

CHANTAL & TOMMY  
**BAGWELL**  
EDUCATION BUILDING



Bagwell College of Education

**IMPACTING  
LIVES**

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**2015-2016 ANNUAL REPORT**



# TABLE OF

## DEAN'S OFFICE

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**Dr. Arlinda J. Eaton**

*Dean*

**Dr. Pam Cole**

*Associate Dean for Undergraduate Studies*

**Dr. Leigh Funk**

*Associate Dean for Assessment and Accreditation*

**Dr. Susan Stockdale**

*Associate Dean for Graduate Studies*

**Dr. Paula Guerra**

*Special Assistant to the Dean for Diversity*

**Dr. Traci Redish**

*Special Assistant to the Dean for Technology*

## ACADEMIC DEPARTMENTS & OFFICES

---

**Dr. Patricia Bullock**

*Interim Chair – Elementary and Early Childhood Education (2015)*

**Dr. Corrie Davis**

*Director – Collaborative Graduate Programs*

**Dr. Arlinda J. Eaton**

*Administrator in Charge – Elementary and Early Childhood Education (2016)*

**Dr. Diana Gregory**

*Chair – Inclusive Education*

**Dr. Traci Redish**

*Chair – Instructional Technology*

**Dr. Lynn Stallings**

*Chair – Secondary and Middle Grades Education*

**Dr. Ugena Whitlock**

*Chair – Educational Leadership*

## CENTERS

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**Dr. Megan Adams**

*Director – Center for Literacy and Learning*

**Ms. Kim Dooley**

*Interim Director – Center for Education Placements & Partnerships (2015)*

**Dr. Adrian Epps**

*Director – Advancing the Teaching of Mathematics and Science (ATOMS) Center*

**Dr. Traci Redish**

*Interim Director – iTeach (2015-16)*

**Ms. Stephanie Stephens**

*Director – iTeach (2016)*

**Dr. Brent Williams**

*Director – iTeach (2015)*

**Dr. Maurice Wilson**

*Interim Director – Center for Education Placements and Partnerships (2016)*

*Director – Education Student Services*

*Teacher Education Advisement –*

*Rachel Blase, Associate Director*

*Teacher Education Advisement –*

*Mary Lynn Orr, Assistant Director*

*Graduate Programs in Education –*

*Melinda Ross, Graduate Admissions Coordinator*

*Teacher Resource & Activity Corner –*

*Kellie Hebblethwaite, Manager*





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# MESSAGE FROM THE DEAN



As you peruse the stories featured in this year's report, you will come to know the deep commitment to excellence in education held by the faculty, staff, students, and alumni of the Bagwell College of Education. I am proud to share some of the exciting work that has been accomplished during the past year with you – work that has impacted the lives of many in metro Atlanta, throughout Georgia, across the nation, and around the world.

Nothing less than exceptional is the research that has been conducted by Bagwell's doctoral candidates enrolled in our practice-based degree programs for working professionals in P-12 education. Equally impressive is the research in which faculty engage as evidenced in the final section of this report. You will read about the many dimensions of the research initiative piloted in 2015-16 that address the types of support our faculty and students find meaningful. In spring 2016, KSU was designated within the Carnegie classification as an R3 doctoral university.

The BCOE is dedicated to fostering a culture that values diversity and is responsive to the needs of all learners. Exemplifying this commitment is the Universal Design Lab located on the second floor of the Education Building. Also on the second floor is the Center for Literacy and Learning where third, fourth, and fifth graders spent the summer improving their reading skills. In its second year of implementation at the Paulding Learning Site is our Horizons KSU summer program that included rising first and second graders who receive free or reduced lunch at their respective school sites.

2015-16 was not without new initiatives. The impact the newly identified Faculty Fellows for Assessment have had on improving the quality of the assessments used in our classes is noteworthy. Through our long-standing partnership with the Marietta City School District, we have afforded teacher candidates in hard-to-staff disciplines the opportunity to be

compensated by the district while fulfilling their yearlong clinical experience.

The generosity of our friends and an emeritus faculty will allow us to create and maintain initiatives with the potential to influence the lives of many in very profound ways. A three million dollar gift will be used to establish an Endowed Chair as well as support faculty and student research and the implementation of clinically-based educator preparation programs. Additionally, this donation provided a naming opportunity. Other philanthropists have recognized the need for effective classroom teachers in the STEM areas and established scholarships accordingly. A lecture series to be sponsored by the Department of Educational Leadership will emphasize work that addresses the needs of students who find school challenging. Truly, we are forever grateful to these benefactors.

We encourage our students and alumni to share with us the professional experiences of which they are most proud. Those you will read about in this report are extraordinary.

Your interest in the Bagwell College of Education means a great deal to all of us. Please visit our website at [bagwell.kennesaw.edu](http://bagwell.kennesaw.edu) where you will find information intended to be of interest to faculty, staff, students, alumni, and friends as well as prospective students and employees.

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**



# DOCTORAL PROGRAMS: A DECADE LATER



In 2010, the Bagwell College of Education awarded Kennesaw State University's first doctoral degree to Clint Stockton, a calculus teacher at Kennesaw Mountain High School. Today, the college offers 13 doctoral degrees with more than 100 candidates enrolled.

Now that we approach the 10th anniversary of the Ed.D. program, Dr. Nita Paris, founding director and Associate Dean for Graduate Studies at the time of its inception, and Dr. Harriet Bessette, the degree's first Director, look back with pride at what the program graduates and those teaching in the program have contributed to the field.

Dr. Paris led the initial planning in early 2004. "One of our

goals was to break down the walls of traditional structures in designing and delivering the program as a means to model problem solving in educational settings," Paris said. "In other words, we sought to 'flatten' or 'distribute' the leadership hierarchy of the program. And in so doing, we provided a model of this approach to our students who were, themselves, teacher leaders in schools."

The original Leadership for Learning Ed.D. was developed by an interdisciplinary task force, which comprised faculty across six departments and three different colleges. They imagined one collaborative, interdisciplinary program to address the complex issues observed in PK-12 schools. .





In 2013, Dr. Corrie Davis became Bagwell's Director of Collaborative Graduate Programs, the new name for the rapidly growing group of Ed.S. and Ed.D. programs.

According to Davis, the key to the college's success in granting doctoral degrees lies with the faculty, who not only make themselves available for nontraditional office hours, but who are also knowledgeable about the latest trends in education, as well as the latest policies.

"In the last 10 years, the program has

By spring, 2007, KSU's first doctoral students began their journey toward an Ed.D. in Leadership for Learning in concentrations such as Early Childhood Education, Inclusive Education/Special Education General Curriculum, Instructional Technology, Adolescent Education/Mathematics, and shortly thereafter, Secondary English and Educational Leadership. The degree was interdisciplinary, practice-based, and innovative in its approach to prepare teachers as both subject matter experts and facilitators of change.

Although initially embedded into the Ed.D. degree, the college soon began offering a stand-alone Ed.S. degree. In 2012, the single degree, Leadership for Learning, was reconfigured and renamed into separate Ed.D. and Ed.S. degrees in several fields and majors (see list on the inside back cover of this report) in order to align more closely with the Georgia Professional Standards Commission's certification fields. "With such a wealth of programs, KSU has become a major draw for those seeking advanced degrees in Education," Bessette said. "It is gratifying to realize the tremendous impact these programs are having on improving the quality of life for students and their families in Georgia and beyond. I am honored to have been a part of this milestone at Kennesaw State University, and consider the work we did, which laid the foundation for KSU's doctoral culture, the high point in my career at KSU."

changed to meet the needs of our students," she said. "Our faculty stay current regarding research and the many changes in state and federal educational initiatives, so our candidates are receiving relevant information they can use immediately to make a difference."

While there are many "Teacher of the Year" recipients and other honorees among the graduates, there are also authors, professors and teachers abroad making a difference.

The summer after Dr. Holly Oran (INED, 2011) earned her



doctoral degree, she and her family moved to Malaysia, where she served as the high school learning support teacher and coordinator at the International School of Kuala Lumpur for two years. "Next, we moved to Geneva, Switzerland, where I





have been the Primary School Extended Support Coordinator, providing support for students with moderate to severe special needs, at the International School of Geneva - Campus des Nations," she said. "It is the oldest and most diverse international school in the world, and here I could combine my love of global education with my passion for exceptional education."

Another Ed.D., Kathy Everett (INED, 2015), accepted a job in Alaska as the director of federal programs in special education, Title I, ESOL/ELL, Native Alaskan Education, Migrant and Homeless and also serves as principal of a rural school with 19 K-12 students. "I am loving my Alaskan Adventure," Everett said. "I am working in an amazingly beautiful rural area living and learning a different culture. The knowledge gained from KSU prepared me for the adventure I am now experiencing."

Dr. Starla Townsend (IT, 2014) shared what she learned in the Ed.D. program in her classroom. Her high school students have worked with robotics, programming, and engineering and design to create and solve problems. Townsend taught part-time in the Bagwell Instructional Technology Department, and this fall, she begins a career in higher education as an assistant professor of instructional technology at Georgia College and State

University.

Dr. Sally Creel (EECE, 2013) is the Supervisor of the STEM & Innovation team in the Cobb County School District. She has been with the CCSD for 11 years, serving in various capacities including district Supervisor of Science and Professional Learning. She also works as a national science consultant for Teacher Created Materials. "My experience at KSU helped me cultivate a broader perspective of learning and the world," she said. "This perspective has been invaluable in crafting a vision for STEM Education in Cobb Schools."

Dr. Alyson Lischka (SMGE, 2012) was Tri-Cities High School Teacher of the Year in 2001. She began her career in higher education as a lecturer of mathematics education at KSU in 2010. She was a recipient of the Clendenin Fellowship in 2011, was the 2013 University Scholar honoree for the Ed.D. program, and was named an AMTE STaR Fellow in 2014. Currently, Dr. Lischka is an assistant professor of mathematics education at Middle Tennessee State University. "My experiences with research and teaching at KSU, along with the support that I had from faculty in the Mathematics Department and the





College of Education during my doctoral program, set me on a clear path to become an effective mathematics teacher educator and to contribute to national research initiatives in mathematics education," she said.

The day after his graduation, Dr. Greg A. Doss (EDL, 2014) was offered a position with the Bartow County School System as the Career, Technical, and Agricultural Education (CTAE) Coordinator. In this position, he has had a positive impact in the community by exploring innovative ways to integrate business and industry with education. He created a Heating and Air-conditioning (HVAC) joint enrollment program with Chattahoochee Technical College in which students achieve a high school diploma and a college diploma. He implemented the Great Promise Partnership to assist at-risk students in finding success. "I am dedicated to finding avenues that will credential our students and instill leadership qualities that will separate them from the pack," he said. To involve educators in the business community, Doss created the Educator Externship program in which educators experience a week in the workforce with a local business.



"I continue to be amazed by the work our students have done after they graduate," Davis said. "Several of our students have written books based on their dissertations. Tiffany Proctor wrote a children's book. Another graduate, Kristy Brown, is now the Director of the Center for Education Placements and Partnerships in the Bagwell College, and Maria Montalvo will be teaching in our Inclusive Education Department this fall."

After ten years of doctoral programs, the Bagwell College of Education stands tall as an innovator, change agent, and visible leader for the university and the education profession.



**IT IS GRATIFYING TO REALIZE THE TREMENDOUS IMPACT THESE PROGRAMS ARE HAVING ON IMPROVING THE QUALITY OF LIFE FOR STUDENTS AND THEIR FAMILIES IN GEORGIA AND BEYOND. I AM HONORED TO HAVE BEEN A PART OF THIS MILESTONE AT KENNESAW STATE UNIVERSITY, AND CONSIDER THE WORK WE DID, WHICH LAID THE FOUNDATION FOR KSU'S DOCTORAL CULTURE, THE HIGH POINT IN MY CAREER AT KSU.**

**HARRIET J. BESSETTE**





# ED.D. ALUMNI

## EDUCATIONAL LEADERSHIP FOR LEARNING

**Beverly Amlaner**, "School Climate Study in Greater Atlanta Schools of the Georgia-Cumberland Conference" Summer 2015 - Dissertation Chair: Dr.T.C. Chan

**Tiffany Penland Boyle**, "High School Teachers' and Administrators' Perceptions of Teacher Motivation Factors" Summer 2014 - Dissertation Chair: Dr.T.C. Chan

**Deborah Davis**, "Support for Black Students and Parents in Independent Schools" Spring 2015 - Dissertation Chair: Dr. Mary Chandler

**Greg Allen Doss**, "A Generational Perspective of Teachers' Perceptions of Principals' Leadership Practices" Spring 2014 - Dissertation Chair: Dr. Mary Chandler

**Mimi Gamel**, "Impact of Character Development and Student Empowerment Program on the Perception of GRIT and Resilience Growth in Early and Middle Adolescents" Fall 2014 - Dissertation Chair: Dr.T.C. Chan

**Sean Patrick Kelly**, "A Case Study Examining Teacher Responses to Principal Feedback of Class Observations" Fall 2014 - Dissertation Chair: Dr.T.C. Chan

**William "Dan" Snipes**, "Measuring the Impact of Ninth Grade Academies on Tenth Grade Achievement, Attendance and Behavior" Summer 2015 - Dissertation Chair: Dr. Susan Padgett-Harrison

**Alvin Thomas**, "Principals' Perceptions of the Leader Keys Effectiveness System in Georgia" Summer 2015 - Dissertation Chair: Dr. Mary Chandler

## ELEMENTARY AND EARLY CHILDHOOD EDUCATION

**Kristy Ann Brown**, "Whispers of Hope: Urban Christ-Centered Education" Fall 2014 - Dissertation Chair: Dr. Corrie Davis

**Sally Creel**, "Effects of a Sustained Federally Funded Science Professional Development Program for Elementary Teachers Who Teach Science" Fall 2013 - Dissertation Chair: Dr. Mark Warner

**Ashley Ann Darcy**, "Executive Function in Early Childhood Qualitative and Quantitative Patterns of Development Among Students within a Montessori Classroom" Fall 2014 - Dissertation Chair: Dr. Binbin Jiang

**Patricia Gail Cospers Doss**, "Bullying Interventions" Fall 2010 - Dissertation Chair: Dr. Jo Williamson

**Jennifer Fairst**, "An Analysis of Teachers' Discourse and their Perceptions Concerning the Use of Questioning and Feedback during Reading Instruction in Third Grade Classrooms" Spring 2011 - Dissertation Chair: Dr. Marie Holbein

**Karen Kraeger**, "Perspectives on Equity in Gifted Education" Summer 2015 - Dissertation Chair: Dr. Mark Warner

**Tiffany Colvin Proctor**, "Bright Eyes, Brown Skin: Perceptions of Gifted Education and the Black Male Child" Fall 2014 - Dissertation Chair: Dr. Corrie Davis

**Whitney Spooner**, "Critical Literacy in the Primary Grades" Summer 2015 - Dissertation Chair: Dr. Scott Ritchie

**Tonya Elliot Steele**, "An Investigation of the Perceptions of Induction Support of First Year Alternatively Certified Teachers" Fall 2013 - Dissertation Chair: Dr. Marie Holbein

## INCLUSIVE EDUCATION

**Margaret Baker**, "A Critical Examination of the Relationship between Student Performances on Assessments of English Language Proficiency and Academic Achievement" Fall 2011 - Dissertation Chair: Dr. Angela Blaver

**Sondra Briggs**, "Teaching White Lesbian and Other Identities: Sexual Diversity, Race, and Institutionalized Practices through an Autoethnographic Lens" Fall 2015 - Dissertation Chair: Dr. Harriet Bessette

**Janet Elizabeth Pierce Clark**, "Culturally and Linguistically Diverse Families' Perspectives on School Affiliation and Engagement: A Case Study of Four Middle Class Latin American Families" Fall 2010 - Dissertation Chair: Dr. Harriet Bessette

**Kathleen Everett**, "Teachers Attitudes and Their Effects on Placement Recommendations for Students with Cognitive Disabilities" Fall 2015 - Dissertation Chair: Dr. Harriet Bessette

**Yvette Ford**, "The Relationship between Socio-Economic Status and the Academic Achievement of Culturally Diverse Students" Fall 2013 - Dissertation Chair: Dr.T.C. Chan

**Marguerite Ottens Giménez**, "The Implementation and Outcomes of One Georgia Two-way Immersion Program" Spring 2014 - Dissertation Chair: Dr. Leena N. Her

**Cynthia Golden**, "The Comparative Effects of Two Types of Photographic Visual Supports on the Acquisition of Independent Performance of Multi-step Tasks by Students with Autism Spectrum Disorders" Fall 2011 - Dissertation Chair: Dr. Deborah Wallace

**Jenna Hudson**, "Parents' Perceptions of the Diagnosis Process and Early Intervention Services" Fall 2015 - Dissertation Chair: Dr. Joya Carter-Hicks

**Ketrina Jordan**, "How Does the Collaboration of General and Special Educators Improve the Progress Attainment of Students with Disabilities?" Summer 2011 - Dissertation Chair: Dr. Susan Brown

**Patricia C. King**, "A Mixed Method Study Investigating High School Teacher-Student Perceptions of Teacher-Caring Behaviors" Fall 2013 - Dissertation Chair: Dr.T.C. Chan

**Jennifer Massey**, "Faculty Perspectives of a School-Based Mental Health Program" Fall 2015 - Dissertation Co-chairs: Dr.T.C. Chan and Dr. Joya Carter-Hicks

**Scott David McManus**, "A Curriculum of Experiences: Environmental Elements that Facilitate or Mediate Stress, Compassion Fatigue, and Burnout among Educators" Fall 2013 - Dissertation Chair: Dr. Reta Ugena Whitlock

**Dierdra Milligan**, "School Days: Perceptions and Experiences of African American Boys in Gender-Based Classroom" Fall 2013 - Dissertation Chair: Dr. Joya Carter-Hicks

