanta."

With more than 2,200 schools enrolling 1.7 million students and a budget of between \$8 billion and \$10 billion when federal funds are included, Woods said one of his top priorities is improving literacy rates in the state by having every child reading on grade level by third grade.

"We have to get the foundation of K-5 correct for our kids to be successful," he said. "I'm very

passionate about improving literacy. As long as I'm superintendent I will continue to beat that drum."

As each alum does his part to advance education in the state, both recall with fondness their time at KSU.

"Earlier this year I visited the college of education," Woods said. "The campus has changed quite a bit since I went to school there. You used to be able to stand at the old student union building and see the entire campus. That's no longer the case; it is quite an impressive school. KSU served me well and prepared me to become a great teacher, so I will always have fond memories of my days there."

Woods said the Bagwell College has a great reputation throughout the state and that to be a graduate is a point of pride.

Ragsdale agreed.

"Earning my master's degree at KSU has been a tremendous opportunity and an awesome experience," he said. "I think a lot of students benefit from someone who can bring real world experience into the classroom – someone who can take a lesson and a concept and say here's how I worked with this or here's how I accomplished this. That's a huge benefit KSU is able to offer through the professors that they have."



Alumni News

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

Join Our Social Network

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

Featured Alumni

Diane McKee

*Williams Middle Magnet School
Hillsborough County Public Schools – Tampa, FL*

“My experiences at KSU were great and prepared me for my experiences in the classroom. KSU was an integral piece of contributing to my success.”



ing a difference in a child's life is what motivates her: “Witnessing a student turn from total withdrawal to complete engagement in a class is priceless,” she said. “Watching students with absolutely no confidence blossom and grow is inimitable.”

An avid collaborator, McKee works with colleagues to connect writing skills across the curriculum to better prepare students for high school. “Establishing the appropriate classroom climate spurs growth, but student success evolves from a collaborative effort within a family, within a team, and within a school,” she said. “My message to parents is always *Together... Even Better!*”

Secondary and Middle Grades Alumna is Florida Teacher of the Year

Middle grades educator Diane McKee is the 2016 State of Florida Teacher of the Year. Her entry into the teaching profession happened after her daughter started elementary school. “I began tutoring at her school and substituting in the classrooms,” McKee said. “Parents, teachers, and administrators kept asking me why I was not a teacher.” Driven by a sincere desire to facilitate student learning and witness the joy as they grasp a difficult concept, McKee enrolled at Kennesaw State University and has spent the last 14 years challenging middle grades students to become lifelong learners.

Although her specialty is language arts, McKee uses visual and kinetic methods to engage her students. When entering her classroom, the first thing everyone notices is a large red bar hanging from the ceiling. Students instinctively reach up to tap the bar as they enter creating a visual metaphor that instills “raising the bar” in the forefront of her instruction.

McKee has high expectations for her students and exhibits a contagious desire to learn. “The key to my success is my passion for what I do,” she said. “Parents and students always comment on my excitement in presenting information.” Mak-

Erin Talley

*Osborne High School
Cobb County School District – Marietta, GA*

“Her connection with students and their families is phenomenal, and her dedication to teaching is inspiring.”

Dr. Wendy Sanchez



Urban Education Graduate Wins Prestigious State Award

Erin Talley, Urban Education graduate and first-year mathematics teacher at Osborne High School in Cobb County, is the recipient of the 2014 Georgia Council of Teachers of Mathematics Teacher of Promise Award. This award is given annually to a new teacher “who has no more than three years of experience at the time of the nomination and who demonstrates qualities of excellence in the

teaching of mathematics.”

Talley was nominated for the award by Dr. Wendy Sanchez, associate professor of mathematics education in the College of Science and Mathematics. “I have no doubt that Erin Talley will become a leader in mathematics education,” Sanchez said. “Her connection with students and their families is phenomenal, and her dedication to teaching is inspiring.”

A former student in the Urban Education Program, Talley completed a year-long internship at Osborne High School during her senior year. She took specialized courses that focused on: 1) culturally-relevant pedagogy, 2) language and literacy, 3) technology integration, 4) differentiated instruction, 5) classroom management, and 6) family and community engagement. As part of a final capstone assignment, each UE student creates a website and gives a presentation that incorporates the broad scope of his/her work in those six outcomes. The Urban Education faculty members at KSU and Osborne High School were so impressed with Talley’s presentation that she became the first person in the history of the UE program to earn a perfect score on all proficiencies within each of the six outcomes. She was offered a job at Osborne High School the day after her spellbinding capstone presentation.

Currently, Talley is teaching, writing articles with faculty members, and serving as a guest speaker in KSU classes. She is also co-teaching the Introduction to Urban Education course with Dr. Nichole Guillory, associate professor in the KSU Department of Secondary and Middle Grades Education.

Bagwell Graduate Honored with 2014 Distinguished Alumni Award

Dr. Megan Burton, an associate professor at Auburn University, was selected as one of the three Kennesaw State University 2014 Distinguished Alumni. This award is the highest honor the university bestows on its graduates. Academic departments across all of the university colleges nominate candidates who compete within their colleges and then at the university level.

Dr. Burton earned her degrees in elementary and early childhood education from Auburn University, Kennesaw State University, and the University of Alabama. She was an assistant professor at the University of South Carolina and was a classroom teacher for 10 years. Her publications have appeared in the *Journal of Teacher Education*, *Teaching Children Mathematics*, *Young Children*, *School University Partnerships*, and *School Science and Mathematics*.

She serves as the Affiliate Director for the Association of Mathematics Teacher Educators. Her research interests include teacher change in elementary mathematics, rural education, and Response to Intervention in elementary mathematics. She uses knowledge from these areas to enhance her teaching in the areas of differentiation, culturally responsive education, and elementary mathematics education. Dr. Burton’s work with Rice Creek Elementary School was recognized nationally when this university-school partnership received the 2011 National Association for Professional Development Schools Exemplary Professional School Achievement Award.

Dr. Burton believes that teaching is about relationships. “Teachers begin where students are and create situations that challenge them to analyze, clarify, and deepen their knowledge and beliefs,” she said. “Teaching involves connecting the research I conduct, the research in my field, and my own experiences with my students’ needs in order to support their professional growth. Teaching provides a forum for me to conduct research and share findings about the professional identities of teachers. It allows me to hear the voices and needs of both pre- and in-service teachers with whom I work.”

Dr. Megan Burton Auburn University

“Teachers begin where students are and create situations that challenge them to analyze, clarify, and deepen their knowledge and beliefs.”



Alumni Receive Honors 2014-2015 Teachers of the Year

Alumni, please let us know when you receive recognition during your career. A partial list of the KSU graduates who attained Teacher of the Year honors for the 2014-2015 school year appears below.

State of Florida Teacher of the Year

Diane McKee, Williams Middle Magnet School,
Hillsborough County, Florida

Cherokee County School District

Matt Bartula, Sequoya High School
Daniel Barkes, E.T. Booth Middle School
Heather Eastridge, Canton Elementary School
Danielle Gantt, Hickory Flat Elementary School
Joanna Leifeld, Macedonia Elementary School
Matthew May, River Ridge High School
Molly Mayes, Bascomb Elementary School
Judy Moxley, Avery Elementary School
Patsy Rollins, Ralph Bunche Preschool Center
Shaun Sudberry, Oak Grove Elementary School

Cobb County School District

Sarah Alwardt, Powers Ferry Elementary School
Jessica Brandon, Frey Elementary School

Ashley Clody, Awtrey Middle School
Stephen Corbett, Hightower Trail Middle School
Kristi Crimm, Mableton Elementary School
Alison Dunford, Timber Ridge Elementary School
Ken Ealy, Kennesaw Mountain High School
Michelle East, Tritt Elementary School
Martha Haley, Due West Elementary School
Margaret (Meg) Hagan, Baker Elementary School
Carol Hepler, Clay Elementary School
Debra Kneubuhler, Russell Elementary School
Tisha Lowery, Sanders Elementary School
Pam Metzler, Austell Elementary School
Sandra Moss, Clarkdale Elementary School
Karen Phillips, Kemp Elementary School
Rebecca Renfer, Big Shanty Elementary School
Kay Tabor, Durham Middle School
Melissa Weatherford, Belmont Hills Elementary School
Chris Whiting, Simpson Middle School
Valerie Wisniewski, Hollydale Elementary School
Sharon Wood, Cheatham Hill Elementary School

DeKalb County School District

Cheryl Papy, Champion Middle School

Marietta City Schools

Katy Eason, Sawyer Road Elementary School
and Marietta District Teacher of the Year **
Adrienne Lemoine, Dunleith Elementary School
Marlene Martin, Marietta Sixth Grade Academy **
Robert Pinto, Marietta Center for Advanced
Academics
Emily Sundvik, West Side Elementary School
Sue Veldman, Hickory Hills Elementary School

Paulding County School District

Holly Henderson Williams, McGarity Elementary
and Paulding County District Teacher of the
Year

Pickens County School District

Kelly Weaver, Jasper Elementary School and
Pickens County Teacher of the Year

**Currently enrolled in KSU graduate
program





IMPACTING LIVES
through faculty & staff

Welcome New Faculty

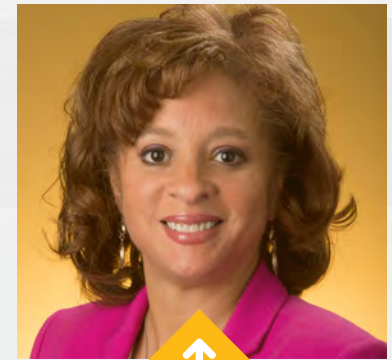
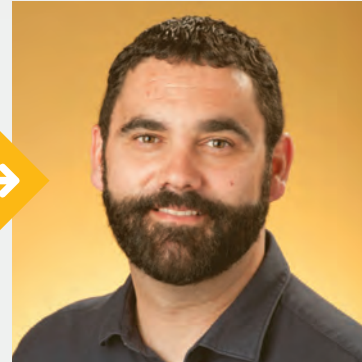
Sheryl Croft, Ph.D.