**Maria Montalvo-Balbed**, "Looking Back: Tracing the Trajectory of Four Dominican Women who Learned 'To Do' School" Spring 2011 - Dissertation Chair: Dr. Bernadette Musetti

**Holly Oran**, "Teaching for Global Learning through Telecollaboration: A Case Study of K-12 Educators' Conceptualization and Practices about Global Education" Fall 2011 - Dissertation Chair: Dr. Corrie Davis

**Susan Rae Rathbun**, "Teacher Perspectives: Factors that Influence Engagement and Implementation within the Response to Intervention Framework" Fall 2014 - Dissertation Chair: Dr. Joya Carter-Hicks

**Sylvia Martinez Spruill**, "Assessment in Inclusive Environments: How General and Special Education Secondary Teachers Navigate the Competing Demands of Theory, Policy and Practice" Summer 2013 - Dissertation Chair: Dr. Harriet Bessette

**Jeffrey Wheeler**, "How General and Special Educators' Conceptualizations of Critical Thinking Influence Their Pedagogy for Students with Disabilities in Secondary English Inclusive Classrooms" Fall 2015 - Dissertation Chair: Dr. Harriet Bessette

**Xiaoqing Yang**, "Comparative Effect of Two-Error-Correction Procedures during Repeated Reading for Students with Learning Disabilities" Summer 2011 - Dissertation Chair: Dr. Changnam Lee

## INSTRUCTIONAL TECHNOLOGY





Patterson

**Monica Doriney**, "An Analysis of Pre-Service Elementary Teachers' Understanding of Mathematical Number Sense as Tested on the TIMSS Assessment" Spring 2016 - Dissertation Chair: Dr. Lynn Stallings

**Rebecca Leigh Gammill**, "Perspectives of Professional Learning: A Study of the Beliefs and Attitudes of Mathematics Teachers in High Performing Schools towards Professional Learning" Fall 2013 - Dissertation Chair: Dr. Wendy Sanchez

**Jennifer Marie Grazer**, "A Tempest in the Halls: Intersections of Social Justice, Student Collaboration and Devised Theatre" Fall 2012 - Dissertation Chair: Dr. Reta Ugena Whitlock

**Colette Armstrong-Grodzicki**, "Meeting the Standards of the Standardized Test: How Does Project-Based Learning Correlate to Traditional Learning in an Advanced Placement Language and Composition Course?" Fall 2013 - Dissertation Chair: Dr. Alice Terry

**Jeni Halimun**, "A Qualitative Study of the Use of Content-Related Comics to Promote Student Participation in Mathematical Discourse in a Math I Support Class" Fall 2011 - Dissertation Chair: Dr. Mary Garner

**Patsy Hamby**, "Writing Across the Curriculum: Case Studies of Three Content-Area Teachers" Fall 2011 - Dissertation Chair: Dr. Dawn Kirby

**Catherine Head**, "Comparative Analyses of Mathematics Teachers' Efficacy Using Test Theory and Rasch Measurement" Fall 2010 - Dissertation Chair: Dr. Angela Blaver

**Debbie M. Kohler**, "Calculator Usage and Gender" Fall 2010 - Dissertation Chair: Dr. Susan Stockdale

**Alyson Lischka**, "Case Study of Participants in a Site-Based Secondary Mathematics Methods Course and Internship: Three Teachers in Transition" Summer 2012 - Dissertation Chair: Dr. Mary Garner

**Rako Davis Morrissey**, "An Examination of the Discourse in a Graduate Mathematics Methods Course" Spring 2011 - Dissertation Chair: Dr. Wendy Sanchez

**Jason Pritchett**, "Cultural Intersections: White Teachers and their Minority Students" Fall 2011 - Dissertation Chair: Dr. Corrie Davis

**Raquel Rimpola**, "Examining the Efficacy of Secondary Mathematics Inclusion Co-teachers." Summer 2011 - Dissertation Chair: Dr. Angela Blaver

**James Clinton Stockton**, "A Study of the Relationships between Epistemological Beliefs and Self-Regulated Learning Among Advanced Placement Calculus Students in the Context of Mathematical Problem Solving" Summer 2010 - Dissertation Chair: Dr. Mary Garner

**Marcia Scott Wright**, "Writing to the Edge: Motivating Reluctant Rural Adolescent Male Learners" Spring 2014 - Dissertation Chair: Dr. Dawn Kirby

**Ashley Beasley**, "Administrators Using Technology to Increase Family Engagement" Fall 2015 - Dissertation Chair: Dr. Laurie Dias

**Mark Campoli**, "Identifying Characteristics of Expert Elementary School Technology Integration Teachers: A Cognitive Task Analysis" Fall 2015 - Dissertation Chair: Dr. Doug Hearnington

**Timothy Clark**, "Designing our Tribe with Online Learning in an Elementary Classroom" Fall 2011 - Dissertation Chair: Dr. Jo Williamson

**Tricia Frazier**, "The Effects of Peer Coaching on Teachers' Comfort, Practice and Student Technology Literacy" Fall 2011 - Dissertation Chair: Dr. Deborah Wallace

**Daniel Albert Gagnon**, "Perceptions of Blended Learning: A Case Study on Student Experiences in an Advanced Placement Macroeconomics Course" Fall 2014 - Dissertation Chair: Dr. Anissa Lokey-Vega

**Ingle Larkin**, "Job Satisfaction, Organizational Commitment, and Turnover Intention of Online Teachers in the K-12 Setting" Fall 2015 - Dissertation Chair: Dr. Laurie Dias

**Brian Duane Nichols**, "The Effect of SmartMusic on Student Practice" Fall 2014 - Dissertation Chair: Dr. Harry Price

**Charles Travis Schmid**, "A Computer-Assisted Career Guidance Evaluation" Spring 2014 - Dissertation Chair: Dr. Susan Stockdale

**Starla Townsend**, "African American Males + Math + Educational Technology... Does It Add Up? The Effects of Educational Technology on the Mathematics Achievement of African American Male Students" Summer 2014 - Dissertation Chair: Dr. Corrie Davis

**Stacy Wegrzyn**, "An Investigation of Brain Games as a Potential Non-Pharmaceutical Alternative for the

Treatment of ADHD" Fall 2011 - Dissertation Chair: Dr. Doug Hearnington

**James M. Wright**, "Planning and Implementing Online Instruction: Faculty Perceptions of One University" Summer 2012 - Dissertation Chair: Dr. T.C. Chan

**Judy Wright**, "Through the Looking Glass: A Case Study of Photovoice and Digital Storytelling with Fourth Grade English Learners" Summer 2015 - Dissertation Chair: Dr. Linda Evans

## SECONDARY AND MIDDLE GRADES EDUCATION

**MarLynn Bailey**, "The Direct and Indirect Paths Impacting Geometry Student Achievement" Fall 2013 - Dissertation Chair: Dr. Gita Taasobshirazi

**Lorrie Ogle Bearden**, "An Examination of the Relationship between High School Mathematics Teachers' Dispositions and Their Metaphors for Teaching" Spring 2012 - Dissertation Chair: Dr. Angela Blaver

**Alanna L. Bowie**, "The Relationship between Middle School Students' Mathematical Vocabulary and Their Achievement in Mathematics" Spring 2015 - Dissertation Chair: Dr. Mary Garner

**John Bradford**, "A Case Study Examining the Reading Habits and Self-Regulated Study Habits of Gifted Readers in the Context of Deep Reading" Summer 2012 - Dissertation Chair: Dr. Alice Terry

**Andrea Lynn Burnes**, "Understanding Mathematical Ways of Knowing: Relationships among Separate and Connected Knowing, Mathematical Anxiety, Attitude toward Math, Gender, and Ethnicity" - Dissertation Chair: Dr. Nita Paris

**Dominique Dambreville**, "The Impact of the Flipped Classroom Model on Student Achievement in Secondary Mathematics" Spring 2014 - Dissertation Chair: Dr. Nikita





# INAUGURAL YEAR FOR RESEARCH CONSORTIUM COMMITTEE

## 2015-2016 Pilot Year Committee Members

Educational Leadership: Arvin Johnson  
Elementary and Early Childhood Education: Carolyn Wallace  
Inclusive Education: Melissa Driver  
Instructional Technology: Anissa Vega, Chair  
Secondary and Middle Grades Education: Jillian Ford

Non-voting members: Iván Jorrín-Abellán (SMGE), Mei-Lin Chang (SMGE), Paula Guerra (EECE), Olga Koz (University Library), Connie Lane (Dean's Office),

Given that KSU was then aspiring to become an R3 institution, at the Bagwell College of Education opening meeting of the 2014-15 academic year, Dean Eaton proposed the idea of the college establishing an entity that might someday become a Research Center. She asked for faculty feedback to determine the level of interest.

Faculty discussed the idea in breakout groups, and the overall response was positive, with some questions posed. From those early discussions and feedback, the College Faculty Council (CFC) formed a task force to conceptualize how the BCOE might launch an entity focused on research.

"In the spring of 2015, many of us were on the College Faculty Council, and we decided to get started on a solution to help faculty with research," said Assistant Professor of Instructional Technology Anissa Vega. "As a College Faculty Council task force, we started talking about what support would look like and how we could get resources to make it happen." What took shape was the college's Research Consortium Committee (RCC).

"The Research Consortium is a faculty-driven organization intended to provide support to BCOE faculty and graduate students for research design, implementation and data analysis," said Vega, who served as the RCC's first chair. "I think this mission will actually change a little bit next year because faculty also need help in research dissemination, which will allow us to add editorial support. It's evolving based on faculty need."

Each BCOE department elects one representative to join the committee, which also boasts two methodologists in residence, a graduate librarian and a graduate assistant. Space was allocated on the fourth floor of the Chantal and Tommy Bagwell Education Building.

"The methodologists, who each get a course release, provide one-on-one or small group support to faculty members on their research," Vega said. "Currently, Dr. Iván Jorrín-Abellán is the qualitative methodologist, and Dr. Mei-Lin Chang is the quantitative methodologist."

The RCC hosted a kick-off celebration in November of 2015 with a poster session that explained the services it offers, including "Write Days" devoted to research and writing, workshops about writing methodology, research reviews, quiet and collaborative working spaces, and supportive peer-review activities.

"Time and a quiet space is critical," Vega said. "Based on survey data, time was most important to faculty, and the next factor was methodological support."

During its 2015-16 pilot year, the committee also launched a website where faculty can request services and get help with grants, transcription and data entry. The RCC also developed a virtual Research Consortium library – a digital location to house literature related to research methods made available to faculty and graduate students. Additionally, the committee created a faculty collaboration web page, so that faculty can find other BCOE faculty who are doing related research.

"Research is part of tenure and promotion guidelines, but it also informs our practice as educators and helps us promote best practices among the K-12 educators we teach," Vega said.

"First we had to test it out, and based on the very positive results, we're excited about the future of the RCC," she said. "Overall we're hoping this initiative promotes a positive and collaborative culture of research in the Bagwell College of Education."





**IMPACTING LIVES**  
**THROUGH PARTNERSHIPS**





## UNIVERSAL DESIGN LAB: **A PARTNERSHIP WITH THE TECHNOLOGY INDUSTRY**

“

HELEN MADDOX

**IF TEACHER CANDIDATES  
LEARN HOW TO USE THIS  
TECHNOLOGY HERE,  
BEFORE THEY ENTER THE  
TEACHING PROFESSION,  
THAT'S HUGE,**

With a belief that all students can learn, the departments of Instructional Technology and Inclusive Education in the Bagwell College of Education have teamed up to create the Universal Design Laboratory (UDL) classroom.

“Our dream was to have a model classroom so all teacher candidates could come in here and see the possibilities of what technology can do,” said founder Jill Williams, lecturer in the Department of Inclusive Education. “We want to use this classroom to get teachers thinking there’s more than one way for students to access the curriculum, especially those kids who are struggling.”

In the beginning, the UDL classroom was just that – a dream. Before making that dream a reality, the college first needed to solve two major roadblocks; space and funding. The first step came with construction of the new Chantal

and Tommy Bagwell Education Building. Serendipitously, Williams was selected to serve on the building committee. The new building provided a dedicated space for the UDL classroom.

“So, as a result of that, we had this beautiful room, but no money,” she said.

But, once again, the fates smiled upon the endeavor through the untiring commitment of instructional technology coach Helen Maddox and her talent of finding donors. The first donation Maddox secured for the classroom was an \$8,000 “ActivTable” donated by Promethean Inc. The ActivTable empowers students to lead their own learning, which drives engagement, participation and creativity in the classroom. It is a multi-user collaborative tool that facilitates group work, problem-solving activities and consensus decision-making.

Since then, Maddox has secured software donations for the BCOE in excess





Left to Right: Jill Williams, Helen Maddox, and Angie Tatum

of \$300,000, including the ActivTable and a software program donated by Kurzweil Education for the UDL classroom that includes features beneficial to students with learning challenges. This program provides highlighted reading of electronic text to students who struggle with reading, and supports written expression, vocabulary development and study skills.

Maddox continued negotiations with Kurzweil, which extended its donation to include all of the BCOE. Because of the software's vast implications, subsequently, the department of University Information and Technology Services paid for campus-wide access.

"The donations we have received have been remarkable," Maddox said. "The donations for the UD Lab are a strong indicator these vendors believe in our work and our faculty and staff, and they see the potential of what this classroom can do."

Other software donations include Promethean ActivInspire, Smart Notebook, Nearpod, Brainpop, netTrekker, Inspiration, Kidspiration, Glogster and Gizmos.

"If teacher candidates learn how to use this technology here, before they enter the teaching profession, that's huge," Maddox said. "We're preparing our teacher candidates to know how to use a variety of instructional technology that's out in the districts and classrooms now."

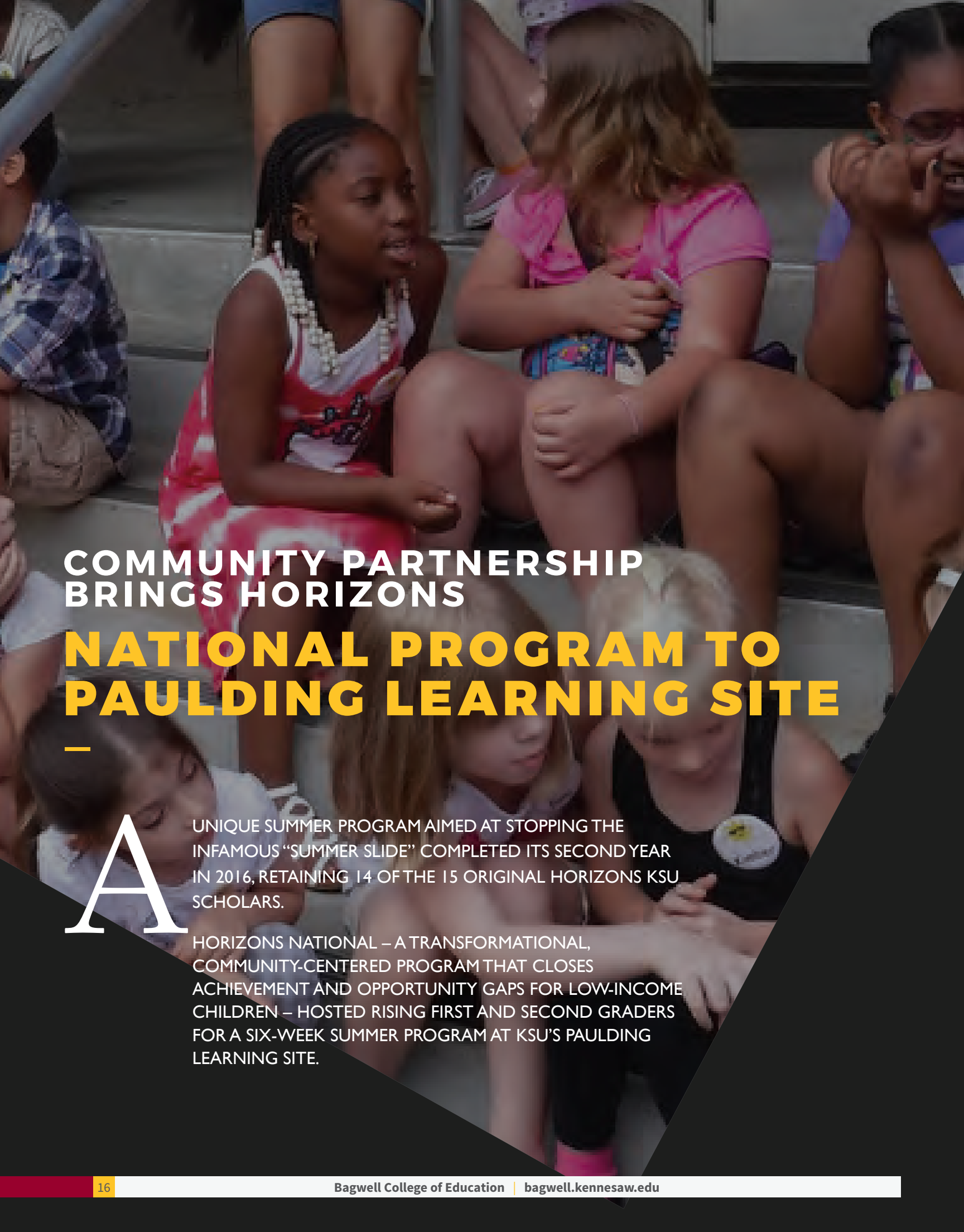
In addition to the software donations, the UDL has partnered with "Tools for Life," Georgia's Assistive Technology Act program at Georgia Tech. TFL has loaned assistive technology equipment for the lab, including low tech devices such as talking spell-checkers and a book reader that can be operated by a switch, as well as high tech devices, including computers with specialized software such as voice recognition, digital hands-

free headsets, closed caption televisions and communication devices with voice output.

"We have many, many special places and model classrooms in this building, but this one stands out above all the other classrooms," Williams said. "Our goal is to make this facility available to faculty, staff and students at KSU to provide them with an opportunity to experience how technology can be used to support all learning."

At its official opening in July, Interim KSU President Houston D. Davis praised the partnerships and creativity that brought about the UDL classroom.

"This is a great idea, and great ideas find a way – I really believe that," he said. "This classroom is a perfect example of what's good about higher education and what is transformational about it."



## COMMUNITY PARTNERSHIP BRINGS HORIZONS

# NATIONAL PROGRAM TO PAULDING LEARNING SITE

A

UNIQUE SUMMER PROGRAM AIMED AT STOPPING THE INFAMOUS “SUMMER SLIDE” COMPLETED ITS SECOND YEAR IN 2016, RETAINING 14 OF THE 15 ORIGINAL HORIZONS KSU SCHOLARS.

HORIZONS NATIONAL – A TRANSFORMATIONAL, COMMUNITY-CENTERED PROGRAM THAT CLOSES ACHIEVEMENT AND OPPORTUNITY GAPS FOR LOW-INCOME CHILDREN – HOSTED RISING FIRST AND SECOND GRADERS FOR A SIX-WEEK SUMMER PROGRAM AT KSU’S PAULDING LEARNING SITE.



Kennesaw State University provided about 25 percent of the program's more than \$61,000 operating budget and the rest was funded by a grant from Horizons Atlanta.

"The students would probably be at home watching TV or sitting around with nothing to do without this program," said Director Beth Garrett, an instructor in Bagwell's Instructional Technology Department. "During the summer students lose a lot of what they learned in school that year, and they fall further and further behind."

The program takes rising first graders and follows them through the eighth grade, hosting a summer program each year that will take another 15 rising first graders yearly. Students participate in small classes focused on reading, STEM (science, technology, engineering and math) and art, led by professional teachers.

"The parents of the children we serve make a commitment to bring them here for the long haul," Garrett said. "Once they're in the program, they return every summer. Our goal is the retention of the students and their families."

In addition to the classroom instruction, students also participate in weekly field trips and swimming lessons three times a week.

"The swimming lessons help build their confidence, and self-confidence plays a huge part in building their confidence in reading," Garrett said. "It's also a safety issue."

New to the program this year, an advisory board was established as well as a new website, [horizonsksu.org](http://horizonsksu.org).

"The high school graduation rate in Paulding County is about 71 percent, and we need to address this issue in elementary school," Garrett said.

And, as with any undertaking of this kind, it takes a village. Garrett highlighted several people and KSU departments that were involved with making this year's program a success.

Stephane Stephens, Bagwell's iTeach director, provided scholarships to Horizons siblings older than 2nd grade to attend Makers Space Camp.

iTeach also provided two days of Makers Space Camp for the Horizons students led by Nisa Peek, an instructional technology support professional.

Dr. Sanjuana Rodriguez, co-director of BCOE's Center for Literacy and Learning; Dr. Rita Spisak, librarian assistant professor, and Kendra Bailey, member services coordinator for the student recreation center, helped host a field trip to the Kennesaw campus.

Senior management supports this partnership. Provost and



Vice President for Academic Affairs Dr. Ken Harmon serves on the Horizons Atlanta Advisory Board. Vice President for Economic Development and Community Engagement Charles Ross and Executive Director of Community Engagement Brian Wooten were instrumental in providing the support that built the partnership between Horizons and KSU.

Debra Day, BCOE senior director of development for major gifts; Terri Collins, assistant director of community outreach at the Paulding site; and Dr. Connie Watjen, dean of Georgia Highlands at Paulding and Douglasville, served on the fundraising and resource development committee of the Horizons KSU Advisory Board.

Parking and Transportation donated four weeks of BOB (Big Owl Bus) bus service.



# FAST START ACADEMY READING PROGRAM BRINGS ELEMENTARY STUDENTS TO KSU



The summer of 2016 saw the implementation of Fast Start Academy 2.0. The previous version of Fast Start Academy began in 2001 as a community engagement project through Volunteer Kennesaw (VKSU), but when a re-organization in VKSU threatened to shutter its doors, the Bagwell College of Education stepped up to save it. The program is designed to help students from low socioeconomic backgrounds.

Focused on reading and literacy, the program is now housed in the Academy for Language and Literacy (ALL), formerly known as the Center for Literacy and Learning, in the BCOE.

"Summer 2016 was the beginning of the Fast Start 2.0 program that was managed by the BCOE," said ALL Co-Director Dr. Megan Adams. "The two lead teachers in the Fast Start classroom were teacher candidates and each was recommended by at least two professors in the Department of Elementary and Early Childhood Education. They were two of the top candidates in their programs."

In addition to the lead teachers,

students had the benefit of six America Reads tutors, referred to as assistant lead teachers.

"What was really amazing was the ownership the lead teachers accepted for the project, designing the curriculum, training other tutors, organizing the times that reading tutors came in and how that would work," Adams said. "The program is meant to help students at least two grade levels behind in reading, but once we completed the literacy assessments, we found some of the students participating were reading at grade level or above. In future summers the program will only be for rising third and fourth graders performing below grade level."

"It certainly is a program that is reaching students from low socioeconomic backgrounds, and at the same time, it's giving our preservice teachers experience working exclusively with students from low socioeconomic backgrounds," Adams said.

The curriculum was focused on entrepreneurship. The lead teachers structured learning experiences in which the students developed ideas for a product they could invent and produce. At the end of the summer program,



parents were invited to a celebration where the students shared their inventions. "This provided an opportunity to involve parents and to help them see what their children learned in the program," said Co-director Dr. Sanjuana Rodriguez.

Between 25 and 30 students participated in the BCOE's first Fast Start Academy 2.0, but Adams and Rodriguez hope to grow the program to more than 50 students each summer, attending class for three to four weeks.

"Previously, students found out about the program through word of mouth and teacher recommendations, but we hope to shift to a data-driven program that identifies the kids that really need the most intensive summer help," Adams said.

The program has also provided research opportunities for BCOE faculty. "It's this rich resource for folks who are interested in how our field experiences impact our candidates," she said.

Researchers have already published two chapters and are working on an article for publication about the change in preservice teachers' sense of efficacy in working with this student population.





**IMPACTING LIVES**  
**THROUGH INITIATIVES**



## EUROPÄISCHE AKADEMIE OTZENHAUSEN INTERNATIONAL STUDY PROGRAM BENEFITS KSU FACULTY

In the spring of 2016 the KSU Office of Academic Affairs launched a new initiative in faculty professional development in collaboration with Dr. Robin Dorff, dean of the College of Humanities and Social Sciences.

The inaugural program took place at the European Academy of Otzenhausen (EAO) in Germany with 13 KSU faculty members participating. Through a combination of seminar-based discussions, site visits, interactive discussions with policymakers, and most importantly, group-based dialogue, participants engaged in a wide-ranging, inter and cross-cultural professional learning community.

According to Dorff, the purpose was to expand faculty understanding of and engagement in broad topical policy debates and discussions occurring in the world today. "After considering several options, we felt that the EAO topic, Perspectives on Global Issues: International Migration, was timely and relevant, not only in terms of what is happening in Europe, but what is happening in the U.S.," he said. "The idea behind the workshop is that the faculty will incorporate some of what they learned into their teaching and/or scholarship. In addition, this workshop tied in nicely with our current QEP (Global Learning for Engaged Citizenship)."

Dr. Amanda Richey, assistant professor of TESOL in the Bagwell College

of Education, was selected to participate from a pool of highly qualified applicants from every college in the university.

Richey was interested in the educational and humanitarian dimensions of the refugee and migrant crisis in Europe, especially as related to Islamophobic rhetoric and anti-immigrant sentiment in the U.S. "Working with colleagues across KSU was a deeply rewarding experience for me," she said. "We were afforded the privilege to be students, learning from each other and from the speakers and experts at the EAO. The focus was identity – international, national, regional, and individual identity. We kept this focus as a theoretical frame that helped us move back and forth between what we were learning in Germany, our individual areas of expertise, and our political and cultural realities back in Georgia."

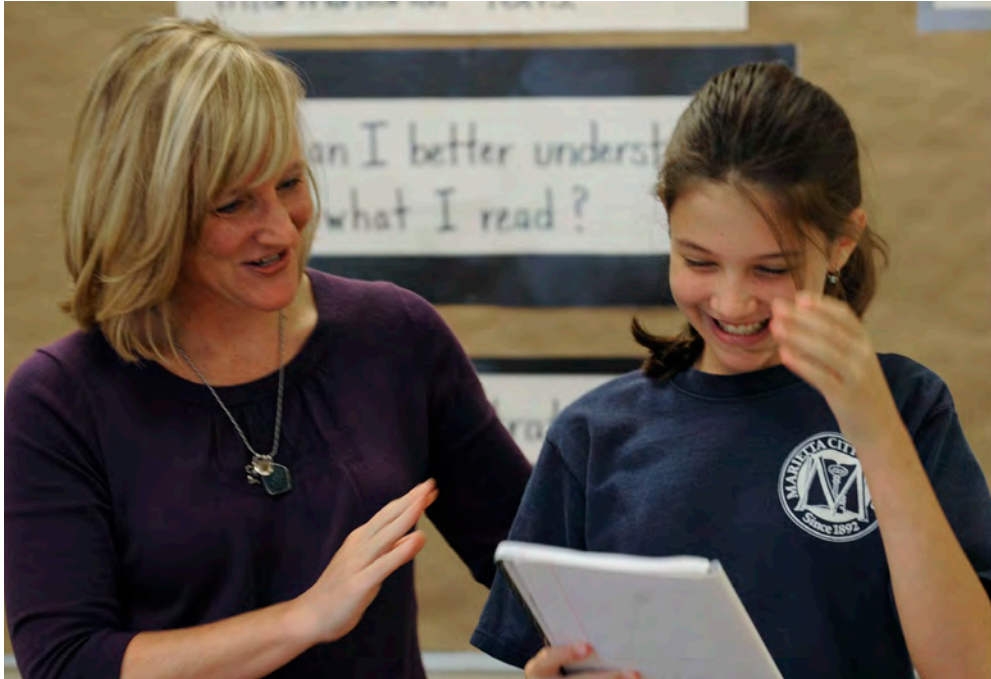
In addition to daily workshops with international experts and public figures, the group toured important historical areas, including the Council of Europe in Strasbourg, France, the Schengen area, Luxembourg City, and Trier, Germany.

"My participation in this workshop has had an impact on a research project I started with adult refugee students in Amman, Jordan," Richey said. "Additionally, it has informed my teaching both at the undergraduate and graduate levels. Lastly, I was able to start professional relationships in Germany that I hope will be fruitful for future KSU student abroad programs, professional learning exchange, and collaborative research."

Dr. Ron Matson, associate vice president for faculty in the Office of Academic Affairs, said the experience gave participants an opportunity to get different points of view on the issue of immigration and how it impacts different countries in Europe. "It gave me a better understanding of European political organizations (e.g., Council of Europe, European Union)," he said. "By having a shared experience, the workshop brought faculty from the different KSU colleges together and allowed us to learn from each other, and in some instances open the possibility of establishing new collaborations. On a more personal level, spending time with my colleagues gave me a better appreciation for the dedicated people who work at KSU and the interesting things they do."



## NEW INITIATIVE IS A WIN-WIN FOR BAGWELL SENIORS AND MARIETTA CITY SCHOOLS



In what is being billed as “a very creative and innovative way to approach student teaching,” the Bagwell College of Education has partnered with the Marietta City School District in an initiative to pay teacher candidates for yearlong internships during their senior year.

“I think that the greatest benefit to our students is the opportunity to participate in a learning partnership with a school district that will help them if they are offered a position in that district,” said Diana Gregory, chair of the Inclusive Education Department. “For the school district, this partnership gives them a way to hopefully prepare someone for a position – if it becomes available – in a way that they are able to hit the ground running.”

The initiative, known as the ISTEP Program (Incentive for Student Teacher Experience Placement), will pay special education, math and science education majors up to \$6,300 to student teach in

Marietta City Schools during their senior year.

“The district is paying the teacher candidates because they are asking the candidates to go above and beyond, and they’re asking them to participate in training before they’re actually teachers,” Gregory said. “This gives our students an experience that is usually reserved for the first-year teacher, so it enhances their ability to be competent as they begin their teaching careers.”

The program is designed to be a pipeline into Marietta City Schools to help meet the demand for special education teachers at all levels, and math and science teachers at the middle and high school levels. Plans call for the placement of up to 10 candidates a year, depending on the district’s needs.

“There are not enough people graduating to fill all high-priority vacancies,” the project proposal states. “If we can make ourselves a preferred provider of student-teaching experiences

for upcoming graduates, then we gain the opportunity to groom new teachers to our standards before they come on board and get first shot at hiring new graduates. While there is upfront cost to attract the best of the best, attracting and retaining the best will yield positive student achievement results.”

“Not only is the program a way to address the needs of Marietta City Schools in their areas of greatest need, another piece that’s really important is this partnership is a way for us to meet accreditation standards,” Gregory said. “The Council for the Accreditation of Educator Preparation (CAEP) calls for us to have these types of engaged partnerships with school districts.”



# FACULTY FELLOWS FOR ASSESSMENT: IMPROVING QUALITY AND CHANGING PERCEPTIONS

Leveraging faculty to build capacity around a specific topic is the guiding principle of the Bagwell College's Faculty Fellows program. The first faculty fellows initiative began in 2014 with the BCOE Faculty Fellows for Diversity initiative and most recently the program has expanded to include Faculty Fellows for Assessment. The purpose of the Faculty Fellows for Assessment initiative is to expand and increase faculty's knowledge of assessment and to support the development of high quality assessments of student learning.

"The BCOE Office of Assessment and Accreditation is small, and depending on how the different reporting agencies define a program, there are between 55 - 160 programs that we manage and assess," said Leigh Funk, associate dean for assessment and accreditation. "We know faculty don't always embrace the concept of assessment because a lot of times they're uncomfortable with assessment or they view it as another task with little value."

"We want to change this perception by supporting faculty to build assessments that measure things they really care about and really want to know more about such as how their students are learning and performing on essential knowledge, skills and dispositions. The more faculty who understand assessment, the more programs and departments can be supported."

Four faculty members from departments across the EPP (Educator Preparation Provider) comprised the initial cohort of Assessment Fellows including Drs. Sohyun An (EECE), Karen Kuhel (INED), Belinda Edwards (CSM-Math) and Melissa Driver (INED). One of their first major decisions was that Fellows would not be assigned to support programs in which they teach. "By doing it this way, it gives the assessments a level of objectivity," Funk explained. "When you submit your assessments to accrediting agencies, they're not necessarily being reviewed by someone in that discipline. We want to present our case clearly enough so that someone outside the discipline will understand it."

Although the primary focus for the initial Faculty Fellows was to support program faculty in revising their six to eight program assessments, they also played a pivotal role in shaping a yearlong agenda of professional learning opportunities related to assessment for the entire Educator Preparation Provider (EPP). The yearlong assessment agenda included sessions on the assessment rubric provided by the Council for the Accreditation of Educator Preparation (CAEP), strategies to create effective assessment, how to assess for deep learning, and how to use assessment strategies for continuous improvement.

"Granted, the initial goal was to review all of our assessments using the CAEP Assessment Rubric and submit them to CAEP for early instrument review. We believed doing so would ensure that our assessment instruments were of high quality and that the evidence we provide for our 2019 accreditation review would be strong," Funk said. "But, we were excited to learn that this process



Faculty Fellows pictured from left: Karen Kuhel, Leigh Funk, Belinda Edwards, Sohyun An. Not pictured: Melissa Driver.

led to some ongoing conversations among faculty about interesting things they wanted to know about their students and less about preparing for accreditation. This further promoted our efforts to change the reasons we are doing assessment away from the mandatory model to a more organic faculty driven model."

According to Funk, the Assessment Fellows concept worked "very well" and provided her office with valuable feedback. "Through effective assessment, faculty can learn really cool things about their courses, what their students are learning and how we can improve our programs."

"We learned more about what program faculty think about assessment because the Fellows were bringing it to us," she said. "The real benefit is these Fellows are out in the field working with faculty to lessen the anxiety about assessment and to reshape the thinking about assessment, which helps us better understand the challenges faculty face regarding assessment. If we can identify those challenges, it's easier to mitigate them and give faculty the support they need to overcome those challenges."

As a result of its initial success, BCOE Dean Arlinda Eaton agreed to extend the pilot semester of the Assessment Fellows program to a two-year rotating model for Fellows. "We want to continue to bring in faculty who have an interest in assessment," Funk said. "It's all about the effort to increase our level of support with very little money, but we realized there are so many positive benefits."





**IMPACTING LIVES**  
**THROUGH CONTINUOUS**  
**IMPROVEMENT**







# BAGWELL COLLEGE RECEIVES \$3 MILLION GIFT

The new Education Building at Kennesaw State University has a new name – The Chantal and Tommy Bagwell Education Building. The naming of the building and the Bagwell Endowed Chair are in recognition of a multi-million-dollar gift from the couple.

The Board of Regents of the University System of Georgia approved the renaming of the building on March 9. The Bagwells made two generous gifts to the university: a \$2 million naming gift and another \$1 million gift to establish the Bagwell Endowed Chair.

“The generosity of Chantal and Tommy Bagwell will impact the lives of faculty, staff and students in the Bagwell College of Education in perpetuity,” Dean Arlinda Eaton said. “Our students, as a result of the high quality preparation they receive at Kennesaw State University, will then go on to impact the lives of thousands of P-12 students and fellow educators. Having the flexibility to use endowment funds to advance the initiatives of the college at any given time

will ensure our vision that the Bagwell College of Education remains at the forefront of educator preparation.”

Tommy and Chantal Bagwell are the owners of American Proteins Inc., in Cumming, Ga., where Mr. Bagwell has been CEO since 1972. Mr. Bagwell was the charter president of the Forsyth Rotary Club and is a trustee of the Kennesaw State University Foundation. He has also served on the boards of Elachee Nature Center, Lanier Technical College, Brenau University, Gainesville State College, The Carter Center Board of Councilors and as the election observer for the Carter Center in Venezuela and Peru.