Assistant Professor
Educational Leadership



Iván Jorrín Abellán, Ph.D.

Associate Professor
Secondary & Middle
Grades Education



Robin Saunders, Ed.D.

Lecturer
Educational Leadership

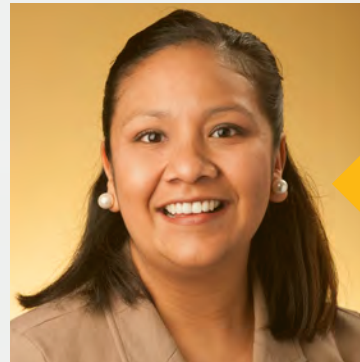
Kimberly Kunst, Ed.S.

Lecturer
Elementary & Early
Childhood Education



Sanjuana Rodriguez, Ph.D.

Assistant Professor
Elementary & Early
Childhood Education



Carolyn Wallace, Ed.D.

Associate Professor
Elementary & Early
Childhood Education

Marrielle Myers, Ph.D.

Assistant Professor
Elementary & Early
Childhood Education



Susan Padgett-Harrison, Ed.D.

Lecturer
Educational Leadership



2014-2015 FACULTY AND STAFF RECOGNITION

PROGRAM RECOGNITION

Dr. Toni Strieker (Professor, BCOE-SMGE), **Dr. Darren Crovitz** (Associate Professor, CHSS-ENG), **Dr. Kimberly Gray** (Professor, BCOE-SMGE), **Dr. Marie Holbein** (Professor, BCOE-EDL), **Dr. Daphne Hubbard** (Associate Professor, BCOE-SMGE), **Dr. Woong Lim** (Assistant Professor, BCOE-SMGE), and **Dr. Cherry Steffen** (Associate Professor, BCOE-EECE) were honored by the Association for Teacher Education (ATE) as one of three national finalists for the **Distinguished Teacher Education Program Award** at the ATE 2015 national conference in Phoenix, AZ. See page six to learn more about this prestigious national award.

Kennesaw State University is one of only 11 institutions nationwide inducted into **The 5+ Club** during the 2013-2014 academic year. Sponsored by the Physics Teacher Education Coalition, The 5+ Club recognizes universities that graduate five or more physics teachers in a given year. The United States has a severe, long-term shortage of qualified physics teachers, and **Dr. David Rosengrant** (Associate Professor, CSM-PHY) is the program coordinator of the M.A.T. in Physics Education. **Dr. Lee Langub**, Associate Professor (BCOE-EECE), is the program coordinator of the M.Ed. program.

BestSchools.org ranked Bagwell's M.Ed. in Early Childhood Education degree program among **The 25 Best Online Masters in Education in Early Childhood Education Degree Programs**. These programs were selected based on academic excellence, types of available classes, faculty strengths, rankings and reputation program. **Dr. Lee Langub** (Associate Professor, BCOE-EECE and program director) provided the leadership in achieving this honor.

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



FACULTY RECOGNITION

Dr. Megan Adams (Assistant Professor, BCOE-SMGE) is the associate editor for the *Georgia Educational Research Journal* and is a member of the editorial board for the *Journal of Adolescent and Adult Literacy*.

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

Dr. Patricia Bullock (Associate Professor, BCOE-EECE) serves as chair of the Curriculum & Pedagogy Governing Council. She was chair of the 15th Annual Curriculum & Pedagogy Conference held in November 2014 in New Orleans, LA.

Dr. Mary Chandler (Associate Professor, BCOE-EDL) is the president-elect of the International Society for Educational Planning. She is the president-elect of the Southern Regional Council on Educational Leadership and served as program chair for the 2014 annual conference.

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

Ms. Susan Collins (Senior Lecturer, BCOE-EECE) was selected as a member of the Paulding County Chamber of Commerce's 25th *Leadership Paulding* class.

Dr. Michael Dias (Associate Professor, CSM-EEOB) served as Southeast Regional Representative on the Association of Science Teacher Education Board of Directors.

Dr. Arlinda Eaton (Dean, BCOE) is the president of the Georgia Association of Colleges for Teacher Education (GACTE). She serves on the Executive Board of the American Association of Colleges for Teacher Education (AACTE) and as the southern region representative on the executive committee of the Advisory Council of State Representatives of AACTE. Also, she serves as the Region II rep-

resentative of the executive committee of the Teacher Education Council of State Colleges and Universities (TECSCU) and as a member of the governing board of The Renaissance Group (TRG).

Dr. Linda Shuford Evans (Associate Professor, BCOE-INED) serves as a member of the leadership team for the Georgia Coalition for English Learners.

Dr. Julia Fuller (Assistant Professor, BCOE-IT) serves on the Georgia Educational Technology Consortium (GaETC) Conference Steering Committee and as the GaETC Publications Support Chair.

Dr. David Glassmeyer (Assistant Professor, CSM-MATH) was selected as a STaR Fellow by the National Science Foundation.

Dr. Amy Hillen (Associate Professor, CSM-MATH) is serving a three-year term on the editorial panel for *Mathematics Teacher Educator*.

Dr. H. E. Holliday (Associate Professor, BCOE-EDL) delivered the keynote address at the *Black Lives Matter Conference* sponsored by the Cobb County NAACP.

Dr. Daphne Hubbard (Associate Professor, BCOE-SMGE) is the editor of *Current Issues in Middle Level Education*, a journal published by the National Association of Professors of Middle Level Education. She is a member of the Chapter Services Committee for Kappa Delta Pi International.

Dr. Binbin Jiang (Professor, BCOE-EDL) serves on the Chinese American Educational Research Association Board of Directors and is editor-in-chief of their peer-reviewed journal, *New Waves-Journal of International Research and Development*.

Dr. Iván Manuel Jorrín Abellán (Associate Professor, BCOE-SMGE) serves on the Steering Committee of the "Red Universitaria de Tecnología Educativa" (RUTE) (Spanish Association of Educational Technology) in Spain.

Dr. Yanghee Kim (Associate Professor, BCOE-EECE) is co-chair of the Association for Childhood Education International (ACEI) Research Committee for the 2014-2016 term.

Dr. Lee Woodham Digiovanni Langub (Associate Professor, BCOE-EECE) is the program co-chair for the 2016 Society for Information Technology and Teacher

Education (SITE) International Conference to be held in Savannah, GA. She also serves as chair of the Early Childhood Education Special Interest Group and as a member of the Teacher Education Council for SITE.

Dr. Feland Meadows (Professor, BCOE-EECE) was invited to teach at The American School of Rio de Janeiro, Brazil where he offered a two-week course to bilingual Pre-K/K teachers. He is one of 13 Montessori Leaders that serve on the Teach Montessori Project, which is creating a nationwide advertising and promotion program to attract candidates in the United States.

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

Dr. Marrielle Myers (Assistant Professor, BCOE-EECE) was selected as a STaR Fellow by the National Science Foundation. She is a KSU EXCEL Leadership Fellow and a member of the CETL "Quick Starters" Faculty Learning Community.

Dr. Amanda Richey (Assistant Professor, BCOE-INED) was selected a Fulbright Scholar. She spent the last academic year in Jordan working with TEFL teachers at the post-secondary level. *For additional information, please see the story on page twelve.*

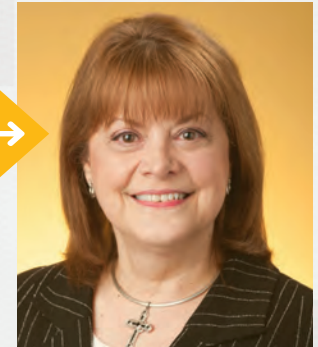
Dr. Scott Ritchie (Assistant Professor, BCOE-EECE) is serving on the Executive Board of the Center for the Expansion of Language and Thinking (CELT). He is the Professional Liaison for Diversity for the Bagwell College of Education and received the Dean's Speaker Series Award for his research and creative activity. He serves on the editorial review board of *Language Arts* journal and completed a graduate certificate in Women's, Gender, and Sexuality Studies at Georgia State University.

Dr. Anita VanBrackle (Professor, BCOE-EECE) serves as a member of the Board of Directors for the Paulding County Chamber of Commerce.

Dr. Desha Williams (Associate Professor, BCOE-SMGE) is the chair of the 2016 National Council of Teachers of Mathematics Annual Meeting and Exposition program committee. As chair, she facilitates the selection of invited and keynote speakers, as well as the process of reviewing more than 1,500 proposals from which 600 are selected for presentation.

KSU & BCOE STAFF RECOGNITION

Mrs. Connie Lane (Grants Manager, BCOE Office of the Dean) was the 2015 recipient of the *Bagwell College of Education Distinguished Staff Award*. She is a member of the Executive Board for the Georgia Academic Decathlon and serves on the Cobb Chamber of Commerce Business and Education Committee as chair of the *Teacher of the Year Handprint Ceremony Committee*.



Ms. Lois Leahy (BCOE-Business Operations Professional, Office of the Dean) was the recipient of the *2014-2015 KSU Distinguished Administrative Staff Support Award*. She served as a department Crisis Coordinator, as a member of the BCOE Staff Advisory Board, and as a member of the Presidential Commission on Gender and Work Life Issues.

Abbreviation Key:

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

ENG = English
 FL = Foreign Languages
 GEOA = Geography and Anthropology
 HIS = History
 CSM = College of Science and Mathematics
 EEOB = Ecology, Evolution and Organismal Biology
 CB = Chemistry and Biochemistry
 MATH = Mathematics
 PHY = Physics
 SAS = Statistics and Analytical Sciences
 WCHHS = WellStar College of Health and Human Services
 HPE = Health Promotion and Physical Education
 SWHS = Social Work and Human Services

2014-2015 GRANTS AND AWARDS

Note: This section contains grants and awards by faculty in the Bagwell College of Education (BCOE) as well as faculty in other colleges who are teacher educators and an integral part of the Educator Preparation Provider (EPP) community at KSU as follows: College of the Arts (COTA), College of Humanities and Social Sciences (CHSS), College of Science and Mathematics (CSM), and WellStar College of Health and Human Services (WCHHS). A complete list of abbreviations appears in a key at the end of this section.

EXTERNAL FUNDING

Principal Investigators: **Dr. Arlinda Eaton**, Dean, Bagwell College of Education
Dr. Grant Rivera, Chief Leadership and Learning Officer,
 Cobb County School District

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

Project Title: Teacher Quality Partnership Grant

Funding Agency: U.S. Department of Education

Award: \$8.9 million

Principal Investigators: **Dr. David Rosengrant**, Associate Professor, CSM-PHY
Dr. B.A. Criswell, Clinical Assistant Professor, University of
 Kentucky

Dr. Taha Mzoughi, Professor, CSM-PHY
Dr. Adrian Epps, Associate Dean, CSM & A.T.O.M.S. Center
 Director

Dr. Donna Whiting, CEISMC, Georgia Institute of
 Technology

Project Title: Recruiting and Retaining Teachers in Physics and Chemistry

Funding Agency: National Science Foundation-Robert Noyce Scholarship
 PGM

Award: \$2,841,528

Principal Investigators: **Dr. Michelle Dean**, Assistant Professor, CSM-CB
Dr. Meltem Alemdar, CEISMC, Georgia Institute of

Technology

Dr. Gregory Rushton, Associate Professor, CSM-CB

Dr. David Rosengrant, Associate Professor, CSM-PHY

Dr. Maurice Wilson, Associate Professor, Director of
 BCOE-ESS

Project Title: The Pipeline to Teacher Preparation in Physics and
 Chemistry

Funding Agency: National Science Foundation-Robert Noyce Scholarship
 PGM

Award: \$1,198,577

Principal Investigators: **Dr. Jennifer Frisch**, Associate Professor, CSM-EEOB
Dr. Brendan Callahan, Assistant Professor, CSM-EEOB
Dr. Neporcha Cone, Assistant Professor, BCOE-EECE

Project Title: TELBio: Teaching English Learners Biology

Funding Agency: National Science Foundation

Award: \$1,198,244

Principal Investigators: **Dr. Charlease Kelly-Jackson**, Assistant Professor, BCOE-
 EECE

Dr. Brendan Callahan, Assistant Professor, CSM-EEOB
 Project Title: Northwest Georgia Mathematics & Science Education
 Partnership

Funding Agency: Georgia Department of Education

Award: \$1,100,000

Principal Investigators: **Dr. Desha Williams**, Associate Professor, BCOE-SMGE

Dr. Belinda Edwards, Associate Professor, CSM-MATH
Dr. Adrian Epps, Associate Dean, CSM & A.T.O.M.S. Center
Director
Project Title: **Dr. Karen Kuhel**, Associate Professor, BCOE-INED
Increasing Mathematics Teachers for All Students
Funding Agency: National Science Foundation – Robert Noyce Scholarship
PGM
Award: \$896,765

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

Principal Investigators: **Dr. Yannis Dimitriadis**, University of Valladolid, Spain
Dr. Iván Jorrín Abellán, Associate Professor, BCOE-SMGE
Project Title: RESET: Reformulating Educational Scalable Ecosystems
Funding Agency: Spanish National Program of Research, Innovation and
Development
Award: \$147,000

Principal Investigators: **Dr. Michael Dias**, Associate Professor, CSM-EEOB
Dr. W. E. Ensign, Professor, CSM-EEOB
Project Title: Watershed Conservation Curriculum: A Cobb/Paulding
Environmental Science Project
Funding Agency: Improving Teacher Quality State Grant
Award: \$44,573

Principal Investigator: **Dr. Leena Her**, Assistant Professor, BCOE-INED
Project Title: The Local and Global Politics of Inclusive Education: An
Ethnographic Portrait of Hmong Schooling Experiences in Laos

Funding Agency: American Association of University Women Fellowship
Award: \$30,000

Principal Investigators: **Dr. Anita VanBrackle**, Professor & Paulding State Director,
BCOE-EECE

Ms. Susan Collins, Senior Lecturer, BCOE-EECE
Project Title: STEM Summer Camp for Paulding County Elementary
Students

Funding Agency: Georgia Power Company
Award: \$25,000

Principal Investigators: **Dr. Nichole Guillory**, Associate Professor, BCOE-SMGE
Ms. Sherrye Tillman, Osborne High School

Project Title: Photovoice Project
Funding Agency: Cobb County School District Promising Practices Grant
Award: \$13,166

Principal Investigators: **Dr. Arlinda J. Eaton**, Dean, BCOE
Dr. Kim Loomis, Professor, BCOE-SMGE
Dr. Toni Strieker, Professor, BCOE-SMGE
Dr. Pam Cole, Professor, BCOE Associate Dean
Dr. Anete Vásquez, Assistant Professor, BCOE-SMGE

Project Title: Cross-District Partnership to Develop Reflective
Practitioners

Funding Agency: Georgia Professional Standards Commission
Award: \$10,000

Principal Investigators: **Dr. Anita VanBrackle**, Professor & Paulding Site Director,
BCOE-EECE

Ms. Susan Collins, Senior Lecturer, BCOE-EECE
Project Title: STEM Paulding County Elementary School Family Nights

Funding Agency: AT&T
Award: \$4,500

KENNESAW STATE UNIVERSITY FUNDING

Ms. Katie Basch (Senior Lecturer, BCOE-EECE) - \$1,500 CETL Award to redesign the ECE 3364 online course; and \$1,000 to attend a Scholarship of Teaching and Learning research retreat sponsored by CETL for a research project that will compare digital literacy with traditional literacy in preschool classrooms.

Dr. Mary Chandler (Associate Professor, BCOE-EDL) - \$1,500 CETL Award from The Course Design Enhancement Fund to develop a course in the Ed.D. program that is focused on the study of education in Hungary that aligns with EDL 9330 - Comparative Studies and includes a field-based experience in Hungary in May, 2016.

Dr. Debra Coffey (Associate Professor, BCOE-EECE) - \$1,177 CETL Award to fund "Innovations for Strategic Literacy Instruction."

Dr. Kimberly Gray (Professor, BCOE-SMGE) was awarded the 2014-2015 CETL Tenured Faculty Enhancement Leave Award for the spring 2015 semester to conduct research on co-teaching and mentoring from the perspective of the in-service teacher and from the perspective of the undergraduate student teacher.

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

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

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

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

Dr. Charlease Kelly-Jackson (Assistant Professor, BCOE-EECE) - \$1,000 CETL Teaching Conference Travel Funds Award to attend the TESOL Conference in Toronto, Canada.