“It is with tremendous gratitude that the faculty, staff and students of the Bagwell College of Education accept the generous gift provided by Chantal and Tommy Bagwell,” Eaton said. “We are deeply honored to be the recipients of the longstanding support of the Bagwell family.”

Initially, a portion of the naming gift

will be dedicated to work the college does with its P-12 partners to prepare effective educators to improve student learning. Some of the funding will also be used to create new research opportunities for faculty and students.

“The Bagwell family has a long history of philanthropy and service to Kennesaw State University that began in the 1980s when Mrs. Clarice Bagwell, Mr. Bagwell’s mother, served as a Trustee of Kennesaw State College, supported scholarships, and subsequently made a generous gift to name the college.” Eaton said. “We are so honored by the Bagwells’ continued trust and investment in the Bagwell College of Education as it continues to be a leader in preparing the next generation of teachers and administrators.”

According to Eaton, the Bagwell Endowed Chair position is envisioned to be one that a “distinguished educator” will hold for three to five years. The area of expertise of each endowed chair will be aligned with goals outlined in the college’s strategic plan.





Left to Right: Susan Paraska, William Paraska, Dr. Arlinda J. Eaton and Dr. Mark Anderson

## GENEROSITY TRANSFORMS LIVES

DEE PETERSON-WISE'S PARENTS TAUGHT HER THREE BASIC PRINCIPLES: TO BE HONORABLE, TO BE TRUSTWORTHY AND TO PURSUE A HIGHER EDUCATION BEYOND HIGH SCHOOL.

"As the years passed, I realized the value of these principles and wanted to provide the same opportunity to minority females who have an interest in mathematics to further their education," Peterson-Wise said. "With the increased cost of attending college, I decided it was important to give back to others and provide them the opportunity to excel with a higher education, thus the creation of the Dolores Peterson-Wise Annual Scholarship."



Dee Peterson-Wise

Peterson-Wise would go on to become a math teacher herself before landing a job at IBM. Now, she is paying it forward with a \$5,000 gift to the Bagwell College of Education for the establishment of a scholarship, with preference given to applicants who are African American females who want to be math teachers.

Loraine Lowder, the interim department chair and an assistant professor in the Mechanical Engineering Department, has honored her mother with the creation of a \$5,000 scholarship in the BCOE. Lowder's gift is in honor of Jackie Lowder, who was a middle school math teacher. Lowder's scholarship will support teachers in the STEM (science, technology, engineering and math) disciplines, with a preference for math teachers.

Supporting STEM education and educators was also the

motivation behind a gift from Susan and William Paraska, who established a \$25,000 endowed scholarship for candidates preparing to teach in the STEM fields or students studying STEM disciplines in the Bagwell College or the College of Science and Mathematics.

"These gifts are very important because there is a shortage of STEM teachers," said BCOE Dean Arlinda Eaton. "In the Bagwell College of Education, we are committed to preparing competent, capable STEM teachers who can help students develop into critical thinkers who become the next generation of innovators."

The college was also the recipient of a \$25,000 endowed lecture series pledge from Dr. and Mrs. Earl "Doc" Holliday. The couple's gift will support a lecture series in the Department of Educational Leadership that will focus on the topic of at-risk students and families. Holliday is a professor emeritus in the Bagwell College.

"We are grateful for each and every gift to the Bagwell College of Education," Eaton said. "These gifts and others like them help support our mission to prepare educators to improve student learning through innovative teaching, purposeful research and engaged service. I believe these gifts are a strong indicator of the quality of our programs and the impact our graduates are making on the lives of those they serve."



# Thanking Our Donors for Their Generosity

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Foundation, Inc.

### **\$25,000 - \$50,000**

Dr. & Mrs. H. E. "Doc" Holliday  
Mr. Barry Hyman  
Mr. & Mrs. William Paraska

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# 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	\$500,000
Courtyard	\$250,000

## Instructional Support

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

## Research Support

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

## Center of Excellence

Academy for Language and Literacy (formerly, 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

For Information on naming opportunities, please contact Debra Day at [dday13@kennesaw.edu](mailto:dday13@kennesaw.edu).

\* College Naming Gift: Clarice C. and Leland H. Bagwell College of Education  
 Building Naming Gift: Chantal and Tommy Bagwell Education Building  
 Endowed Chair of Early Childhood Education funded by the Goizueta Foundation  
 Endowed Chair of Education funded by Chantal and Tommy Bagwell  
 Director's Office, Center for Literacy and Learning, funded by Dr. Debra Coffey





**IMPACTING LIVES**  
**THROUGH STUDENTS**  
**AND ALUMNI**



# FEATURED



## BCOE STUDENT PARTNERS WITH ROCK LEGEND TO HELP TEENS WITH CANCER

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**Sarah Stream** – a 2016 middle grades education graduate – never expected one of the worst things that ever happened to her to turn into one of the best things that ever happened to her. Diagnosed with a brain tumor in high school, her battle with cancer would gain her an abiding friendship with an iconic rock star and lead her to become an advocate for teenage cancer patients. Today, Stream celebrates her good health and the charity work she does with **The Who** frontman **Roger Daltrey**.

Stream suffered a grand mal seizure in her sophomore year. An MRI revealed a slow growing, small brain tumor. "I needed surgery, but they didn't want to jump right in because it was located in the language center of my brain," Stream said.

She had her first surgery in March 2010, to implant a sheet of electrodes where the tumor was located. During a week in the hospital, the doctors would have her read aloud to stimulate the electrodes, so they could map how her language was affected when stimulated. "My next surgery, they took out the map and took out the tumor, and I've been cancer- and

seizure-free ever since," she said.

Before her first surgery, Stream and her father had tickets for The Who concert in Nashville. Knowing his daughter was a "die-hard fan," Stream's father jumped on one of the band's message boards asking if Roger (lead singer) might say hello to her. The legendary British rocker did more than that. Stream got to meet Daltrey.

"He told me about his foundation that is focused on improving the lives of teen cancer patients." Recognizing a gap in the health care system in England, Daltrey is co-founder of Teenage Cancer Trust, which works to provide specialized care in an age-appropriate environment for teens battling cancer.

"We formed Teen Cancer America and opened our first unit specifically for treatment of teen cancer patients at UCLA in 2011," Stream said. "We have a well-formed charity and 10 units in the U.S." Since the formation of the charity, Stream has accompanied Daltrey to press conferences, a speech at the National Press Club, and an appearance on C-SPAN.



# STUDENTS

## THE CLASSROOM IS HER STAGE

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**Aja** (*pronounced Asia*) **Moore** thought she knew exactly what she wanted to do after graduation from Kennesaw State University. The elementary and early childhood education major didn't want to spend her days in front of a classroom; instead, she dreamt of a career inside the ropes of a WWE wrestling ring. "That dream has subsided slightly," Moore confessed. "I wanted to be a wrestler because I want to be an entertainer, but with student teaching, I was performing every day."

Last fall, Moore was a student teacher at the Country Day School in Costa Rica, where she taught middle grades science. "Student teaching in Costa Rica really opened my eyes to teaching abroad," she said. "I really liked being in an environment teaching science where you can actually see a volcano outside the classroom window."

During her time in Costa Rica, the former gymnast also helped found a cheer gym whose team went on to win a national championship. "That was another reason I wanted to be a wrestler. I could use all of my gymnastics skills and I didn't want to lose my



cheerleading skills or my flexibility," Moore said.

Moore's faculty advisor, Kimberly Loomis, professor of science education in the Department of Secondary and Middle Grades Education, said Moore was "magic" with her students. "She had a natural instinct about the kids," Loomis said. "It wasn't about, 'did I cover everything I needed to cover today,' but rather, 'did the students learn what they needed to learn?'" Loomis called Moore's instructional decisions "gold," and referenced her original "rock cycle" song set to the tune of "Watch Me (Whip/Nae Nae)" by Silento. "I love music, and I know students love music, too," Moore said. "Music is universal."

After a successful stint student teaching, Moore was offered a permanent position at the Country Day School beginning in August. "I want to refocus my attention on performing for my students," Moore said. "I've already talked to other teachers about making my classroom WWE-themed. I don't want to be a good teacher; I want to be an extraordinary teacher."



## MR. CHRISTOPHER RAGSDALE

**Mr. Ragsdale** was one of three recipients of the **2015 KSU Distinguished Alumni Award** presented at a ceremony in October 2015. This award program was established in 1992 to recognize Kennesaw State's most accomplished graduates. A distinguished alumnus/a is described as "one who promotes the ideals and mission of Kennesaw State University and who demonstrates distinguished achievement in his or her chosen field at a local, regional or national level, adding to the prominence of the university."

Ragsdale, a 2015 summa cum laude graduate of the M.Ed. in educational leadership program, earned his bachelor of science degree in information systems at KSU in 1992. He serves as superintendent of the Cobb County School District, the second largest school system in Georgia and the 24th largest system in the nation. He oversees the day-to-day operations of an enrollment of more than 112,000 students and is responsible for an operating budget approaching \$1 billion.

He joined the Cobb County School District in 2006 as chief technology officer and assumed the role of deputy superintendent for operations in 2011 before becoming superintendent in 2014.

Prior to joining Cobb County, he was chief information officer for Paulding County Schools and worked in network and database management for Bellsouth (AT&T) and IBM.



## MS. ASHLEY CHUPP

**Ms. Chupp** is the **2015-16 Cartersville City Schools Teacher of the Year**. A teacher at Cartersville Middle School, Chupp chose Kennesaw State University for her bachelor's degree in middle grades education (2008) and a master's degree in instructional technology with an ESOL endorsement (2012).

Her principal, Jeff Hogan, was Chupp's coach in middle school and referred to his former student and current colleague as an incredible teacher. "She pours so much of herself into what she does, especially working with English language learners," Hogan said. "She's a leader on our staff and she's phenomenal – very deserving."

Chupp said she was shocked and excited to receive the district teacher of the year recognition. "I was very honored and thankful to everyone who supported me," she said. In her ninth year of teaching, Chupp taught mathematics and social studies before assuming her present role as the middle school English for Speakers of Other Languages teacher in 2013.

She knew from the start that she wanted to teach middle school students. "Being a struggling student myself, in addition to being extremely shy and unwilling to step out of my comfort zone, I knew there was a need for teachers who understood these struggles," she said. "Having inspirational and patient teachers gave me the confidence to grow



# ALUMNI

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academically.” Chupp said that she struggled academically until her eighth grade mathematics teacher provided a turning point in her life. “She encouraged me to do my best and most of all, she believed in me,” she said. “My experiences made me want to be a teacher that understood the struggles students have with academics.”

Chupp serves on the 2016-17 Leadership Team at her school and has served as a mentor for new teachers. She is captain of the school’s Relay for Life Team that raises money for the American Cancer Society, and she volunteers with the VOICE – a non-profit organization that actively works to break the silence and cycle of child sexual abuse.



## MR. VICTOR HOLMES

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**Mr. Holmes** was named **2015-16 Paulding County School District Teacher of the Year**. Originally from New York, Holmes made Georgia his home after being stationed at the Naval Air Station (NAS Atlanta) in Cobb County. He served his country for 20 years, and one of his tours was as a naval instructor. A master training specialist, Holmes enjoyed teaching and felt the desire to make it his career when he left the navy.

A science and mathematics teacher at Lena Mae Moses Middle School, Holmes earned a bachelor of science degree in middle grades education from KSU – summa cum laude – in 2006 and returned to KSU to earn a master of education degree in adolescent education in 2013. He went to Moses Middle School to do his student teaching and never left. No stranger to recognition for his teaching skills, Holmes was awarded Student Teacher of the Year from KSU and New Teacher of the Year for Moses Middle School.

From the beginning, Holmes wanted to teach middle school students. “I believe middle grades is the turning point for students, and I felt I would have the most impact in those grades,” he said. For Holmes, teaching is not a Monday through Friday job. “Every time I travel, I always look for real world examples that I can bring to the classroom. For instance, this summer I took a trip to Yellowstone, which is full of real world examples that I can share in my Earth Science class.”

Holmes wants his students to understand the importance of education, and he tries to make learning fun. He is a facilitator of the school’s Student Council and a member of the Instructional Design Team and the Curriculum Review and Revision Team.



## MS. JULIE PINTO

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**Ms. Julie Pinto**, Marietta High School mathematics teacher, was named the **2015-16 Marietta School District Teacher of the Year**. She received an undergraduate degree in secondary mathematics education from Kennesaw State University in 2002 and returned to KSU for her master’s, which was awarded in 2006.

She has spent her entire career at Marietta High School teaching mathematics. Pinto has

been serving as the chairperson of the ninth grade Mathematics Professional Learning Community (PLC) since 2008, and is presently the Schoolwide Enhanced PLC Chairperson. She's the advisor for the National Honor Society and sponsors the Math Honor Society. She partners with her alma mater to supervise student teachers and mentors new mathematics teachers.

Pinto's career has been defined by service and relationships. It is easy to see why she was awarded the 2008 Marietta High School Yearbook Dedication. She has an "infectious passion" for mathematics. "Teaching is about building relationships with students as you work together to learn," she said. "I want students to experience mathematics and not just see it as a series of algorithms to memorize, but instead view it as a tool to solve problems and make sense of the world around us." She believes that every student has a story and needs someone on their side. Pinto describes teaching as a partnership between teacher and student. She emphasizes the importance of students knowing that a teacher is there to help them succeed.



## MS. RACHEL WASSERMAN

Ms. Wasserman was honored by the **Georgia Association of Elementary School Principals (GAESP)** as the **Georgia 2016 National Distinguished Assistant Principal**. GAESP Executive Director Hal Beaver made the surprise announcement in the Woodstock Elementary School gym full of cheering students and teachers and presented Wasserman with a \$500 check. "You have been chosen by your peers because you exemplify educational leadership of the highest quality," he said.

Superintendent of Cherokee County Schools Dr. Brian V. Hightower attended and said, "Assistant Principal Wasserman is a dynamic leader who has earned the respect of colleagues at the school, the district, and statewide."

Wasserman has served in her current administrative role for two years. A successful classroom teacher prior to that time, she was named 2013-14 Teacher of the Year at Woodstock Elementary School. Principal Kim Montalbano described Wasserman as a cheerleader for children. "She is positive, innovative and a true professional," Montalbano said. "She strives to maintain an extraordinarily positive school climate that ultimately promotes student learning."

Wasserman, a summa cum laude graduate, received her M.Ed. in Elementary Education at KSU in 2009 and returned for her Ed.S. in Educational Leadership for Learning, awarded in 2016. She is enrolled in the KSU Educational Leadership doctoral program currently. When asked why she chose to lead, her response was, "I lead so that I can make an impact on teachers so they can, in turn, make an impact on their students. I lead so that I can inspire, motivate and challenge teachers so they can, in turn, inspire, motivate and challenge their students. I want my legacy to be that I made an impact on a teacher."



## 2016 HONORS

### CELEBRATION AWARDEES

Each year, faculty in the Clarice C. and Leland H. Bagwell College of Education select an outstanding student from each program based on distinguished achievements in the major field (including having earned an exceptional GPA), extraordinary leadership, and notable accomplishments in extracurricular, civic, or professional activities.

Each student honoree selects a faculty member to honor who has encouraged his/her professional growth and inspired his/her passion for education.

The Honors Celebration takes place in the spring. Once again, we honor these stellar students and educators.