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

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

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

Dr. Jennifer Wade-Berg (Assistant Professor, WCHHS-SWHS), **Dr. Vanessa Slinger-Friedman** (Associate Professor, CHSS-GEOA), **Dr. Vanessa Robinson-Dooley** (Assistant Professor, CHSS-SWHS), **Dr. Debra Coffey** (Associate Professor, BCOE-EECE) - \$42,000 KSU Division of Global Affairs Award to fund "Online Intercultural Education and Training for Study Abroad Engagement."

Dr. Anita VanBrackle (Professor and Paulding Site Director, BCOE-EECE) and **Ms. Susan Collins** (Senior Lecturer, BCOE-EECE) - \$15,000 from the KSU Office of Graduate Research to fund KSU faculty and student participation in the Caretta Research Sea Turtle Conservation Project at Wassaw Island, GA.

Dr. Anita VanBrackle (Professor and Paulding Site Director, BCOE-EECE) and **Ms. Susan Collins** (Senior Lecturer, BCOE-EECE) - \$4,000 from the KSU A.T.O.M.S. Center to fund KSU elementary school teachers' participation in the Caretta Research Sea Turtle Conservation Project at Wassaw Island, GA.

Dr. Anita VanBrackle (Professor and Paulding Site Director, BCOE-EECE) and **Ms. Susan Collins** (Senior Lecturer, BCOE-EECE) - \$2,000 from the KSU Provost and V.P. for Academic Affairs to fund materials for model lessons in Paulding County elementary school classrooms.

Dr. Binyao Zheng (Professor, BCOE-SMGE) - \$10,000 award from the Institute for Global Initiatives to fund "A Comparative Study of Educational Reforms in the U.S. and China" in collaboration with professors from Jilin University and Hubei University of Education in China.

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



Dr. Ikechukwu Ukeje (Professor, BCOE-EECE) - \$2,500 to fund "International Study Abroad and Student Teaching Comparisons with Sub-Saharan Africa."

Dr. Katherine Zimmer (Assistant Professor, BCOE-INED) - \$2,500 to fund "Project MITS II: Meaningful Interactions Through Storybooks."

Dr. Guichun Zong (Associate Professor, BCOE-SMGE) - \$2,500 to fund "Which Half of the Sky? A Critical Analysis of Representation of Women in New Chinese Middle School History Textbooks."

BAGWELL COLLEGE OF EDUCATION FUNDING

Research/Scholarship Awards

Dr. Sheryl Croft (Assistant Professor, BCOE-EDL) - \$2,500 to fund "An Examination of Georgia's Response to Federally Mandated Reforms, 2000-2014."

Dr. Linda Shuford Evans (Associate Professor, BCOE-INED) - \$2,500 to fund "Bilingual Storysharing with 4th and 5th Grade Latino Students."

Dr. Charlease Kelly-Jackson (Assistant Professor, BCOE-EECE) - \$2,500 to fund "Science in My World: Establishing Instructional Congruence in an Urban Classroom."

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CB = Chemistry and Biochemistry

MATH = Mathematics

PHY = Physics

SAS = Statistics and Analytical Sciences

WCHHS = WellStar College of Health and Human Services

HPE = Health Promotion and Physical Education

SWHS = Social Work and Human Services

Faculty Scholarship Publications

BOOKS

Coffey, D. J. (2014). *Keys for opening doors to achievement and lifelong literacy*. Dubuque, IA: Kendall/Hunt.

Gillis, B., & Simpson, J. (2015). *Sexual content in young adult fiction: Reading between the sheets*. Lanham, MD: Scarecrow Press.

Holliday, H. E. (Ed.). (2014). *30 core values worth knowing, from a third grade point of view, Harmony Leland Elementary School edition*. Atlanta, GA: ItsMyCareer, Inc.

Holliday, H. E. (Ed.). (2015). *30 core values worth knowing, from a high school point of view, Osborne High School edition*. Atlanta, GA: ItsMyCareer, Inc.

Holliday, H. E. (Ed.). (2015). *30 core values worth knowing, from a middle school point of view, Floyd Middle School edition*. Atlanta, GA: ItsMyCareer, Inc.

BOOK CHAPTERS

Chan, T. C., Chandler, M., Turan, S., Kpeglo, S., & Du, R. (2014). Roles and responsibilities of school principals: A five country comparison. In J. Bledinger, T. C. Chan, C. Derby & A. Farmer (Eds.), *Southern Regional Council on Educational Administration 2014 Yearbook: Building Tomorrow Together* (pp. 22-37). Starkville, MS: Mississippi State University.

Coffey, D. (2014). Exploring social studies through digital literacy. In T. N. Turner, J. Clabough & W. Cole (Eds.), *Getting at the core of the Common Core with social studies* (pp. 97-114). Charlotte, NC: Information Age Publishing.

Fuller, J. S., & Bachheimer, B. A. (2014). Using an observation cycle for helping teachers integrate technology. In K. Wolfe, J. Yoder & A. DeMarco (Eds.), *Adult and continuing education: Concepts, methodologies, tools, and applications* (pp. 999-1009). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-5780-9.ch056

Gregory, D. (2014). Creativity: Unmasking the process and product of art educators as Pro-c Artists. In E. Zimmerman & F. Bastos (Eds.), *Connecting creativity research and practice in art education: Foundations, pedagogies, and contemporary issues* (pp. 192-201). Reston, VA: National Art Education Association.

King-McKenzie, E. L. (2014). Death and dying in the curriculum of public schools: Is there a place? In G. E. Dickinson & M. R. Leming (Eds.), *Dying, death, and bereavement*. New York, NY: McGraw-Hill.

Jorrín-Abellán, I. M., Villagrà-Sobrino, S. L., & García-Sastre, S. (2015). The rural-urban paradox in primary schools: 140 years of progressive education in Spain. In M. Yunus-Eryaman & B. C. Bruce (Eds.), *International handbook of progressive education* (pp. 571-586). New York, NY: Peter Lang.

Ritchie, Scott (2014). Egocentrism in self and society. In S. Thompson (Ed.), *Encyclopedia of diversity and social justice* (pp. 268-269). Lanham, MD: Rowman & Littlefield.

Russell, F. A. (2015). Capacity building: Developing teacher and leader capacity to meet the instructional needs of culturally and linguistically diverse students. In S. Thompson (Ed.), *Encyclopedia of diversity and social justice* (pp. 122-125). Lanham, MD: Rowman & Littlefield.

(Theriault) Davis, C. (2014). Juvenile justice: Children at risk. In S. Thompson (Ed.), *Encyclopedia of diversity and social justice* (pp. 465-467). Lanham, MD: Rowman & Littlefield.

Theriault, C. (2015). Lessons learned through Double-Dutch: Black feminism and intersectionality in educational research. In V. E. Winters & B. L. Love (Eds.), *Black feminism in education: Black women speak back, up, & out* (pp. 183-190). New York, NY: Peter Lang.

Zong, G. (2015). Teaching about globalization through community-based inquiry. In B. Maguth & Hilburn (Eds.), *The state of global education: Learning with the world and its people* (pp. 92-110). New York, NY: Routledge, Taylor & Francis Group.

Zong, G., & An, S. (2014). Trends and issues in global education. In S. Totten & J. Pedersen (Eds.), *Educating about social issues in the 20th and 21st centuries* (pp. 351-387). Greenwich, CT: Information Age Publishing.



JOURNAL ARTICLES

Alexander, C., **Langub, L.W.**, & Rosen, D. (2014). Watch it, do it, teach it: Technology and early childhood field experiences. *International Journal of Technology in Teaching and Learning*, 10(2), 133-146.

An, S. (2014). Preparing elementary teachers as global citizenship educators. *Journal of Education*, 194(2), 25-38.

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

Bell, D., **Jean-Sigur, R.**, & **Kim, Y.** (2015). Going global in early childhood education. *Childhood Education: Infancy through Early Adolescence (ACEI)*, 91(2), 90-100.

Coffey, D., **Cox, S.**, **Hillman, S.**, & **Chan, T. C.** (2015). Innovative planning to meet the future challenges of elementary education. *Educational Planning*, 22(1), 5-14.

Edgington, C., Sztajn, P., Wilson, P.H., **Myers, M.**, & Webb, J. (2015). Norms for discussing students' mathematics in professional development. *Journal of Mathematics Education Leadership*, 16(1), 12-18.

Farist, J., & **Holbein, M. F.** (2015). An analysis of teachers' discourse and their perceptions concerning the use of questioning and feedback during reading instruction in a third grade classroom. *Georgia Journal of Reading*, 38(1), 15-24.

Fuller, J. S., Risner, M. E., Lowder, L., Hart, M., & Bachheimer, B. (2014). Graduates' reflections on an online doctorate in educational technology. *Tech Trends*, 58(4), 73-80. doi:10.1007/s11528-014-0771-4

Jorrín-Abellán, I. M., & Correa, J. M. (2014). Orchestrating communities, ubiquities, time and space: International experiences in the use of educational technology. *Qualitative Research in Education*, 3(2), 124-129. doi:10.4471/qre.2014.41

Kelly-Jackson, C. (2015). Girls engaged in mathematics and science (GEMS): Building awareness and interest in stem careers through robotics. *Journal of Multidisciplinary Engineering Science and Technology*, 2(4), 785-792.