#### UNDERGRADUATE

##### Bachelor of Science in Early Childhood Education B-K

**Alisha Slieff**

*Faculty Honoree: Dr. Douglas Bell*

##### Bachelor of Science in Early Childhood Education P-5

**Hannah Alexander**

*Faculty Honoree: Dr. Charlease Kelly-Jackson*

##### Bachelor of Science in Early Childhood Education P-5

**Rachel Benhart**

*Faculty Honoree: Dr. Neporcha Cone*

##### Bachelor of Science in Early Childhood Education P-5

**Medina Dzhic**

*Faculty Honoree: Dr. Sanjuana Rodriguez*

##### Bachelor of Science in Early Childhood Education P-5

**Olivia Theodore**

*Faculty Honoree: Dr. Charlease Kelly-Jackson*

##### Bachelor of Science in Middle Grades Education

**Abigail NeSmith**

*Faculty Honoree: Dr. Kim Loomis*

#### GRADUATE HONOREES

##### Master of Arts in Teaching

**Annie Jean Bolton**

*Faculty Honoree: Dr. Darren Crovitz*

##### Master of Arts in Teaching

**Megan A. DeVoss**

*Faculty Honoree: Dr. Karen Kuhel*

##### Master of Education in Early Childhood Education

**Elise Marie McDonald**

*Faculty Honoree: Dr. Lee Langub*

##### Master of Education in Instructional Technology

**Sean Paul Lewis**

*Faculty Honoree: Ms. Amy Vitala*



##### Master of Education in Middle Grades Education

**Laura Stell**

*Faculty Honoree: Dr. Wendy Sanchez*

##### Master of Education in Secondary Education

**Meri Laird Cain**

*Faculty Honoree: Dr. Michelle Head*

##### Master of Education in Teacher Leadership

**Angela Sterrett**

*Faculty Honoree: Dr. Kimberly Gray*

##### Master of Education in TESOL

**Jan Anglade**

*Faculty Honoree: Dr. Felice Russell*

##### Education Specialist in Middle Grades Education

**Sharme Ridley**

*Faculty Honoree: Dr. Nita Paris*

##### Education Specialist in Secondary Education

**Amanda Davis Edwards**

*Faculty Honoree: Dr. Nita Paris*

##### Education Specialist in Instructional Technology

**Larry D. Singleton**

*Faculty Honoree: Ms. Kathryn Shields*

##### Education Specialist in Teacher Leadership

**Michelle Swyers Mitchell**

*Faculty Honoree: Dr. Kimberly Gray*

##### Doctor of Education in Educational Leadership

**Debra Murdock**

*Faculty Honoree: Dr. Mary Chandler*

##### Doctor of Education in Instructional Technology

**Dr. Ingle M. Larkin**

*Faculty Honoree: Dr. Laurie Brantley-Dias*

##### Doctor of Education in Teacher Leadership for Learning

**Dr. Whitney Talbert Spooner**

*Faculty Honoree: Dr. Scott Ritchie*

## ALUMNI RECEIVE HONORS

# 2015-2016 TEACHERS OF THE YEAR

### CARTERSVILLE CITY SCHOOLS

**Ashley Chupp, District Teacher of the Year**

Tiffany Townsend, Cartersville Elementary School

### CHEROKEE COUNTY SCHOOL DISTRICT

Dawn Barrett, Bascomb Elementary School

Debbie Brown, Little River Elementary School

Audrey Craig, Carmel Elementary School

Pam Davis, Canton Elementary STEM Academy

Christy Flynn, Sequoyah High School

Kimberly Forrester, Holly Springs Elementary  
STEM Academy

Allison Fuss, Arnold Mill Elementary School

Stacy W. Kennedy, Dean Rusk Middle School

Laura Lathem, Macedonia Elementary School

Jeremy Law, Teasley Middle School

Jennifer McIntosh, Clark Creek Elementary  
STEM Academy

Angela Mentzel, E.T. Booth Middle School

Brandi Miller, Woodstock Middle School

Stephanie Norris, Creekview High School

Henley Sawicki, River Ridge High School

Becky Stodola, Mill Creek Middle School

Brandy Thierry, Liberty Elementary School

Sarah Weiss, Hasty Elementary Fine Arts Academy

Trayce Williams, Avery Elementary School

### COBB COUNTY SCHOOL DISTRICT

Paulette Allard, Harrison High School

Lynn Boykin, East Cobb Middle School

Alyssa Brantley, Timber Ridge Elementary School

Kaylene Brooks, Teasley Elementary School

Samantha Brown, Hollydale Elementary School

Quanta Brown, Lindley Sixth Grade Academy

Jill Clark, Garrison Mill Elementary School

Lindsay Corris, Hayes Elementary School

Lisa Darrow, Davis Elementary School

Michele Dunn, Kennesaw Elementary School

Alison Fridborg, Lost Mountain Middle School

Allison Gurski, Pickett's Mill Elementary School

Amber Henning, Smyrna Elementary School

Blair Ivey, Bullard Elementary School

Faye Keen, Bryant Elementary School

Amanda Lassiter, Frey Elementary School

Kyla McRorie, Acworth Elementary School

Cecily Merchant, Sedalia Park Elementary School

Kathy Peters, Simpson Middle School

Sarah Rabun, Griffin Middle School

Erin Renna, Varner Elementary School

Lindsay Robichaux, Big Shanty Elementary School

Michelle Svagdis, Sope Creek Elementary School

Robin Wann, Mabry Middle School

Kelley Williams, Keheley Elementary School

Cynthia Wood, Nickajack Elementary School

Debra Yesner, Pine Mountain Middle School

### DOUGLAS COUNTY SCHOOL DISTRICT

Amanda Kirk, Sweetwater Elementary School

### MARIETTA CITY SCHOOLS

**Julie Pinto, District Teacher of the Year**

### PAULDING COUNTY SCHOOL DISTRICT

**Victor Holmes, District Teacher of the Year**

Maggie Arnold, Herschel Jones Middle School

Rhonda Braswell, Allgood Elementary School

Brenda Carney, Shelton Elementary School

Sherri Cheshire, Abney Elementary

Jamie Griffith, Ragsdale Elementary

Victor Holmes, Moses Middle School

Allison Jones, Northside Elementary

Dave Senecal, P.B. Ritch Middle School

Michelle Taisee, Paulding County High School

Debbie Trawick, McClure Middle School

Laura Wallace, Dallas Elementary School



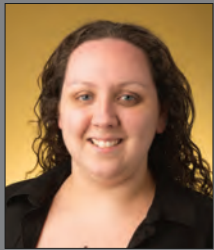




**IMPACTING LIVES  
THROUGH FACULTY  
AND STAFF**



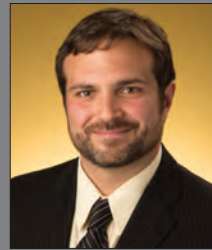
# WELCOME NEW FACULTY AND ADMINISTRATORS



**ANN BENNETT, PH.D.**  
Assistant Professor  
Secondary & Middle Grades  
Education



**MELISSA DRIVER, PH.D.**  
Assistant Professor  
Inclusive Education



**ALBERT JIMENEZ, PH.D.**  
Assistant Professor  
Educational Leadership



**ARVIN JOHNSON, PH.D.**  
Assistant Professor  
Educational Leadership



**JIHYE KIM, PH.D.**  
Assistant Professor  
Secondary & Middle Grades  
Education



**CAMILLE SUTTON-  
BROWN-FOX, PH.D.**  
Assistant Professor  
Elementary & Early Childhood  
Education



**NATASHA  
THORNTON, PH.D.**  
Assistant Professor  
Elementary & Early Childhood  
Education

# FACULTY ADMINISTRATORS



**KRISTY BROWN, ED.D.**  
Director  
Center for Education Placements  
& Partnerships



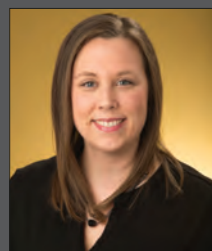
**M. LEIGH FUNK, PH.D.**  
Associate Dean for Assessment  
& Accreditation



**DIANA GREGORY, PH.D.**  
Department Chair  
Inclusive Education



**BINBIN JIANG, ED.D.**  
Director  
Global Engagement



**STEPHANE STEPHENS, M.ED.**  
Director  
iTeach



**R. UGENA WHITLOCK, PH.D.**  
Chair  
Educational Leadership



# 2015-2016 FACULTY AND STAFF RECOGNITION

## SCHOLARSHIP AND PROGRAM RECOGNITION

### Faculty Receive GERA Distinguished Research Paper Award



**Dr. Toni Strieker** (Professor, BCOE-SMGE), **Dr. Neporcha Cone** (Associate Professor, BCOE-EECE), **Dr. Daphne Hubbard** (Associate Professor, BCOE-SMGE), **Dr. Megan Adams** (Assistant Professor, BCOE-SMGE), and former KSU faculty **Dr. Woong Lim** (Assistant Professor, BCOE-SMGE), and **Dr. Cherry Steffen** (Associate Professor, BCOE-EECE) received the *Distinguished Research Paper Award* from the Georgia Educational Research Association (GERA) for Promising Practices for Supervisors of Teacher Candidates Enrolled in Yearlong, Co-taught Clinical Experiences. The award was presented at the GERA Annual Conference in Savannah, Georgia in October of 2015.

### Kennesaw State Recognized by National Consortium for Excellence in Online Learning

As a leader in online learning, Kennesaw State University was recognized for excellence in faculty development by the Online Learning Consortium (OLC), the leading professional organization devoted to advancing quality online learning. The OLC honored KSU with the “Excellence in Faculty Development Award” for the KSU Online Teaching Certification, citing its large-scale effectiveness, excellent use of quantitative data, and its flexibility in offering faculty multiple ways to earn certification.

Bagwell College of Education Associate Professor of Instructional Technology Julie Moore and Instructional Designer Jordan Cameron accepted the award on behalf of the university

at the 21st Annual Online Learning Consortium International Conference in Orlando, FL.

Kennesaw State's Distance Learning Center (DLC) and Center for Excellence in Teaching and Learning (CETL) collaborated with colleges within KSU to provide the university-wide faculty development training. Kennesaw State established the KSU Online Teaching Certification to support faculty and assist in online course development. Nearly 450 Kennesaw State faculty members teach approximately 5,000 online courses.

## 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) received the Faculty Career Service Award from the KSU Department of Career Planning and Development. On a 2014-2015 graduation survey, Dr. An was named most frequently by students as the faculty member who cares about students' careers. She is a member of the editorial review board for the *Journal of Curriculum and Pedagogy*. She serves on the advisory board of Resono Children Center, a nonprofit organization for immigrant children and families in Georgia.

**Dr. Barry Bogan** (Associate Professor, BCOE-EECE) was selected by students as the 2015-2016 recipient of the Faculty Career Advisor Award for the Bagwell College of Education. This award is given annually by the KSU Department of Career Planning and Development using data obtained from a survey of graduating seniors.

**Dr. Laurie Brantley-Dias** (Associate Professor, BCOE-IT) served as guest co-editor for two special issues of the *International Journal of Designs for Learning* published by the Association for Educational Communications and Technology.

**Dr. Susan B. Brown** (Professor, BCOE-INED) represented institutions of higher education in Georgia on the Georgia Department of Education State Advisory Panel for Special Education (SAP).

**Dr. Kadian M. Callahan** (Associate Professor; CSM-MATH) was selected as one of 15 Governor's Teaching Fellows for 2016 after a highly competitive statewide application and selection process. The Governor's Teaching Fellows Program provides Georgia's higher education faculty with expanded opportunities for developing important teaching skills. Dr. Callahan also serves as a Faculty Fellow for Teaching and Learning Innovation in KSU's Center for Excellence in Teaching and Learning (CETL).

**Dr. Mary Chandler** (Associate Professor; BCOE-EDL) is the president of the International Society for Educational Planning. She also serves as the president of the Southern Regional Council on Educational Leadership.

**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 is secretary of the Teacher Education Division and the College Literacy Division for the Association of Literacy Educators and Researchers, as well as chair-elect for the Clinical Research and Practice Division. She served as vice president of research and as the foundation representative for the Kennesaw Mountain Chapter of Phi Delta Kappa until December 2015.

**Dr. Brian Culp** (Associate Professor; WCHHS-HPE) was accepted into the Fulbright Specialist Program of the U.S. Department of State. He serves as vice president of the National Association for Kinesiology in Higher Education (NAKHE) and was also appointed 2017 NAKHE Delphine Hanna Lecturer.

**Dr. Michael Dias** (Associate Professor; CSM-EEOB) received the John Shrum Award for Excellence in the Education of Science Teachers from the Southeastern Association for Science Teacher Education.

**Dr. Melissa Driver** (Assistant Professor; BCOE-INED) was one of four 2015 recipients of a national award from the Council for Exceptional Children Division for Research. Dr. Driver received the Student Research Award in the Mixed Methods Research Category.

**Dr. Arlinda Eaton** (Dean, BCOE) serves on the Executive Board of the American Association of Colleges for Teacher Education (AACTE) and is a member of AACTE's Committee on Professional Preparation and Accountability. She serves as the Region II representative of the executive committee of the Teacher Education Council of State Colleges and Universities (TECSCU) and as a member of the governing board of The Renaissance Group (TRG). Dean Eaton is the immediate past president of the Georgia Association of Colleges for Teacher Education (GACTE). Also, she is a member of the Georgia Professional Standards Commission's CAEP Task Force.

**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 2016 conference program co-chair.

**Dr. Brian Gillis** (Associate Professor; BCOE-SMGE) serves on the board of

directors for the Assembly on Literature for Adolescents of the National Council of Teachers of English Assembly on Literature for Adolescents (ALAN).

**Dr. Paula Guerra** (Assistant Professor; BCOE-EECE) is a board member for the Research in Mathematics Education Special Interest Group (SIG-RME) of the American Educational Research Association (AERA).

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

**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 editorial board for the *Journal of Urban Learning, Teaching and Research* and on the board of directors of the Chinese American Educational Research Association.

**Dr. Elizabeth Johnson** (Part-Time Assistant Professor; BCOE-SMGE) received a \$500 award from the KSU Foundation for Distinguished Part-Time Teaching. Dr. Johnson has taught in the Bagwell College of Education since 2003 and is the first recipient of this newly implemented KSU Foundation award.

**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. Charlease Kelly-Jackson** (Associate Professor, BCOE-EECE) serves on the Distinguished Clinician in Teacher Education Panel for the Association of Teacher Educators (ATE). Through a competitive process, she was selected as a 2016 ATE Clinical Practice Fellow, a professional program that is held for teacher educators who have a strong research interest in clinical practice.

**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) was the program co-chair for the 2016 Society for Information Technology and Teacher Education (SITE) International Conference held in Savannah, Ga. in March 2016. She also serves as chair of the SITE Early Childhood Education Special Interest Group and as a member of the SITE Teacher Education Council.

**Dr. Anissa Lokey-Vega** (Associate Professor, BCOE-IT) was the 2015 Kennesaw State University nominee for the University System of Georgia's *Online Teaching Award*. She served as co-editor of a special issue of *Online Learning* that was published in December 2015.

**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 she is the co-coordinator for the CIELO Symposium on Curriculum and Instruction. Dr. Munson is a member of the Cobb County School District Visual Arts Advisory Board and serves on the steering committee for the Cobb Education Leadership Consortium.

**Dr. Kandice Porter** (Associate Professor & Department Chair, WCHHS-HPE) was the recipient of the *Health Education Professional of the Year Award* from the Southern District of SHAPE (Society of Health and Physical Educators).

**Dr. Scott Ritchie** (Associate Professor, BCOE-EECE) serves on the Planning Committee for the 2017 Southeastern Women's Studies Association Conference. He is on the executive board of the Center for the Expansion of Language and Thinking (CELT), on the steering committee of the National Council of Teachers of English's (NCTE's) Elementary Section, and on the Advisory Committee of the Lesbian, Gay, Bisexual, and Transgender Issues in Academic Studies. He is an editorial review board member of *Language Arts Journal* and *Journal of Children's Literature*.

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

**Dr. Desha Williams** (Associate Professor, BCOE-SMGE) served as the chair of the 2016 National Council of Teachers of Mathematics Annual Meeting and Exposition Program Committee. She also serves on NCTM's Board of Directors.

**Dr. Jo Williamson's** (Associate Professor, BCOE-IT) book – *Effective Digital Learning Environments: Your Guide to the ISTE Standards for Coaches* – was selected for an online book study by the Technology Coaches Professional Learning Network. Held in April and May, the book study attracted more than 250 participants.

## KSU & BCOE STAFF RECOGNITION



**Ms. Patricia Beardsley**  
(Administrative Associate) is the 2016 recipient of the **Bagwell College of Education Distinguished Staff Award**. Ms.

Beardsley has been with KSU for nine years and provides our students, faculty, staff and visitors with exceptional service in the Education Student Services office. Her co-workers describe her as “the cheerful face, heart and backbone of our office,” and as “the model of exemplary customer service.” The award was presented by Dr. Arlinda J. Eaton, Dean, at the 2016 Bagwell College of Education Staff Appreciation Reception.

### Abbreviation Key:

- BCOE** = Bagwell College of Education
- EECE** = Elementary and Early Childhood Education
- EDL** = Educational Leadership
- INED** = Inclusive Education
- IT** = Instructional Technology
- SMGE** = Secondary and Middle Grades Education
- CCOB** = Coles College of Business
- CETL** = Center for Excellence in Teaching and Learning
- CHSS** = College of Humanities and Social Sciences
- ENG** = English
- FL** = Foreign Language
- HIS** = History
- COTA** = College of the Arts
- AD** = Art and Design
- MU** = Music
- CSM** = College of Science and Mathematics
- CB** = Chemistry and Biochemistry
- EEOB** = Ecology, Evolution and Organismal Biology
- MATH** = Mathematics
- OWL** = Owlteach
- PHY** = Physics
- SAS** = Statistics and Analytical Science
- WCHHS** = WellStar College of Health and Human Services
- ESSM** = Exercise Science & Sport Management
- HPE** = Health Promotion & Physical Education

## 2015-2016

# GRANTS AND AWARDS

### EXTERNAL FUNDING

#### Principal Investigators:

**Dr. David Rosengrant**, Associate Professor; CSM-EEOB  
**Dr. B. A. Criswell**, Clinical Assistant Professor; University of Kentucky  
**Dr. Taha Mzoughi**, Professor; CSM-PHY  
**Dr. Adrian Epps**, Associate Dean, CSM, & ATOMS Center Director  
**Dr. Donna Whiting**, CEISMC, Georgia Institute of Technology

#### Project Title:

Recruiting and Retaining Teachers in Physics and Chemistry

#### Funding Agency:

National Science Foundation-Robert Noyce Scholarship PGM

Award: \$2,841,528

#### Principal Investigators:

**Dr. Michelle Dean**, Assistant Professor; CSM-CB  
**Dr. Meltem Alemdar**, CEISMC, Georgia Institute of Technology  
**Dr. David Rosengrant**, Associate Professor; CSM-CP

#### 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-BP  
**Dr. Brendan Callahan**, Assistant Professor; CSM-BP  
**Dr. Neporcha Cone**, Associate Professor; BCOE-EECE

#### Project Title:

TELBio: Teaching English Learners Biology

#### Funding Agency:

National Science Foundation

Award: \$1,198,244

#### Principal Investigators:

**Dr. Charleese Kelly-Jackson**, Associate Professor; BCOE-EECE  
**Dr. Brendan Callahan**, Assistant Professor; CSM-EEOB  
**Dr. Kadian Callahan**, Associate Professor; CSM-MATH

#### Project Title:

Northwest Georgia Mathematics & Science Education Partnership

#### Funding Agency:

Georgia Department of Education

Award: \$1,189,656

#### Principal Investigator:

**Dr. Neporcha Cone**, Associate Professor; BCOE-EECE

#### Project Co-Directors:

**Dr. Patricia Bullock**, Associate Professor; BCOE-EECE  
**Dr. Corrie Davis**, Associate Professor; BCOE-EECE

#### Project Title:

EMPEST: Empowering ELLs through Effective Science Teaching

#### Funding Agency:

National Science Foundation

Award: \$464,392

#### 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 Fellowship Program

#### Funding Agency:

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

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. Kim Gardner**, Associate Professor; CSM-SAS  
**Dr. Kadian Callahan**, Associate Professor; CSM-MATH  
**Dr. Barry Bogan**, Associate Professor; BCOE-EECE