Kelly-Jackson, C., & **Delacruz, S.** (2014). Using visual literacy to teach science academic language: Experiences from three pre-service teachers. *Action in Teacher Education*, 36(3), 192-210.

Lakin, J. M., & **Wallace, C. S.** (2015). Assessing dimensions of inquiry practice by middle school science teachers engaged in a professional development program. *Journal of Science Teacher Education*, 36, 139-162.

Muñoz-Cristóbal, J., **Jorrín-Abellán, I. M.**, Asensio-Pérez, J., Martínez-Mones, A., Prieto, L., & Dimitriadis, Y. (2015). Supporting teacher orchestration in ubiquitous learning environments: A study in primary education, learning technologies, *IEEE Transactions*, 8(1), 83-97. doi:10.1109/TLT.2014.2370634

Muñoz-Cristóbal, J. A., Prieto, L. P., Asensio-Pérez, J. I., Martínez-Monés, A., **Jorrín-Abellán, I. M.**, & Dimitriadis, Y. (2015). Coming down to Earth: Helping teachers use 3D virtual worlds in across-spaces learning situations. *Educational Technology & Society*, 18(1), 13-26.

Ricketts, S. N., Engelhard Jr, G., & **Chang, M.-L.** (2015). Development and validation of a scale to measure academic resilience in mathematics. *European Journal of Psychological Assessment*. doi:10.1027/1015-5759/a000274

Rubia-Avi, B., **Jorrín-Abellán, I. M.**, & Dimitriadis, Y. (2014). La transferencia de los procesos de investigación en CSCL a las dinámicas de formación. Un análisis de un caso en la Universidad de Valladolid. *Revista Latinoamericana de Tecnología Educativa*, 13(1), 25-35.

Russell, F. A. (2015). English Learners: Instructional coaching and developing novice high school teacher capacity. *Teacher Education Quarterly*, 42(1), 27-47.

Shaunessy-Dedrick, E., **Evans, L.**, Ferron, J., & Lindo, M. (2015). Effects of differentiated reading on elementary students' reading comprehension and attitudes toward reading. *Gifted Child Quarterly*, 59(2), 91-107. doi:10.1177/0016986214568718



Shu, Z.D., **Jiang, B.**, Xu, M.M., & **Chan, T. C.** (2014). Educators' perceptions of the significance of school–community relations in China. *Journal of School Public Relations*, 35(4), 477-493.

Simpson, J., & **Bogan, B.** (2015). Searching for a common language on differentiated instruction. *Journal of Education and Human Development*, 4(2), 34-40. doi:10.15640/jehd.v4n2a4

Strieker, T., **Gillis, B.**, & **Zong, G.** (2015). Improving pre-service middle school teachers' confidence, competence, and commitment to co-teaching. *Teacher Education Quarterly*, 41(3), 159-180.

Suh, Y., **An, S.**, & Forest, D. (2014). Immigration, imagined communities, and collective memories of Asian American experiences: A content analysis of Asian American experiences in Virginia U.S. history textbooks. *Journal of Social Studies Research*, 39(1), 39-51.

Wallace, C. S. (2015). Learning to teach elementary science in an experiential, informal context: Culture, learning and identity. *Science Education*, 99(1), 174-198.

Wilson, P.H., Sztajn, P., Edgington, C., & **Myers, M.** (2015). Teachers' uses of a learning trajectory in student-centered instructional practices. *Journal of Teacher Education*, 66(1), 1–18.

ONLINE JOURNAL ARTICLES

Keller, M. M., **Chang, M. -L.**, Becker, E. S., Goetz, T., & Frenzel, A. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: An experience-sampling study. *Frontiers in Psychology*, 5, 1442. doi:10.3389/fpsyg.2014.01442

Kelly-Jackson, C., Davis, T., Lebert, K., & Merendo, A. (2015). Science in my city: Using photography to enhance science academic language. *eObservations: Georgia Science Teachers Association (GSTA)*. Retrieved from <http://www.georgiascienceteacher.org/eObservations>

Moore, J., & **Carter-Hicks, J.** (2014) Let's talk! Facilitating a faculty learning community using a Critical Friends Group approach. *International Journal of Scholarship of Teaching and Learning*, 8(2), Article 9. Retrieved from <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1441&context=ij-sotl>

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Digiovanni, L.W. (2015). Rethinking instructional technology in a graduate early childhood education class: Moving away from TPACK. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 2006-2007). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Retrieved from http://s3.amazonaws.com/editlib-iles/SITE/2015/toc_78.pdf?AWSAccessKeyId=AKIAI3MXM2AGIO4TKA BQ&Expires=1447450232&Signature=vdKlIGPvka30iwQZEFKwkTxyPs%3D

Fuller, J. S. (2015). Investigating a flipped professional learning approach for helping high school teachers effectively integrate technology. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 920-924). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Retrieved from <http://www.editlib.org/p/150111>

RESEARCH/EVALUATION REPORTS

Treppenier, K., **Therault, C.**, Crawford, A. (2015). *An evaluation of Douglas County's 21st century community learning centers EYC programs (2012–2015)*. A. L. Burruss Institute of Public Service,

Kennesaw, GA: Kennesaw State University.

Treppener, K., **Therault, C.**, Crawford, A. (2015). *An evaluation of Douglas County's 21st century community learning centers STARS and CHAMPS programs (2012–2015)*. A. L. Burruss Institute of Public Service, Kennesaw, GA: Kennesaw State University.

College of the Arts

JOURNAL ARTICLES

Munson, A. (2014). The (mis)use of technology in the National Accreditation System. *Qualitative Research in Education*, 3(2), 130-152.

Munson, A., Archer, L., Eanes, E., Garziano, D., & Hutchinson, D. (2015). Shifting directions in the arts: Building quality online courses and degree programs. *International Journal of Information and Education Technology*, 6(2), 162-165.

College of Humanities and Social Sciences

ONLINE JOURNAL ARTICLES

Hoyt, K., & Swanson, P. (Eds.). (2014) [Dimension 2014]. *Uniting the corps: Uniting the core*. Decatur, GA: Southern Conference on Language Teaching (SCOLT). ISBN 1-883640-29-6.

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Hoyt, K., & Garrett-Rucks, P. (2014). Problematizing pre-service foreign language teachers' interpretations of the cultures standards. In B. Dupuy & L. Waugh (Eds.). *Proceedings of the Fourth International Conference on the Development and Assessment of Intercultural Competence*.

BOOK REVIEWS

Terantino, J., & **Hoyt, K.** (2014). [Review of the book *Leading instructional rounds in education: A facilitator's guide*, by T. Fowler-Finn]. *International Review of Education*, 59. doi:10.1007/s11159-014-9418-0

College of Science and Mathematics

BOOK CHAPTERS

Dias, M., & **Callahan, B.** (2015). Youth activism: Considering higher ground. In M. P. Mueller & D. J. Tippins (Eds.), *Ecojustice, citizen science and youth activism: Environmental discourses in science education*, (pp. 313-322). New York, NY: Springer.

Sherman, M., James, C. M., **Hillen, A.F.**, & Cayton, C. (2015). Using dynamic geometry software to engage students in the Standards for Mathematical Practice: The case of Ms. Lowe. In D. Polly (Ed.), *Cases on technology integration in mathematics education* (pp. 227-256). Hershey, PA: IGI Global.

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Feldman, Z., Tobias, J. M., Olanoff, D., Thanheiser, E., **Hillen, A. F.**, & Welder, R. M. (2014). Prospective elementary teachers' analysis of student thinking. In S. Oesterle, C. Nicol, P. Liljedahl, & D. Allan (Eds.), *Proceedings of the joint meeting of the 38th annual meeting of the International Group for Psychology of Mathematics Education and the 36th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 6, p. 67). Vancouver: University of British Columbia.

Olanoff, D., **Hillen, A. F.**, Tobias, J. M., Welder, R. M., Thanheiser, E., & Feldman, Z. (2014). Facilitating prospective teachers' fraction number sense development through problem solving and problem posing. In S. Oesterle, C. Nicol, P. Liljedahl, & D. Allan (Eds.), *Proceedings of the joint meeting of the 38th annual meeting of the International Group for the Psychology of Mathematics Education and the 36th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 6, p. 187). Vancouver: University of British Columbia.

WellStar College of Health and Human Services

JOURNAL ARTICLES

Annesi, J.A., **Howton, A.**, **Johnson, P.H.**, & **Porter, K. J.** (2015). Pilot testing a cognitive-behavioral protocol on psychosocial predictors of exercise, nutrition, weight, and body satisfaction changes in a college-level health-related fitness course. *Journal of American College Health*, (63), 268-278.

Faculty Scholarship Presentations

Adams, M. G. (2014, October). *What do you mean we won't have Common Core?* The impact of education legislation on pre-service teachers. Southeastern Regional Association of Teacher Educators (SRATE) Conference, Charleston, SC.

Adams, M. G. (2014, December). *(Re)thinking cultural responsibility.* American Reading Forum Conference, Sanibel Island, FL.

Adams, M. G. (2015, May). *Following the data: The danger(s) of using data to inform instruction.* International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Adams, M. G. (2015, May). *Interpreting educational data: The continuing effort to resist positivism in education.* International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Adams, M. G., Moore, M. & Wright, T. A. (2015, May). *Questioning data without losing our jobs: Resisting positivism in a positivist environment.* International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Adams, M. G., Nesmith, A., Pettis, A. & Truttier, R. (2015, March). *Reading across the content areas: A cross-curricular middle school lesson plan highlighting STEM.* Conference on Literature for Children and Young Adults, Kennesaw, GA.

An, S. (2014, November). *Asian American representation in state-level U.S. history standards.* Annual Curriculum & Pedagogy Conference, New Orleans, LA.

An, S. (2014, November). *Elementary pre-service teachers explore teaching for global citizenship.* College and University Faculty Association of the National Council for the Social Studies, Boston, MA.

An, S. (2015, April). *Asian Americans in American history: An analysis of Social Studies Curriculum Standards.* American Educational Research Association Annual Meeting, Chicago, IL.

Basch, K. & Roth, E. (2015, March). *Laying the groundwork for literacy success in the early years.* Conference on Literature for Children and Young Adults, Kennesaw, GA.



Bullock, P. L. (2014, November). *Diversity, leadership, and teacher education: The emperor's new clothes.* Curriculum & Pedagogy Conference, New Orleans, LA.

Bullock, P. L., Rodriguez, S., King-McKenzie, E., An, S., Myers, M., Basch, K., Coffey, D., & Cone, N. (2015, March). *Using edTPA as a springboard for enhancing elementary teacher candidates' understandings of teaching and learning.* Southeast Regional edTPA Summit, Savannah, GA.

Cameron, J. P. & Lokey-Vega, A. (2014, November). *Five online tools every educator needs.* Georgia Educational Technology Conference, Atlanta, GA.

Cameron, J. P. & Lokey-Vega, A. (2014, November). *Guiding fellow teachers through free online PD.* Georgia Educational Technology Conference, Atlanta, GA.

Chafin, J. (2014, July). *Sustaining and extending program use of an assessment system.* Chalk & Wire Annual User Conference, Lakeland, FL.

Chance, L., **Eaton, A.**, & Michael, R. (2014, September). *Strategies for fostering among faculty/staff a thorough understanding of new rules and expectations of EPPs.* Transforming Educator Preparation (TEP): Building Capacity to Positively Impact P-12 Learning Conference, Atlanta, GA.

Chandler, M. (2014, November). *Should all school leaders have the same leadership skills? An investigation into the perceptions of principals and assistant principals in elementary, middle and high school.* Southern Regional Council on Educational Administration, Atlanta, GA.

Chandler, M., Du, R. Q., Turan, S., Kpeglo, S., & Chan, T.C. (2014, April). *Comparing school principals'*

roles and responsibilities in five countries. American Educational Research Association Conference, Philadelphia, PA.

Chang, M. L., Becker, E.S., Goetz, T., Frenzel, A. (2015, April). *Teacher enthusiasm, emotion display rules, and emotion regulation strategies.* American Educational Research Association, Chicago, IL.

Coffey, D. (2014, October). *Bridging cultural understanding with apps.* Association of Literacy Educators and Researchers (ALER), Delray Beach, FL.

Coffey, D. (2014, October). *Using technology to enhance teaching and learning in clinical settings.* Association of Literacy Educators and Researchers, Delray Beach, FL.

Coffey, D. (2014, November). *Building bridges with curriculum integration and cultural exploration in teacher education.* Association of Literacy Educators and Researchers, Delray Beach, FL.

Coffey, D., & Hillman, S. (2015, March). *Exploring culturally relevant literature.* Conference on Literature for Children and Young Adults, Kennesaw, GA.

Cole, P., Bullock, P., Myers, M., Delacruz, S., Cone, N., & An, S. (2014, December). *Program redesign: Threading the needle for successful edTPA implementation.* Georgia Professional Standards Commission edTPA Technical Assistance Event, Macon, GA.

Cole, P., Dooley, K. & Chafin, J. (2014, October). *Building capacity for large scale implementation.* National edTPA Implementation Conference, Los Angeles, CA.

Cole, P., Eaton, A., & Stockdale, S. (2015, February). *Managing complexity: Program redesign in a large comprehensive university facing CAEP, edTPA, Race to the Top, and other state requirements.* American Association of Colleges for Teacher Education, Atlanta, GA.

Dehner, C., & **Holbein, M.** (2014, October). *Deconstructing silos: How to successfully integrate information security and academic research.* University System of Georgia Computing Conference, Rock Eagle, GA.

DeVillar, R. A., & Jiang, B. (2015, February). *Development of instructional and cultural competence through international student teaching: Research in six international settings.* Association of Teacher Educators, Phoenix, AZ.

Eaton, A., Garcia, P., McNamara, K., & Shelley, E. (2015, June). *Chapter capacity building: Reviewing governance issues, maintaining financial health, and partner engagement.* State Leaders Institute of the American Association of Colleges for Teacher Education, Washington, DC.

Edgington, C., Sztajn, P., Wilson, P. H., **Myers, M.** & Webb, J. (2015, February). *Designing boundary objects for learning trajectories.* Association of Mathematics Teacher Educators, Orlando, FL.

Evans, L. S. (2015, May). *In their own words: Story sharing as a prism to illuminate language, learning and life perspectives.* International Congress of Qualitative Inquiry, Champaign-Urbana, IL.



Ford, J. (2014, October). *Inevitable madness: America's racial zero-sum game.* Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Ford, J. (2015, May). *The Amerykahn Promise and the curriculum of crazy.* Curriculum Studies Summer Collaborative, Savannah, GA.

Ford, J. (2015, July). *From Trayvon Martin to Michael Brown and beyond: 'Zine making workshop take II.* Free Minds, Free People, Oakland, CA.

Fuller, J. S. (2015, January). *You will flip over flipped technology workshops!* Future of Education Technology Conference, Orlando, FL.

Fuller, J. S. (2015, February). *Flipped professional learning: Meeting teachers' needs while modeling instructional practices,* ESOL Conference, Kennesaw, GA.

Fuller, J. S. (2015, March). *Investigating a flipped professional learning approach for helping high school teachers effectively integrate technology.* Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.

Fuller, J. S. (2015, March). *Teachers flip over flipped professional learning.* Association for

Supervision and Curriculum Development Annual Conference, Houston, TX.

Gillis, B., & Simpson, J. (2014, October). *Preparing teacher candidates to address academic language for the edTPA: A collaborative teacher educator's self study*. Georgia Educational Research Association, Savannah, GA.

Gregory, D., Kelly-Jackson, C., & Kelley, L. (2014, October). *Sustainability of reforms: Both school and university based*. Georgia Educational Research Association, Savannah, GA.

Gregory, D., Kelly-Jackson, C., & Kelley, L. (2015, March). *How creating CLOUD – Collaboratively Letting Others Understand Decisions – advanced equity in a school district and university based PDS*. National Association for Professional Development Schools Conference, Atlanta, GA.

Gregory, D., Robson, D., Thomas, J., Haffner, M., & Robinson, S. (2014, October). *SOTL in visual arts: A portrait of creativity in action*. International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Quebec City, Canada.

Huber, M., Robinson J., & **Gregory, D.** (2014, October). *ISSOTL's advocacy and outreach mission: Issues and action plans*. International Society for the Scholarship of Teaching and Learning Conference, Quebec City, Canada.

Holbein, M., & Dehner, C. (2015, March). *Managing and securing data in a five year multi-million dollar federal grant*. National Association for Professional Development Schools Conference, Atlanta, GA.

Holbein, M., Mann, B., & Annis, K. (2015, March). *Year 5 of an urban education option in a teacher quality partnership grant: Research findings and lessons learned*. National Association for Professional Development Schools Conference, Atlanta, GA.

Jiang, B., & DeVillar, R. A. (2015, April). *Developing culturally-relevant instructional competence: Student teaching abroad research in international settings*. American Educational Research Association, Chicago, IL.

Jiang, B., Holbein, M., & Annis, K. (2015, February). *New teachers in urban schools: Reflections on culturally relevant teaching*. Association of Teacher Educators, Phoenix, AZ.

Jiang, B., & Podgurski, A. (2015, February). *Council for International Education roundtable: Impact of international student teaching*. Association of Teacher Educators, Phoenix, AZ.

Jorrín-Abellán, I. M. (2015, February). *The hopscotch model: A tool to teach and design Qualitative Research Studies*. Research on Teaching and Learning Summit, Atlanta, GA.