#### Project Title:

Collaborative for Advancing Mathematical Proficiency (CAMP)

#### Funding Agency:

Improving Teacher Quality State Grant

Award: \$53,203

#### Principal Investigators:

**Dr. Kim Gardner**, Associate Professor; CSM-SAS  
**Dr. Barry Bogan**, Associate Professor; BCOE-EECE  
**Dr. Kadian Callahan**, Associate Professor; CSM-MATH

#### Project Title:

Collaborative for Advancing Mathematical Proficiency (CAMP Part II)

#### Funding Agency:



Improving Teacher Quality State Grant  
**Award:** \$51,833

**Principal Investigators:**

**Dr. Charlease Kelly-Jackson**, Associate Professor; BCOE-EECE  
**Dr. Anton Puvirajah**, Clinical Assistant Professor; CSM-OWL

**Project Title:**

3D Science in the Schoolyard: Building Capacity for the Next Generation

**Funding Agency:**

Improving Teacher Quality State Grant

**Award:** \$46,446

**Principal Investigators:**

**Dr. Anton Puvirajah**, Clinical Assistant Professor; CSM-OWL  
**Dr. Laurie Brantley-Dias**, Associate Professor; BCOE-IT  
**Dr. Donna Barrett-Williams**, STEM Director; Fulton County Schools

**Project Title:**

Integrating Elementary Physical Science and Mathematics

**Funding Agency:**

Improving Teacher Quality State Grant

**Award:** \$34,507

**Principal Investigators:**

**Dr. Olaia Fontal**, Associate Professor; University of Valladolid (UVa), Spain  
**Dr. Alex Ibáñez**, Associate Professor; University of the Basque Country, Spain

**Methodologist:**

**Dr. Iván Jorrín-Abellán**, Associate Professor; BCOE-SMGE

**Project Title:**

To Know, Understand, Respect, and Value Cultural Heritage: The Evaluation of Learning in Heritage Education Programs Focused on Awareness Processes, Recovery and Socialization of Cultural Heritage

**Funding Agency:**

Spanish Ministry of Economy and Competitiveness Project:  
EDU2015-65716-c2-1-R

**Award:** \$27,588

**Principal Investigator:**

**Ms. Susan Collins**, Senior Lecturer; BCOE-EECE

**Project Title:**

STEM Summer Camp for Paulding County Elementary Students

**Funding Agencies:**

Greystone Power and Cobb EMC

**Award:** \$15,000

**Principal Investigator:**

**Ms. Susan Collins**, Senior Lecturer; BCOE-EECE

**Project Title:**

STEM Paulding County Elementary School Family Nights

**Funding Agency:**

AT&T

**Award:** \$4,500

**Principal Investigator:**

**Dr. Anita VanBrackle**, Professor; BCOE-EECE & Director; Paulding Learning Site,

**Project Co-Directors:**

Mr. Dalton Lemelle, Recruiting & Retention Program Manager

Ms. Charlotte Hiles, Administrative Specialist V

**Project Title:**

Community Connections

**Funding Agency:**

Children's Foundation of Paulding

**Award:** \$2,000



## KENNESAW STATE UNIVERSITY FUNDING

**Dr. Mary Chandler** (Associate Professor; BCOE-EDL) and **Dr. Deborah Roebuck** (Professor; CCOB) - \$10,000 from the Office of the Vice President for Research (OVPR) Pilot/Seed Grant to attract external funding for Transforming Leader Behavior through Coaching.

**Dr. Debra Coffey** (Associate Professor; BCOE-EECE) - \$750 "Year of Russia Module Award" from the KSU Division of Global Affairs.

**Ms. Susan Collins** (Senior Lecturer; BCOE-EECE) - \$5,000 from the Office of the Vice President for Research (OVPR) to fund the Carreta Experiential Research Sea Turtle Conservation Project at Wassaw Island, GA.

**Dr. Melissa K. Driver** (Assistant Professor; BCOE-INED) - \$7,679 CETL Award, Incentive Funding for Scholarship & Creative Activity to support a randomized control trial aimed at improving culturally and linguistically diverse students' word-problem solving.

**Dr. Yanghee Kim** (Associate Professor; BCOE-EECE) - \$2,400 Strategic Internationalization Grant from the Division of Global Affairs for "School Barriers to Minority Parental Involvement in Hong Kong."

## BAGWELL COLLEGE OF EDUCATION FUNDING RESEARCH/SCHOLARSHIP AWARDS

**Dr. Sohyun An** (Assistant Professor; BCOE-EECE) - \$2,500 to fund "Elementary Teacher Education for Social Studies in the Age of edTPA."

**Dr. Melissa Driver** (Assistant Professor; BCOE-INED) - \$2,500 to fund "Culturally and Linguistically Responsive Word-Problem Instruction."

**Dr. Jihye Kim** (Assistant Professor; BCOE-SMGE) - \$2,500 to fund "Effect of Mental Health Screening on Students' Academic Performance over Four Years: A Latent Class Growth Analysis."

**Dr. Marrielle Myers** (Assistant Professor; BCOE-EECE) - \$2,500 to fund "Bridging the Gap: Preparing Pre-service Teachers to Teach in Diverse Classrooms."

**Dr. Felice Russell** (Assistant Professor; BCOE-INED) - \$2,500 to fund "Making Sense of Co-Teaching: A Case Study of Elementary ESOL and Mainstream Teachers' Collaborative Work."

# FACULTY SCHOLARSHIP - PUBLICATIONS

## BAGWELL COLLEGE OF EDUCATION

### BOOKS

**Coffey, D. J., & Snyder, A. F.** (2015). *Exploring research for effective instruction in the elementary grades*. Dubuque, IA: Kendall Hunt Publishing.

**King-McKenzie, E. L.** (2015). *Social studies: Seeking a place in the pedagogical wilderness*. Dubuque, IA: Kendall Hunt Publishing.

**Simpson, J., & Adams, M. G.** (2015). *Understanding gifted adolescents: Accepting the exceptional*. Lanham, MD: Lexington Books.

**Williamson, J.** (2015). *Effective digital learning environments: Your guide to the ISTE standards for coaches*. Eugene, OR: International Society for Technology in Education (ISTE). ISBN:9781564843678

### BOOK CHAPTERS

**Guerra, P.** (2015). Being a Latina in the South: Being "the other" of "the others" in the academic world. In Hernandez, Murakami and Rodriguez (Eds.), *Abriendo puertas, cerrando heridas (Opening doors, closing wounds): Latinas/os finding work-life balance in academia* (pp. 35-44). Charlotte, NC: Information Age Publishing.

**Paris, N.A.** (2016). Cognitive development in adolescence. In S. B. Mertens, M. M. Caskey, & N. Flowers (Eds.), *The encyclopedia of middle grades education* (2nd ed., pp. 89-92). Charlotte, NC: Information Age Publishing. ISBN:9781681230641

**Richey, A. B., & Her, L.** (2015). Contesting institutional epistemologies of diversity: The shift to a global/local framework in teacher education. In L. Nganga & J. Kambutu (Eds.), *Social justice education, globalization, and teacher education* (pp. 55-72). Charlotte, NC: Information Age Publishing. ISBN:9781681232904

Steffen, C., **Delacruz S., & McAlpine, G.** (2015). Enhancing global competencies through international partnerships in elementary schools. In B. Cozza & P. Blessinger (Eds.), *University partnerships for community and school systems: Development innovations in higher education teaching and learning Vol. 5* (pp. 135-157). United Kingdom: Emerald Group Publishing Limited. doi:10.1108/S2055-364120150000005008

### BOOK REVIEWS

**Russell, F.A.** (2016). [Review of the book *Mastering Academic Language: A Framework for Supporting Student Achievement*, by D. Zacarian]. TESOL International: TEIS Newsletter.

### RESEARCH/EVALUATION REPORTS

Treppenier, K., **Davis, C.,** Crawford, A. (June 2016). *An evaluation of Douglas County's 21st century community learning enters STAR and CHAMPS programs* (2012-1016). A.L. Burruss Institute of Public Service, Kennesaw GA:

Kennesaw State University

Treppenier, K., **Davis, C.,** Crawford, A. (June 2016). *An evaluation of Muscogee County's 21st century community learning centers EYC programs* (2012-2016). A.L. Burruss Institute of Public Service, Kennesaw GA: Kennesaw State University

### JOURNAL ARTICLES

**An, S.** (2016). Asian Americans in American history: An AsianCrit perspective on Asian-American representation in U.S. history curriculum standards. *Theory and Research in Social Education*, 44(2), 244-276.

**An, S.** (2016). Teaching elementary school social studies methods under edTPA. *The Social Studies*, 107(1), 19-27.

**Bessette, H., & Paris, N.** (2016). Drawing on metaphors of teaching to elicit reflexive thinking. *Critical Issues in Teacher Education*, 23, 79-90.

**Bogan, B., & Bell, D.** (2015). Fluency in early childhood: Contributions from the research to support emerging and struggling readers. *International Journal for Innovation Education and Research*, 3(12), 111-121.

**Brantley-Dias, L., & Glazewski, K.** (2016). When we partner with teachers: Educators as (co-)designers. *International Journal of Designs for Learning*, 7(1), i-ii.

Burke, M., Goldfine, R., Kirby, D., McHatton, P., Nandan, M., Pearcey, S., . . . **Stallings, L.** (2015). Forming a learning community for new chairs. *The Department Chair*, 25(4), 25-27.

**Chang, M.-L., & Engelhard, Jr., G.** (2015). Examining the Teachers' Sense of Efficacy Scale at the item level with Rasch measurement model. *Journal of Psychoeducational Assessment*, 34(2), 177-191. doi:10.1177/0734282915593835

Criswell, B., Calandra, B., **Puvirajah, A., & Brantley-Dias, L.** (2015). A new lens for supporting and studying science teacher reflections: Situating the self in the [activity] system. *Cultural Studies of Science Education*, 10(4), 891-919.

**Driver, M. K., & Powell, S. R.** (2015). Symbolic and nonsymbolic equivalence tasks: The influence of symbols on students with mathematics difficulty. *Learning Disabilities Research & Practice*, 30(3), 127-134.

Flint, A., Allen, E., Nason, M., **Rodriguez, S., Thornton, N.A., & Wynter-Hoyte, L.** (2015). It happened to me: Third graders writing toward critical perspectives. *Journal of Language and Literacy in Education*, 11(2), 23-43.

**Holbein, M., Woong, L., Annis, K., & Doll, V.** (2016). The impact of an urban professional development school model on attitudes and self-efficacy of developing preservice teachers. *School-University Partnerships: The Journal of the National Association for Professional Development Schools*, 9(1), 64-70.



**Howrey, S.** (2016). Preparing pre-service teachers for TPCK [Technological Pedagogical Content Knowledge] in the reading content area: Insights from an action research study. *Literary Practice & Research*, 4(2), 13-21.

**Jean-Sigur, R., Bell, D., & Kim, Y.** (2016). Building global awareness in early childhood teacher preparation programs. *Childhood Education*, 92(1), 3-9. doi:10.1080/00094056.2016.1134235

**Johnson, A. D.** (2016). Principal perceptions of the effectiveness of university educational leadership preparation and professional learning. *International Journal of Educational Leadership Preparation*, 11(1), 14-30.

**Johnson, A. D.** (2016). The relationship between student perceptions of school effectiveness and student achievement: Implications for educational planning. *Educational Planning*, 23(2), 31-43.

Kennedy, M. J., Hirsch, S. E., Dillon, S. E., Rabindeaux, L., Alves, K. D., & **Driver, M. K.** (2016). Using multimedia technology to increase university students' knowledge of functional behavior assessments and reduced cognitive load. *Teaching of Psychology*, 43, 153-158.

Kennedy, M. J., Wagner, D., Stegall, J., Lembke, E., Miciak, J., Alves, K. D., Brown, T., **Driver, M. K.**, & Hirsch, S. E. (2015). Using content acquisition podcasts to improve teacher candidate knowledge and application of curriculum-based measurement. *Exceptional Children*, 82(3), 303-320.

Lim, W., Kim, H., **Stallings, L.**, & Son, J. (2015). Celebrating diversity by sharing multiple methods. *Mathematics Teacher*, 109(4), 290-297.

Lim, W., **Stallings, L.**, & Kim, D. (2015). A proposed pedagogical approach for preparing teacher candidates to incorporate academic language in mathematics classrooms. *International Educational Studies*, 8(7), 1-10. doi:10.5539/ies.v8n7p1

**Meadows, F.**, & Roberto, C. (2016). If you teach them to write they will read. *European Scientific Journal, Special Edition*, July 2016, 169-190.

Muñoz-Cristóbal, J. A., **Jorrín-Abellán, I. M.**, Asensio-Pérez, J., Martínez-Monés, A., Pietro, L., & Dimitriadis, Y. (2015). Supporting teacher orchestration in ubiquitous learning environments: A study in primary education. *Learning Technologies*, 8(1), 83-97. doi:10.1109/TLT.2014.237034

Muñoz-Christóbal, 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 #D virtual worlds in across-spaces learning situations. *Educational Technology & Society*, 18(1), 13-26.

**Myers, M.**, Sztajn, P., Wilson, P. H., & Edington, C. (2015). From implicit to explicit: Articulating equitable learning trajectories based instruction. *Journal of Urban Mathematics Education*, 8(2), 11-22.

Powell, S. R., & **Driver, M. K.** (2015). The influence of mathematics vocabulary instruction embedded within addition tutoring for first-grade students with mathematics difficulty. *Learning Disability Quarterly*, 38(4), 221-233.

Powell, S. R., **Driver, M. K.**, & Julian, T. E. (2015). The effect of tutoring with nonstandard equations on the mathematics performance of second-grade students with mathematics difficulty. *Journal of Learning Disabilities*, 48(5),





423-534.

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

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

**Strieker, T.S., Langub, L.W., & Wright, M.** (2016). The evolution of promising practices for university supervisors of candidates in yearlong clinical experiences. *Educational Renaissance*, 4(1), 27-39. Retrieved from <http://educationalrenaissance.org/index.php/edren/article/view/88/pdf>

**Wallace, C., & Coffey, D.** (2016). Science in synch: Reading, doing, and thinking together. *Science and Children*, 53(8), 36-41.

**Wright, J. M.** (2015). The need for technology coaches in the classroom. *Educational Journal Middle East*, 1(10), 24-25.

Zepeda, S., **Jimenez, A.**, & Lanoue, P. (2015). New practices or a new day: Principal professional development to support learning cultures in schools. *LEARNING Landscapes Journal*, 9(1), 303-322.

**Zimmer, K.**, (2015). Enhancing interactions with children with autism through storybook reading: A caregiver's guide. *Young Exceptional Children*, 18(3), 1-12. doi:10.1177/1096250615593327

## ONLINE JOURNAL ARTICLES

**An, S.** (2015). Preparing elementary school teachers for social studies instruction in the context of edTPA. *Journal of Social Studies Research*. Retrieved from <http://dx.doi.org/10.1016/j.jssr.2015.10.002i>

Flint, A. S., Allen, E., Nason, M., **Rodriguez, S., Thornton, N.A.**, & Wynter-Hoyte, K. (2015). 'It happened to me': Third grade students write towards critical perspectives. *Journal of Language and Literacy Education*, 11(2), 23-43. Retrieved from <http://jolle.coe.uga.edu/wp-content/>

[uploads/2015/10/Article-2\\_Flint.pdf](http://www.literacyandtechnology.org/uploads/2015/10/Article-2_Flint.pdf)

**Howrey, S.** (2016). Preparing pre-service teachers to use Internet technology for early reading skills: Insights from an action research project. *Journal of Literacy and Technology*, 17(1), 80-111. Retrieved from <http://www.literacyandtechnology.org/volume-17-number-1-and-2-spring-2016.html>

**Kuhel, K., Montalvo, M., & Webb, E.** (2015). ESOL/TKES crosswalk. *ESOL best practices aligned with TKES*. Retrieved from <http://www.gadoe.org/curriculum-instruction-and-assessment/Curriculum-and-Instruction/Pages/ESOL-Resources-Guidance.aspx>

**Kuhel, K., Montalvo, M., & Webb, E.** (2015). *ESOL/TKES learning walk*. Retrieved from <http://www.gadoe.org/curriculum-instruction-and-assessment/Curriculum-and-Instruction/Pages/ESOL-Resources-Guidance.aspx>

**Lokey-Vega, A., & Barbour, M. K.** (2015). Introduction. *Online Learning Special Issue*, 19(5), 9-12. Retrieved from <http://onlinelearningconsortium.org/read/journal-issues/>

Paulus, T., & **Bennett, A.** (2015). "I have a love-hate relationship with ATLAS.ti": Integrating qualitative data analysis software into a graduate research methods course. *International Journal of Research & Method in Education*, 1-17. Retrieved From: <http://www.tandfonline.com/doi/full/10.1080/1743727X.2015.1056137>

Ryan, M., Jonick, C., & **Langub, L.W.** (2015). Expert reflections on effective online instruction: Importance of course content. *Online Journal of Distance Learning Administration*, 18(4). Retrieved from [http://www.westga.edu/~distance/ojdla/winter184/ryan\\_jonick\\_langub184.html](http://www.westga.edu/~distance/ojdla/winter184/ryan_jonick_langub184.html)

Stephens, C., Westmaas, L., **Kim, J.**, Cannady, R., & Stein, K. (2016). Gender differences in associations between cancer-related problems and relationship dissolution among cancer survivors. *Journal of Cancer Survivorship: Research and Practice*. Retrieved from <http://link.springer.com/article/10.1007/s11764016-0532-9>

## PROCEEDINGS

Drake, J., **McAlpine, G.**, Roberts, E., & Steffen, C.