Jorrín-Abellán, I. M. (2015, June). *Rayuela: Un modelo y herramienta web para la generación de diseños de investigación cualitativos*. XXIII Jornadas Universitarias de Tecnología Educativa, Badajoz, Spain.



Jorrín-Abellán, I. M., De Pablos Pons, J. Alba Pastor, C., García-Valcárcel, A., Guitert Catus, M., San Martín Alonso, A., & Ballesta Pagán, J. (2014, November). *Retos RUTE: Una mirada de futuro para la colaboración transnacional*. Convegno Sirem Siel, Perugia, Italy.

Jorrín-Abellán, I. M., & Muñoz-Cristóbal, J. A. (2015, May). "The Phalanx Covenant": *Do we need the X-men to evaluate some ubiquitous learning scenarios?* International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Jorrín-Abellán, I. M., & Rodríguez-Navarro, H. (2014, September). *Evaluating the quality of teaching at the Universidad de Valladolid (Spain)*. European Conference on Educational Research (ECER), Porto, Portugal.

Kelly-Jackson, C. (2014, October). *Science in my city*. Georgia Association of Teacher Educators Conference, Young Harris, GA.

Kelly-Jackson, C. (2015, March). *STEM education and ELLs: Consider the possibilities*. TESOL 2015 International Convention and English Language Expo, Toronto, Ontario, Canada.

Kelly-Jackson, C., & Bodner, K. (2014, October). *Girls engaged in mathematics and science (GEMS) engineering camp*. Georgia 2014 Science, Technology, Engineering, & Math Forum, Athens, GA.

Kelly-Jackson, C., & Bodner, K. (2014, October). *It takes a village to "shape" GEMS*. College of Charleston Diversity Conference, Charleston, SC.

Kelly-Jackson, C., Bronson, T., Lebert, K., & Merendo, A. (2015, March). *Science in my city: Using photovoice to make science culturally relevant*. National Association of Professional Development Schools Conference, Atlanta, GA.

Kelly-Jackson, C., McBride, K., & Lopez, R. (2014, November). *SciTech: Integrating science and technology*. Georgia Educational Technology Conference, Atlanta, GA.

Kelly-Jackson, C., & Szwec, C. (2015, February). *Science in my city action research project: Using photovoice to make science culturally relevant*. Association of Teacher Educators, Phoenix, AZ.

Kim, K., **Kim, Y.**, Moore, L., Pandey, A., Rentzou, K., Riley, J. & Slutsky, R. (2015, March). *Research committee table: Rethinking education: How mono-lingualism, standardized testing, femininity, and a deficit view impact children*. Association for Childhood Education International, Washington, DC.

Kim, Y. (2014, October). *Who should teach pre-k children and kindergarteners when grade levels for certifications are overlapped: Perception of teacher candidates from B-K and P-5 programs*. Georgia Educational Research Association, Savannah, GA.

Kim, Y. (2015, June). *Who should teach overlapping grades when early childhood education and elementary teaching licensures compete? Teacher candidates' perception*. National Association for Early Childhood Teacher Educator, New Orleans, LA.

King-McKenzie, E. L. (2014, December). *Teaching social studies for civic and environmental responsibility*. Oxford Education Research Symposium, Oxford, United Kingdom.

King-McKenzie, E. L. (2014, December). *When will social studies have her place in the limelight?* Louisiana State University, Baton Rouge, LA.

King-McKenzie, E. L. (2015, January). *Teaching social studies: Is there a link to the democratic continuance and socio-economic development of the USA?* Hawaiian International Conference on Education, Honolulu, HI.

Langub, L.W.D. (2015, March). *Best practice: Backward design for online learning*. Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.

Langub, L.W.D. (2015, March). *Rethinking instructional technology in a graduate early childhood education class: Moving away from TPACK*. Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.

Lee, J., & An, S. (2014, November). *An analysis of social studies academic achievement of North Korean refugee students*. International Assembly of the National Council for the Social Studies, Boston, MA.

Leeds, E., **Cope, J. R., & Lokey-Vega, A.** (2014, October). "Not an Ivy?" A MOOC pathway to credit for state and comprehensive institutions. International Conference on Online Learning, Orlando, FL.

Lokey-Vega, A. (2014, August). *Measuring learner success and continuing education credits for MOOCs*. Coursera Teacher Professional Development Virtual Conference.

Lokey-Vega, A. (2015, March). *Expert as the TPACK misfit: A cognitive task analysis to map expert-teacher cognitive processes of technology-rich lesson planning*. Society for Information Technology and Teacher Education Conference, Las Vegas, NV.

Lokey-Vega, A., & Cope, J. R. (2014, October). *Fostering academic partnerships to support a MOOC initiative*. International Conference on Online Learning, Orlando, FL.

Lokey-Vega, A., & Dias, L. B. (2015, April). *MOOC measure of success: An initial case study*. American Educational Research Association, Chicago, IL.

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

Lokey-Vega, A., & Suffridge, D. (2014, October). *Beyond lecture capture: Designing and developing a collection of highly-effective instructional videos*. International Conference on Online Learning, Orlando, FL.

McAlpine, G., Steffen, C., & D'Aquanni, M. (2014, August). *Blooming science: STEM USA and abroad*. Association of Teacher Educators, Niagara, NY.

McCullers, T., & **Fuller, J. S.** (2014, November). *Teachers are flipping over flipped professional learning*. Georgia Educational Technology Conference, Atlanta, GA.

McRoy, P., **Eaton, A.**, Hicks, L., Simmons, M., & Wheeler, L. (2015, June). *Powerful partnerships: Working together to prepare learner ready teachers*. National Association of State Directors of Teacher Education and Certification, Portland, OR.

Moore, J. A., & Pourreau, L. (2015, April). *Finding community: A case study of an online critical friends group*. American Educational Research Association, Chicago, IL.

Myers, M. (2015, February). *Teachers' uses of learning trajectories to support equitable instruction*. Association of Mathematics Teacher Educators, Orlando, FL.

Myers, M. (2015, April). *Using clinical interviews to scaffold Task 4*. edTPA Southeast Regional Summit, Savannah, GA.

Nelson, A., Coffey, D., & Maddox, H. (2015, March). *Using digital story telling apps to enhance readers theater*. Conference on Literature for Children and Young Adults, Kennesaw, GA.

Redish, T. (2014, November). *Instructional technology certification in Georgia*. Georgia Educational Technology Conference, Atlanta, GA.

Redish, T. (2014, November). *Newcomer's presentation*. Georgia Educational Technology Conference, Atlanta, GA.

Richey, A. B. (2015, April). *Globalization and diversity in higher education: Pedagogy and possibility*. Lecture at University of Jordan, Amman, Jordan.

Richey, A. B. (2015, April). *Photovoice: Using photography in the American English language arts classroom*. Lecture at University of Jordan, Amman, Jordan.

Richey, A. B. (2015, May). *Reading the word and the world: Understanding critical pedagogy and the banking model of education*. Lecture at Yarmouk University, Irbid, Jordan.

Richey, A. B., & Her, L. (2015, June). *Shifting to a global/local framework in U.S. teacher education*. The Future of Education Conference, Florence, Italy.

Ritchie, S. (2014, November). *Never too young for fairness: Using LGBTQ themed literature with elementary school children*. National Council of Teachers of English Annual Convention, Washington, DC.

Ritchie, S. (2014, November). *Not born in the wrong body: How cisnormativity lies and elides*. National Women's Studies Association, San Juan, PR.

Ritchie, S. (2014, December). *The feminization of literacy*. Literacy Research Association Conference, Marco Island, FL.

Ritchie, S. (2015, May). *Render gender identities intelligible: Post-discursive moves toward the agency of the assemblage*. International Conference of Qualitative Inquiry, Urbana-Champaign, IL.

Ritchie S., Trigilio, J., Ruchti, E.S., & Davis, D. (2014, November). *Troubling cisnormativity and the gender binary*. National Women's Studies Association, San Juan, PR.

Russell, F.A. (2015, February). *University and district ESOL coaching partnership: Lessons learned*. ESOL Conference, Kennesaw, GA.

Salyer, B. (2015, March). *Using young adult literature to engage and empower students in learning about Africa and sustainability*. Conference on Literature for Children and Young Adults, Kennesaw, GA.

Salyer, B., & Zong, G. (2014, October). *Infusing education for sustainability into teacher education: Challenges and opportunities*. Georgia Association of Teacher Educators, Young Harris, GA.

Simpson, J., & Adams, M. G. (2015, May). *Accepting the exceptional: Marginalized gifted youth*. Chicago International Conference on Education, Chicago, IL.

Strieker, T., Holbein, M., Lim, W., Hubbard, D., & McAlpine, G. (2015, February). *Designing, implementing, evaluating, and revising new approaches to pedagogical practices in pre-service co-teaching*

and supervision. American Association of Colleges for Teacher Educators Annual Meeting, Atlanta, GA.
Strieker, T., Lim, W., Hubbard, D. W., Gray, K. C., Holbein, M. F. D., Crovitz, D., & Steffen, C. O. (2015, February). *The pursuit of a collegial model of clinical practice: The story of one university*. Association of Teacher Educators, Phoenix, AZ.