(2015). Preparing tomorrow's workforce through STEM, literacy, and global education. In P. Patabendi (Ed.), *Proceedings of the International Conference on Global Studies 2015* (pp. 32-36). Toronto, Canada: Unique Conferences Canada. <http://uniqueca.com/archives/proceedingspage/>

**Fuller, J., Brantley-Dias, L., Lokey-Vega, A., & Langub, L.W.** (2016). Learner perceptions of instructional strategies implemented in one university's inaugural MOOC. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology and Teacher Education Conference 2016* (pp. 233-239). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Lim, W., Kim, D., **Brantley-Dias, L.** & Son, J. (2015). A comparative study of prospective teachers: Various ways of responding to new technology. In T.G. Bartell, K.N. Bieda, R.T. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the Psychology of the International Group for the Psychology of Mathematics Education* (pp. 1232-1245). East Lansing, MI: Michigan State University. ISBN:978-0-692-54039-8.

**Lokey-Vega, A., Langub, L.W., Brantley-Dias, L., & Fuller, J. S.** (2016). Considering the context of teacher professional learning: A MOOC design case. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016*, (pp. 278-284) Chesapeake, VA: Association for the





Advancement of Computing in Education (AACE).

**Myers, M.** (2015). The unintended consequences of a learning trajectories approach. In T.G. Bartell, K.N. Bieda, R.T. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the Psychology of the International Group for the Psychology of Mathematics Education* (pp. 756-773). East Lansing, MI: Michigan State University. ISBN:978-0-692-54039-8.

**Warner, M.** (2016). TPCK [Technological Pedagogical Content Knowledge] teacher preparation for elementary education. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 3126-3133). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

## COLLEGE OF THE ARTS

### BOOK CHAPTERS

**Munson, A.** (2015). Art and the aesthetics of technology. In J. Wachtman (Ed.), *Art for the Elementary Educator* (pp. 53-57). Dubuque, IA: Kendall Hunt Publishing.

## COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

### JOURNAL ARTICLES

**Hoyt, K., & Terantino, J.** (2015). Rethinking field

observations: Strengthening teacher education through INFORM. *Action in Teacher Education*, 37(3), 209-222. doi:10.1080/01626620.2015.1054254

**Strieker, T. S., Langub, L. W., & Wright, M.** (2016). The evolution of promising practices for university supervisors of candidates in yearlong clinical experiences. *Educational Renaissance*, 4(1), 27-39. Retrieved from <http://educationalrenaissance.org/index.php/edren/article/view/88/pdf>

### ONLINE JOURNAL ARTICLES

**Wynn, C. T., Mosholder, R. S., & Larsen, C. A.** (2016). Promoting postformal thinking in a U.S. history survey course: A problem-based approach. *Journal of College Teaching & Learning*, 13(1), 1-20. doi:<http://dx.doi.org/10.19030/tlc.v13i1.9567>

### PROCEEDINGS

**Hoyt, K.** (2016). Developing and evaluating learners' intercultural competence: Cultivating perspective-taking. In P. Garret-Rucks & A. Fantini (Eds.), *Dimension 2016: Special Issue: Focus on Intercultural Competence*, (pp. 75-102). Retrieved from: [http://scolt.org/images/PDFs/dimension/2016IndividualArticles/CH\\_5\\_Dimension2016\\_Developing%20and%20Evaluating%20Intercultural%20Competence\\_pp75-102.pdf](http://scolt.org/images/PDFs/dimension/2016IndividualArticles/CH_5_Dimension2016_Developing%20and%20Evaluating%20Intercultural%20Competence_pp75-102.pdf)

## COLLEGE OF SCIENCE AND MATHEMATICS

### BOOK CHAPTERS

Marshall, A. M. S., & Callahan, K. M. (2016). Mathematics teacher educators; TPACK and MKT knowledge domains: Designing online discussion blogs. In M. L. Niess, S. Driskell, & K. Hollebrands (Eds.), *Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age*, (pp. 353-380). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-0120-6

### REFEREED PROCEEDINGS

**Callahan, K. M.,** (2016). The nature of mathematical conversations among prospective middle school teachers in a mathematics content course. In K.

V. Adolphson & T.A. Olson (Eds.), *Proceedings of the 43rd Annual Meeting of the Research Council on Mathematics Learning* (pp. 75-82). Orlando, FL.

Marshall, A. M. S., & Callahan, K. M., (2015). Design considerations for visually-aided discussion prompts: Emphasizing mathematical reasoning in teacher education. In D. Brown & J. Hall (Eds.), *Proceedings of the 8th Annual Meeting of the Georgia Association of Mathematics Teacher Educators* (pp. 15-27). Eatonton, GA.

### JOURNAL ARTICLES

**Eick, C. J., & Dias, M.** (2016). Enacting a reform-based science curriculum: Design changes to extend inquiry. *International Journal of Designs for Learning*, 7(1), 37-59.

## WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES

### BOOK CHAPTER

**Culp, B., & James-Hassan, M.** (2016). Towards a critical discourse on the Black Experience in Canada and the United States: Implications for physical education. In D. B. Robinson, L. Randall, & W. J. Harvey (Eds.), *Social Justice in Physical Education: Critical Reflections and Pedagogies for Change*. Toronto: Canadian Scholars Press.

### JOURNAL ARTICLES

deGroot, M., Alexander, K., **Culp, B.,** & Keith, N. R. (2015). Experiential learning in kinesiology: A student perspective. *Pedagogy in Health Promotion*, 1(3), 123-133.

### ONLINE JOURNAL ARTICLES

**Culp, B. & Strong, J.** (2015). Better together than apart. *PHE [Physical & Health Education] America*. Retrieved from <http://www.pheamerica.org/2015/better-together-than-apart/>



**2015-2016**

# FACULTY PRESENTATIONS

## BAGWELL COLLEGE OF EDUCATION

**Adams, M. G.** (2015, October). *Empowered youth from a marginalized school: Stories of four recent college graduates*. Georgia Educational Research Association Annual Meeting, Savannah, GA.

**Adams, M. G., Rodriguez, S., & Zimmer, K.** (2015, December). *Incorporating culturally relevant pedagogy into online courses*. American Reading Forum Conference, Sanibel Island, FL.

**Adams, M. G., & Wright, T. A.** (2015, July). *Some implications of resisting positivism in teaching others*. Oxford Round Tables, Oxford, England.

**Afolabi, C., Kim, J., & Monsaas, J.** (2016, April). *Public school teacher retention and attrition: A five year longitudinal study in one southeastern state*. American Educational Research Association Annual Meeting, Washington, DC.

**Ali, R., & Wright, J. M.** (2015, September). *The need for the technology coach in the classroom*. The Digital Education Show, Dubai, United Arab Emirates.

**Allen, E., Jones, S., Rodriguez, S., Thornton, N., & Wynter-Hoyte, K.** (2015, December). *Emerging scholars of color: Navigating researcher positionalities and subjectivities*. Literacy Research Association Annual Conference, Carlsbad, CA.

**Allen, E., Rodriguez, S., Thornton, N., & Wynter-Hoyte, K.** (2015, December). *Spaces and possibilities: Promoting the art of language with diverse teachers and students*. National Council of Teachers of English Annual Convention, Minneapolis, MN.

olis, MN.

**An, S.** (2015, November). *Teaching elementary social studies methods under edTPA*. National Council for the Social Studies Annual Conference, New Orleans, LA.

**An, S.** (2016, April). *Asian American representation in U.S. history curriculum standards*. American Educational Research Association Annual Meeting, Washington, DC.

**An, S.** (2016, April). *Elementary social studies teacher education in the context of edTPA*. American Educational Research Association Annual Meeting, Washington, DC.

**An, S.** (2016, April). *Race and identity in social studies education*. American Educational Research Association Annual Meeting, Washington, DC.

**Aughey, D., & Hubbard, D.** (2015, October). *The pop up museum: Curating digital artifacts*. Southeastern Regional Association of Teacher Educators, Jekyll Island, GA.

**Basch, K.** (2016, March). *Delivering science through literacy instruction*. Kennesaw State University Conference on Literature for Children and Young Adults, Kennesaw, GA.

**Basch, K., Alexander, H., Putnam H., Rogers, K., Sauls, R., & Theodore, O.** (2015, September). *Developmentally appropriate practices through integrated curriculum*. Georgia Association on Young Children Annual Conference, Lawrenceville, GA.



- Bennett, A. M.** (2015, December). *(Re)Positioning the objects of research: Empowering children to challenge deficit discourses through photography*. Literacy Research Association Annual Conference, Carlsbad, CA.
- Bennett, A. M.** (2016, April). *Participant as researcher: (Re)positioning and empowering Black children as a challenge to deficit educational discourses*. American Educational Research Association Annual Meeting, Washington, DC.
- Bennett, A. M.** (2016, May). *Respecting their power and story: Using photovoice to privilege participants as co-researchers*. International Congress of Qualitative Inquiry, Champaign-Urbana, IL.
- Besette, H.** (2015, November). *Tracing our roots, understanding our past: Special education research since IDEA*. Teacher Education Division of the Council for Exceptional Children Annual Conference, Tempe, AZ.
- Besette, H.** (2016, March). *What our teachers should know: Implications for administrators*. Annual Massachusetts Title I Conference, Marlboro, MA.
- Bhatnagar, R., **Kim, J.**, & Many, J. (2015, October). *An instrument to study the state-wide implementation of edTPA: Validating the edTPA levels of integration survey*. Georgia Educational Research Association Annual Meeting, Savannah, GA.
- Bhatnagar, R., Ogletree, T., Jones, M., Thomas, C., **Kim, J.**, **Howrey, S.**, & Favor, S. (2015, October). *Struggling with the implementation of edTPA: Understanding the concerns of edTPA coordinators in Georgia*. Georgia Educational Research Association Annual Meeting, Savannah, GA.
- Blackwell-Starnes, K., **Brown, S.**, Kelly, E., & Williams, L. A. (2016, March). *The LILAC project: Studying student research for improved information literacy pedagogies*. Conference on College Composition and Communication, Tampa, FL.
- Brown, S. B.** (2015, September). *LILAC project workshop*. Georgia International Conference on Information Literacy, Savannah, GA.
- Bullock, P.**, **Stallings, L.**, **Gregory, D.**, & **Whitlock, R. U.** (2016, February). *Leading the interim: Navigating interim chair appointments*. Academic Chairpersons Conference, Charleston, SC.
- Cameron, J. P.**, & **Lokey-Vega, A.** (2015, October) *Professional learning MOOC design as an instructional exemplar*. Online Learning Consortium International Conference, Orlando, FL.
- Chafin, J.**, & **Cole, P.** (2016, April). *Taking a proactive cross-campus collaborative approach to combating high score impediments such as condition codes, technical difficulties and resource fatigue*. National edTPA Implementation Conference, Savannah, GA.
- Chang, M.-L.**, Keller, M. M., Ricketts, S. N., Faison, M. Z., & Vela, P. (2016, April). *Identify profiles of at-risk middle grade students in mathematics in an urban school*. American Educational Research Association Annual Meeting, Washington, DC.
- Cochran, J., Mixson-Brooksire, D., **Moore, J. A.**, & Powell, T. (2015, October). *Dress up your discussion board and take it out to dinner: Make your discussion boards sexy again*. Online Learning Consortium Conference, Orlando, FL.
- Coffey, D.** (2015, July). *Innovative literacy strategies for the net generation*. International Literacy Association Annual Conference, St. Louis, MO.
- Coffey, D.** (2015, November). *Collaborative literacy instruction in a diverse community tutorial program*. Association of Literacy Educators and Researchers, Costa Mesa, CA.
- Coffey, D.**, & Errico, M. (2015, November). *Scaffolding instruction with research-based strategies for engagement and reflective practice*. Association of Literacy Educators and Researchers Annual Conference, Costa Mesa, CA.
- Coffey, D.**, & **Maddox, H.** (2016, March). *Exploring literature with virtual field trips*. Conference on Literature for Children and Young Adults, Kennesaw, GA.
- Cole, P. B.** (2016, May). *edTPA implementation: Handbook deep dive*. Invited Presentation at Oakwood University, Huntsville, AL.
- Cole, P. B.** (2016, June). *Curriculum mapping the edTPA*. Invited Presentation at Oakwood University, Huntsville, AL.
- Cole, P. B.**, Ariail, M., Francis M., & Wilson, J. (2015, October). *edTPA retakes: A panel discussion*. edTPA Fall Technical Assistance Conference, Macon, GA.
- Cole, P. B.**, & Tanguay, C. (2016, March). *A framework to support key decision making for planning and incorporating academic language*. edTPA National Conference, Savannah, GA.
- Delacruz, S.** (2015, July). *Preservice teachers' use of Web 2.0 tools and apps for literacy instruction*. International Literacy Association Conference, St. Louis, MO.
- Delacruz, S.** (2015, November). *School-based virtual field trips: Making and taking trips to learn about other places and spaces*. National Association on the Education of Young Children Annual Conference, Orlando, FL.
- DeVillar, R. A.**, **Jiang, B.**, & Lim, S. (2016, April). *Effects of international student teaching on U.S. classroom practice: Understanding instructional transfer, adaptation and integration*. American Educational Research Association Annual Meeting, Washington, DC.
- DeVillar, R. A.**, **Jiang, B.**, Lim, S., **Crovitz, D.**, & **Traille, K.** (2016, February). *Effects of international student teaching experiences on U.S. classroom practice*. Association of Teacher Educators Annual Meeting, Chicago, IL.
- Driver, M. K.** (2015, November). *Preparing teachers for culturally and linguistically responsive mathematics instruction: Understanding critical actions and beliefs*. Teacher Education Division of the Council for Exceptional Children Annual Conference, Tempe, AZ.
- Driver, M. K.** (2015, November). *Word-problem solving and English learners: Considerations for teacher preparation*. Teacher Education Division of the Council for Exceptional Children Annual Conference, Tempe, AZ.

**Driver, M. K., & Powell, S. R.** (2016, April). *Word-problem instruction for English learners with mathematics difficulty*. Council for Exceptional Children Research Conference, St. Louis, MO.

**Evans, L.S.** (2016, May). *In their own words: Story-sharing as a prism to illuminate language, learning and life perspectives*. International Congress of Qualitative Inquiry Conference, Urbana-Champaign, IL.

Fenton, A. M., Beck, J., Bush, J., Ariail, M., & **Cole, P. B.** (2015, December). *Implementing edTPA: Best practices for capacity building and using data to inform decisions*. Georgia Professional Standards Commission Certification and Program Officials Conference, Macon, GA.

**Gillis, B.** (2016, March). *Sex in dystopia: Discussions about sex and relationships using dystopian literature*. Conference on Literature for Children and Young Adults, Kennesaw, GA.

**Gillis, B., Coffey, D., Spisak, R., Howrey, S., & Gillis, N.** (2015, July). *The Kennesaw State University Conference on Literature for Children and Young Adults: Fostering a culture of literacy through children's and young adult literature*. National Council of Teachers of English Whole Language Umbrella (WLU) Summer Institute, Atlanta, GA.

Gokee, R., **Jimenez, A.**, Portes, P., & Straubhaar, R. (2016, April). *Understanding the impact of the instructional conversation on the cognitive/affective domain of English learners*. American Educational Research Association Annual Meeting, Washington, DC.

**Guerra, P., & Lim, W.** (2016, February) *Use of academic language in teaching mathematics to ELL's*. Annual Kennesaw State University ESOL Conference, Kennesaw, GA.

**Howrey, S.** (2015, July). "Jumpstarts": *Engaging pre-service teachers with multicultural literature, visual literacies, and strategies for building prior knowledge*. Professors of Reading Teacher Educators Annual Meeting, Chicago, IL.

**Howrey, S.** (2015, October). *Developing cross-cultural competencies amongst undergraduate students through transformative learning experiences*. Research on Teaching and Learning Summit, Kennesaw, GA.

**Hubbard, D., & Strieker, T.** (2016, March). *G.R.O.W.: The essential first step in effective year-long, co-taught clinical placements and developmental supervision*. Co-Teaching: A P-12 Reform Initiative Conference, Gainesville, GA.

**Jiang, B., & DeVillar, R. A.** (2016, April). *International student teaching and pre-service teacher development: Findings from six country contexts*. Chinese American Educational Research & Development Association International Conference, Washington DC.

**Jimenez, A., & Nixon, C.** (2016, April). *Graphical aids in middle school mathematics: Impacting the achievement gap for English learners*. American Educational Research Association Annual Meeting, Washington, DC.

**Jimenez, A., & Zepeda, S.** (2015, November). *Teacher evaluation and reliability: Additional insights gathered from inter-rater reliability analyses*. University Council for Educational Administration Annual Convention, San Diego, CA.

**Johnson, A. D.** (2015, November). *Meeting the professional needs of the 21st century principal*. Southern Regional Council on Education Administration Conference, Kennesaw, Georgia.

**Jorrín-Abellán, I. M.** (2015, October). *Hopscotch building: A model for the generation of qualitative research designs*. Georgia Educational Research Association Annual Meeting, Savannah, GA.

**Kelly-Jackson, C.** (2016, March). *Where my girls at? Highlighting women in science. If I Ruled the World: Lyrical and Visual Reflections on Injustice, Love, Loss, and New Possibilities* Conference, Marietta, GA.

**Ford, J.** (2016, May). "Mental illness" as a diasporic response to contemporary colonialism. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

**Fuller, J., Brantley-Dias, L., Lokey-Vega, A., & Langub, L. W. D.** (2016, March). *Learner perceptions of instructional strategies implemented in one university's inaugural MOOC*. Society for Information Technology and Teacher Education Conference, Savannah, GA.

**Gillis, B.** (2015, October). *Preparing teacher candidates to address academic language for the edTPA*. edTPA Fall Technical Assistance Conference, Macon, GA.





**Kelly-Jackson, C.,** Alexander, H., & Rogers, K. (2016, March). *Utilizing students' funds of knowledge to inform teaching and learning: Voices from teacher candidates in an urban education program.* National edTPA Implementation Conference, Savannah, GA.

**Kelly-Jackson, C.,** Alexander, H., & Theodore, O. (2015, October). *Fostering agents of change through action research in an urban education program.* Southeastern Regional Association of Teacher Educators Conference, Jekyll Island, GA.