Strieker, T., Steffen, C., & Zong, G. (2015, February) *Developing teacher candidates' intercultural competence and communication through PSCT in international schools*. Association of Teacher Educators, Phoenix, AZ.

Theriault, C. (2015, May). *Us versus them: Straddling the fence as a black female administrator*. International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

VanBrackle, A., & Collins, S. (2015, February). *Caretta research project – sea turtle conservation*. Georgia Science Teacher Association Annual Conference, Macon, GA.

Vásquez, A., Annis, K., Baker, M., Doll, V., Holbein, M., & Lang, M. (2015, February). *Challenges and opportunities on the journey to becoming culturally responsive educators in a PDS model*. Association of Teacher Educators, Phoenix, AZ.

Vásquez, A., Digiovanni, L., Holbein, M., Hubbard, D. W., Steffen, C., & Strieker, T. S. (2014, October). *New approaches to pedagogical practices in pre-service co-teaching and supervision: Designing, implementing, evaluating, & revising*. Southeast Regional Association of Teacher Educators, Isle of Palms, SC.

Vásquez, A., Dooley, K., & Chafin, J. (February, 2015). *Horizontal expertise, boundary crossing, and knotworking in refining the implementation of edTPA to advance the professional imperative*. American Association of Colleges for Teacher Education, Atlanta, GA.

Vásquez, A., Dooley, K., & Chafin, J. (February, 2015). *Horizontal expertise, boundary crossing, and knotworking in refining the implementation of edTPA to advance the professional imperative*. Association of Teacher Educators, Phoenix, AZ.

Wallace, C. S. (2014, September). *How companion meanings shape the biology curriculum: The heart and soul of teaching and learning*. National Association of Biology Teaching, São Paulo, Brazil.

Wheelis, A., Ford, J., & Oun, R. (2015, June). *Crazy queers: De-pathologizing mental illness*. Southern Fried Queer Pride, Atlanta, GA.

Williams, D. (2015, April). *Integrating multiple concepts in a mathematical task*. National Council of Teachers of Mathematics, Boston, MA.

Williams, D., Gray, K., & Stockdale, S. (2014, October). *Ushering in a new day for teacher preparation*. Georgia Educational Research Association, Savannah, GA.

Williams, J., Alvarez-McHatton, P., & Zimmer, K. (2015, April). *Teaching at the intersection: Embedding special education faculty in teacher preparation*. Council for Exceptional Children, San



Diego, CA.

Zheng, B. (2014, October). *Pros and cons in U.S. and Chinese education: A survey with Chinese college students, faculty members, and administrators*. Georgia Educational Research Association, Savannah, GA.

Zheng, B. (2014, November). *Approaches and new developments in U.S. teacher education*. Hubei Province Teacher Education Consortium Forum, Yichang, Hubei, China.

Zheng, B. (2015, May). *Applying constructivism for active and deep learning*. Annual Conference of Learning Facilitation and Faculty Development of Shandong Province, Jinan, China.

Zheng, B. (2015, May) *Constructivism and its applications in teaching*. College of Education and the Educational Qualitative Research Center, Peking University, Beijing, China.

Zheng, B. (2015, May). *Research methods in the study of class advisor*. National Round Table Forum on

the Study of Class Advisor, Central China University of Science and Technology, Wuhan, Hubei, China.

Zheng, B., & Xiong, H. (2015, February). *Class organization and management: A comparison of American and Chinese practices*. Association of Teacher Educators, Phoenix, AZ.

Zimmer, K. (2014, October). *Project MITS: Research on early literacy and autism*. The 30th Annual Division of Early Childhood Conference, St. Louis, MO.

Zimmer, K. (2015, January). *Project MITS: Research on early literacy and autism*. Division of Autism & Developmental Disabilities of Council for Exceptional Children, Clearwater, FL.

Zimmer, K. (2015, April). *Increasing emergent literacy skills in early childhood settings: Read alouds to engage all children*. Council for Exceptional Children Conference and Expo, San Diego, CA.

Zimmer, K. (2015, April). *Project MITS: Meaningful interactions through storybooks*. Council for Exceptional Children Conference and Expo, San Diego, CA.

Zimmer, K., & Alvarez-McHatton, P. (2014, November). *Online teacher preparation: A critical dialogue*. Teacher Education Division of Council of Exceptional Children, Indianapolis, IN.

Zimmer, K., & Williams, J. (2015, June). *Effects of online behavior modules on pre-service teachers' behavior management skills utilizing TeachLive™*. TeachLive™ Conference, Orlando, FL.

Zong, G., & Jin, J. (2015, April). *Recruitment and retention of international students in U.S. universities: A partnership approach*. International Symposium on ASIA-USA Partnership Opportunities, Atlanta, GA.

Zong, G., & Salyer, B. (2014, November). *Integrating education for sustainability into teacher education: An interdisciplinary inquiry*. International Assembly of the National Council for the Social Studies, Boston, MA.

Zong, G., Salyer, B., & Marks, B. (2015, April). *Reconceptualizing powerful social studies teaching with edTPA*. Southeast Regional edTPA Summit, Savannah, GA.

COLLEGE OF THE ARTS

Munson, A. (2015, May). *Hair piece: Hair peace*. International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Munson, A. (2015, June). *Untitled woman*. Motherhood and Creative Practice: Maternal Structures in Creative Work, London, England.

Munson, A., & Archer, L. (2014, October). *Shifting directions in the arts: Building quality online courses and degree programs*. International Conference on Distance Learning in Education, Geneva, Switzerland.



Hoyt, K., & Garrett-Rucks, P. (2014, November). *Pursuing cultural perspectives & meaningful comparisons: Focusing on the teaching of culture in the methods course.* American Council on the Teaching of Foreign Language, San Antonio, TX.

Muldrow, M. (2015, April). *Let's play with a full deck, not just the race card: Self-imposed and external barriers limiting black women administrators in higher education.* Georgia Southern University Research Symposium, Statesboro, GA.

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COLLEGE OF SCIENCE AND MATHEMATICS

Eick, C., & Dias, M. (2014, September). *The perspective of vocation and the call to teach in science teacher formation.* Southeastern Association of Educators of Teachers of Science, Savannah, GA.

Hillen, A., Olanoff, D., & Welder, R. M. (2015, April). *Moving beyond common denominators: Comparing fraction using reasoning and sense-making.* National Council of Teachers of Mathematics, Boston, MA.

Tobias, J.M., Hillen, A., Olanoff, D., Welder, R. M., Thanheiser, E., & Feldman, Z. (2015, February). *Using reflective analysis to modify the mathematical tasks after enactment.* Association of Mathematics Teacher Educators, Orlando, FL.

WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES

Howton, A. (2015, February). *Plant based nutrition.* Southern District Society of Health and Physical Educators America, Atlanta, GA.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

George, A. (2015, May). *Teacher candidates and heritage language learners: Effects of explicit instruction in a methods course.* Center for Advanced Research on Language Acquisition International Conference on Language Teacher Education, Minneapolis, MN.

Hoyt, K. (2014, September). *Building capacity for Chinese language learning in GA: The key role of KSU's Department of Foreign Language.* KSU Confucius Institute's First Symposium on Teaching Chinese in Georgia, Kennesaw, GA.

Hoyt, K. (2015, May). *Fostering foreign language teacher identity development.* International Conference on Language Teacher Education, Minneapolis, MN.

Hoyt, K., Bautista R., Chiang, A., Harper, S., Osburn, D., & Tellez, B. (2015, March). *Addressing cultural perspectives and meaningful comparisons.* Southern Conference on Language Teaching Conference, Atlanta, GA.

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Approved Educator Preparation Programs

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Montessori Concentration
Traditional Concentration

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

Secondary Education (6-12)

Biology Education
Chemistry Education
English Education
History Education
Mathematics Education
Physics Education

P-12

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

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Biology (6-12)
Chemistry (6-12)
English (6-12)
Foreign Languages:
 Chinese Education (P-12)
 Spanish Education (P-12)
Mathematics (6-12)
Physics (6-12)
Special Edu: General Curriculum (P-12)
TESOL (P-12)
Woodrow Wilson Foundation

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

Secondary Education: Mathematics*
Secondary Education: Science*
Special Education: General Curriculum*
Teacher Leadership*

EDUCATION SPECIALIST (Ed.S.)

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

DOCTORATE (Ed.D.)

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

Special Education: General Curriculum
Teacher Leadership*

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Coaching Endorsement
Curriculum and Instruction Certification
Educational Leadership [P-6]
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Gifted Endorsement
Instructional Technology Certification*
Leadership Preservice Endorsement
Online Teaching Certificate*
Online Teaching Endorsement*
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Reading Endorsement*
Special Education Certificate*
Teacher Leader Endorsement
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