**Kelly-Jackson, C., & Callahan, B.** (2016, March). *Supporting elementary science endorsements through math science partnerships.* U.S. Department of Education Mathematics and Science Partnerships Program Conference, Baltimore, MD.

**Kelly-Jackson, C., & Creel, C.** (2015, October). *STEM PL: #PartnershipBootcamp.* Georgia Science, Technology, Engineering, and Mathematics Forum, Athens, GA.

**Kelly-Jackson, C., & Daniels, T.** (2016, February). *Maximizing student engagement through interactive learning centers.* Georgia Science Teachers Association Conference, Stone Mountain, GA.

**Kelly-Jackson, C., Head, M., Rosengrant, D., Dass, K., & Rushton, G.** (2016, January). *Building the pipeline to teacher preparation in chemistry and physics.* Association for Science Teacher Education International Meeting, Reno, NV.

**Kim, Y., An, S., & Kim, H. C.** (2015, October). *Exploring Korean immigrant parents' different meaning of parental involvement.* Georgia Educational Research Association Annual Meeting, Savannah, GA.

**Kim, Y., Moore, L., Ro, Y., Rentzou, K., Slutsky, R., & Watts, A.** (2016, March). *Definition of parental involvement from various countries: Commonalities and differences.* Association for Childhood Education International Global Summit on Childhood, San Jose, Costa Rica.

**King-McKenzie, E. L.** (2015, December). *Social studies in the age of edTPA.* Presentation at Louisiana State University, Baton Rouge, LA.

**King-McKenzie, E. L.** (2016, April). *Death becomes her: Social studies in the age of school reforms.* Association for the Advancement of Curriculum Studies Annual Conference, Washington, DC.

**King-McKenzie, E. L.** (2016, May). *Social studies: When will it take its place on the national stage?* Annual Conference on Education, Athens, Greece.

**King-McKenzie, E. L.** (2016, May). *Teaching social studies for civic and environmental responsibility.* Workshop conducted at The Mico University College, Kingston, Jamaica.

**King-McKenzie, E. L.** (2016, June). *Social studies: The subject to get things back on track.* International Education Conference, Venice, Italy.

**Kuhel, K., & Montalvo, M.** (2015, October). *Empowering teachers and eval-*

*uators to have meaningful conversations about the learning and engagement practices of English learners.* Annual Georgia TESOL Conference, Atlanta, GA.

**Larkin, I. M. & Lokey-Vega, A.** (2015, October). *Job satisfaction, organizational commitment and turnover intention of K12 online teachers.* Online Learning Consortium Conference, Orlando, FL.

**Lee, G., & Kim, Y.** (2016, January). *Interrelationship among school characteristics, parental involvement, and children's characteristics in predicting children's victimization by peers: Comparison between the United States and three eastern Asia countries.* International Education Conference, Lake Buena Vista, FL.

**Lieberman, R., Sen, D., Carter, M., Hallward, J. B., Omidvar, I., Paraeka, D., Gal-**



**laher, C., Coffey, D., Richards, A., & Cockrell-Abdullah, A.** (2016, March). *Visual media and peace education: Strategic pedagogy across disciplines.* International Studies Association Annual Convention, Atlanta, GA.

**Lim, W., Kim, D., Brantley-Dias, L., & Son, J.** (2015, November). *A comparative study of prospective teachers: Various ways of responding to new technology.* North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, East Lansing, MI.

**Lokey-Vega, A., Fuller, J. S., & Moore, J.** (2015, November). *Getting started:*

Want to learn to blend your classroom or teach online? Georgia Educational Technology Conference. Atlanta, GA.

**Lokey-Vega, A., Langub, L.W., Brantley-Dias, L., Fuller, J.** (2016, April) *MOOCs for teacher professional learning: A design case*. International Conference on New Trends in Education, Izmir, Turkey.

**Lokey-Vega, A., Langub, L.W., Fuller, J., & Brantley-Dias, L.** (2016, March). *Considering the context of teacher professional learning: A MOOC design case*. Society for Information Technology and Teacher Education Conference, Savannah, GA.

**Lokey-Vega, A., Langub, L.W., Fuller, J., Brantley-Dias, L., & Cameron, J.** (2015, October). *MOOCs for K-12 teacher professional development: Design considerations*. Online Learning Consortium International Conference, Orlando, FL.

Many J., Bhatnagar, R. Ariail, M., Tanguay, C., Williams, M.J., Thomas, C., Wilson, J., Kurz, K., **An, S.**, Favors, S., Jones, M., Ogletree, T. **Kim, J., & Howrey, S.** (2016, April). *Implementing the edTPA - A national performance-based assessment: Research on concerns, implications, and impact [SIG - Statewide implementation of edTPA in preparation for high-stakes testing: A mixed-methods study of the concerns of edTPA coordinators]*. American Educational Research Association Annual Meeting, Washington, DC.

**Meadows, F. L.** (2016, April). *If you teach them to write they will read*. 5th International Scientific Forum: Education, Climate Change and Economic Development, Rome, Italy.

Méndez-Romero, R. A., Marbán-Prieto, J. M., & **Jorrín-Abellán, I. M.** (2015, September). *El papel del "rigor" en la investigación cualitativa en educación matemática: El caso de la excelencia docente*. XIX Simposio de la Sociedad Española de Investigación en Educación Matemática, Alicante, Spain.

Muñoz-Cristóbal, J. A., Asensio-Pérez, J. I., Martínez-Monés, A., Prieto-Santos, L.P., **Jorrín-Abellán, I. M.**, & Dimitriadis, Y. (2015, September). *Bucket-server: A system for including teacher-controlled flexibility in the management of learning artifacts in across-spaces learning situations*. European Conference on Technology-Enhanced Learning, Toledo, Spain.

**Myers, M.** (2016, January). *Prospective teachers' attempts to use students' funds of knowledge in lesson planning*. Association of Mathematics Teacher Educators Annual Conference, Irvine, CA.

**Myers, M., & Cone, N.** (2016, March). *Using assessment to drive instruction: A case of weaving edTPA through elementary education methods courses*. National edTPA Implementation Conference, Savannah, GA.

**Paris, N., & Bessette, H.** (2015, October). *Written and visual metaphors of teaching: What lies beneath?* Georgia Educational Research Association Annual Meeting, Savannah, GA.

**Paris, N.A., & Diaz, Z.** (2015, October) *Constructing a metaphor of teaching: Professional development IN and OF practice*. Southeastern Regional Association of Teacher Educators, Jekyll Island, GA.

Powell, S. R., & **Driver, M. K.** (2016, April). *Evidence based practices of counting, comparing, and concepts of addition and subtraction*. Council for Exceptional Children Research Conference, St. Louis, MO.

**Redish, T.** (2015, November). *Newcomer's presentation*. Georgia Educational Technology Conference, Atlanta, GA.

**Redish, T., Fuller, J. S., & Williamson, J.** (2015, November). *Instructional technology certification in Georgia!* Georgia Educational Technology Conference, Atlanta, GA.

**Redish, T., & Williamson, J.** (2016, June). *How the ISTE technology coaching standards can help you!* International Society for Technology in Education Annual Conference, Denver, CO.

**Richey, A. B.** (2016, April). *"Hunting for our lives": TEFL and urban refugee education in Amman, Jordan*. Comparative and International Education Society Annual Conference, Vancouver, BC, Canada.

**Ritchie, S.** (2015, July). *Deconstructing how masculinities are performed by male-identified characters in children's picture books: A workshop for teachers and teacher educators*. National Council of Teachers of English, Whole Language Umbrella Summer Institute, Atlanta, GA.

**Ritchie, S.** (2015, November). *Equity, social justice, and advocacy for literacy*. National Council of Teachers of English Annual Convention, Minneapolis, MN.

**Ritchie, S.** (2015, December). *Imagining a more equitable world: First graders interrogate disability through critical literacy*. Literacy Research Association Annual Conference, Carlsbad, CA.

**Rodriguez, S.** (2016, April). *Power and agency: Identity construction of emergent bilingual students in a kindergarten writing workshop*. American Educational Research Association Annual Meeting, Washington, DC.

**Rodriguez, S., & Bennecke, A.** (2016, February). *Oral language strategies to engage English language learners*. Kennesaw State University ESOL Conference, Kennesaw, GA.

**Russell, F.A.** (2015, October). *"There's the ideal, and then there's the reality": ESOL and mainstream teacher sensemaking and collaboration*. National Association for Multicultural Education Conference, New Orleans, LA.

**Russell, F.A., Richey, A., Anglade, J., & Wichterman, R.** (2016, February). *Using community asset maps and oral histories in your teaching*. Kennesaw State University ESOL Conference, Kennesaw, GA.

Steffen, C., Drake, J., **McAlpine, G.**, & Roberts, E. (2015, October). *Preparing tomorrow's workforce through integrating STEM, literacy, and global education*. Global Studies Conference, Toronto, Canada.

Stollberg, R., Portes, P., Gonzalez-Canache, M., **Jimenez, A.**, & Straubhaar, R.







(2016, April). *Using classroom video to determine teacher instructional conversation competency*. American Educational Research Association Annual Meeting, Washington, DC.

**Strieker, T., Adams, M. G., & Cone, N.** (2016, April). *Promising practices for supervisors of teacher candidates enrolled in yearlong, co-taught clinical experiences*. American Educational Research Association Annual Meeting, Washington, DC.

**Strieker, T., Hubbard, D., Adams, M. G., & Cone, N.** (2016, February). *The pursuit of a collegial model of clinical practice: The story of one university*. Association of Teacher Educators Annual Meeting, Chicago, IL.

**Strieker, T., & Langub, L. W. D.** (2015, October). *The evolution of promising practices for university supervisors of candidates in yearlong clinical experiences*. Joint Fall Conference of the Teacher Education Council of State Colleges and Universities and The Renaissance Group, San Antonio, TX.

**Strieker, T., Lim, W., Hubbard, D., Adams, M. G., Cone, N., & Steffen, C.** (2015, October). *Promising practices for supervisors of teacher candidates enrolled in yearlong, co-taught clinical experiences*. Georgia Educational Research Association, Savannah, GA.

**Strieker, T., Lim, W., Hubbard, D., Adams, M. G., Cone, N., & Steffen, C.** (2015, October). *The pursuit of a collegial model of clinical practice: The story of one university*. Southeastern Regional Association of Teacher Educators, Jekyll Island, GA.

**Thornton, N. A.** (2015, July). *"Is that how we write from now on?": The collision of instructional mandates and meaningful literacy instruction*. National Council of Teachers of English Whole Language Umbrella (WLU) Summer Institute, Atlanta, GA.

**Thornton, N. A., Ritchie, S., & Rodriguez, S.** (2016, March). *Disrupting deficit thinking in elementary edTPA: Strategies for getting to know students' personal, cultural, and community assets*. National edTPA Implementation Conference, Savannah, GA.

Walker, J. R., Blackwell-Starnes, K., Bohannon, J., **Brown, S.**, Gambrell, K., Lancaster, J., . . . & Ziegler, R. (2015, September). *Post-conference workshop, The LILAC project*, Georgia International Conference on Information Literacy, Savannah, GA.

**Wallace, C. S.** (2015, November). *Authenticity, multiple discourses and the "Third Space" revisited: Advances in research on the role of language in science learning*.

University of Oslo Seminar in Scientific Literacy, Oslo, Norway.

**Wallace, C. S., & Priestley, M. R.** (2016, April). *Secondary science teachers as curriculum makers: Mapping and designing Scotland's new curriculum for excellence*. National Association for Research in Science Teaching Annual International Conference, Baltimore, MD.

**Warner, M.** (2016, March). *TPACK teacher preparation for elementary education*. Society for Information Technology and Teacher Education Conference, Savannah, GA.

**Whitlock, R. U.** (2016, February). *The practice of radical love: Queer theology as pushing methodological boundaries in qualitative educational research*. Association of Teacher Educators Annual Meeting, Chicago, IL.

**Whitlock, R. U.** (2016, April). *Curere and radical love: Understanding curriculum as queer theological text*. Keynote address at the International Association for the Advancement of Curriculum Studies Conference, Ottawa, ON, Canada.

**Williams, D., & Gray, K.** (2016, January). *Impacting change on day one: The power of clinical internships on teacher development*. Hawaii International Conference on Education, Honolulu, HI.

**Williamson, J.** (2016, May). *Significance and possibilities of using ISTE technology coaching standards*. ISTE Technology Coaches PLN Webinar and Book Study Series.

**Williamson, J., Fuller, J. S., & Redish, T.** (2015, November). *ISTE standards for students: Refresh forum*. Georgia Educational Technology Conference, Atlanta, GA.

**Wright, J. M.** (2015, November). *Building student engagement in the classroom*. Georgia Educational Technology Conference, College Park, GA.

**Wright, J. M.** (2016, March). *Technology impacting student learning*. Augusta University Impacting Student Learning Conference, Augusta, GA.

**Wright, J. M., & Ali, R.** (2015, September). *Tracking student data in the age of accountability*. The Digital Education Show, Dubai, United Arab Emirates.

**Zimmer, K.** (2015, October). *Increasing emergent literacy skills in preschool: Read alouds to engage all children*. Division for Early Childhood of Council for Exceptional Children, Atlanta, GA.

**Zimmer, K., & Alvarez-McHatton, P.** (2015, November). *Creating an effective*

online special education preparation program: Lessons learned. Teacher Education Division of the Council for Exceptional Children, Tempe, AZ.

**Zimmer, K., & Williams, J.** (2015, September). *Utilizing TeachLive™ simulated classroom laboratory in teacher education: Preparing teachers to teach student behaviors.* Council for Children with Behavioral Disorders of Council for Exceptional Children, Atlanta, GA.

**Zong, G.** (2015, November). *Teaching about globalization through community-based inquiry.* College and University Faculty Assembly of the National Council for the Social Studies, New Orleans, LA.

**Zong, G., & Salyer, B.** (2015, November). *Engage and empower teacher candidates in teaching about global sustainability with children's and young adult literature.* International Assembly of the National Council for the Social Studies, New Orleans, LA.

## COLLEGE OF THE ARTS

Eanes, E., & **Munson, A.** (2015, October). *The arts and distance learning: Opportunities and challenges.* International Council of Fine Arts Deans, Atlanta, GA.

**Munson, A.** (2016, January). *Art, science and technology toward the education quality and creativity challenge for the 21st century.* International Conference on Curriculum and Instruction, Silpakorn University in Nakhon Pathom, Thailand.

## COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

**Crovitz, D., Dail, J., & Devereaux, M.** (2015, July). *Principled program redesign in a time of turbulence.* International Federation for the Teaching of English Conference on English Education, New York, NY.

**Crovitz, D., & Devereaux, M.** (2016, February). *Grammar to get things done: Building use-based approaches into thematic units.* Georgia Council of Teachers of English Annual Conference, Lake Lanier, GA.

**Crovitz, D., & Goodsite, M.** (2015, November). *Building learning partnerships: Educator preparation programs collaborating with K-12 partners in times of change.* National Council of Teachers of English Annual Convention, Minneapolis, MN.

**DeVillar, R. A., Jiang, B., Lim, S., Crovitz, D., & Traille, K.** (2016, February). *Effects of international student teaching experiences on U.S. classroom practice.* Association of Teacher Educators Annual Meeting, Chicago, IL.

**Hoyt, K.** (2015, November). *Ethno-cultural identity and culturally-responsive pedagogy.* American Council on the Teaching of Foreign Languages Annual Convention, San Diego, CA.

**Hoyt, K.** (2016, March). *Developing and evaluating learners' intercultural competence: Cultivating perspective-taking.* Southern Conference on Language Teaching, Atlanta, GA.

**Hoyt, K., Kearney, E., Catalano, T., & Palpacuer, C.** (2016, January). *Exploring intercultural development in candidates' narrative writing with instructor mediation.* International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ.

**Hoyt, K., Terantino, J., & George, A.** (2015, November). *Examining the com-*

*munities of practice established through INFORM.* American Council on the Teaching of Foreign Languages Annual Convention, San Diego, CA.

**Wynn, C. T., & Mosholder, R.** (2016, March). *Facilitating advanced thinking skills through problem-based learning.* Scholarship of Teaching & Learning Commons Conference, Savannah, GA.

## COLLEGE OF SCIENCE AND MATHEMATICS

**Callahan, B., & Dias, M.** (2016, January). *High impact practices in undergraduate education: Influences and implications for induction science teachers.* Association for Science Teacher Education International Meeting, Reno, NV.

**Callahan, K. M.** (2016, February). *The nature of prospective middle school teachers' responsiveness.* Research Council on Mathematics Learning (RCML) Annual Conference, Orlando, FL.

**Callahan, K. M.** (2016, March). *Prospective teachers' generalizing actions as they reason about algebraic and geometric representations in an undergraduate mathematics content course.* American Mathematical Society (AMS) Spring Southeastern Sectional Meeting, Athens, GA.

**Kelly-Jackson, C., & Callahan, B.** (2016, March). *Supporting elementary science endorsements through math science partnerships.* U.S. Department of Education Mathematics and Science Partnerships Program Conference, Baltimore, MD.

**Kelly-Jackson, C., Head, M., Rosengrant, D., Dass, K., & Rushton, G.** (2016, January). *Building the pipeline to teacher preparation in chemistry and physics.* Association for Science Teacher Education International Meeting, Reno, NV.

Marshall, A. M. S., & **Callahan, K. M.** (2015, October). *Mathematics teacher educators learning to use online discussion blogs.* International Society for Exploring Teaching and Learning Annual Conference, Savannah, GA.

Marshall, A. M. S., & **Callahan, K. M.** (2016, January). *Mathematics teacher educators' TPACK and MKT: Designing coursework on geometric measurement for prospective elementary teachers.* American Mathematics Teacher Educators, Irvine, CA.

Marshall, A. M. S., & **Callahan, K. M.** (2016, March). *Using online discussion blogs to complement in-class mathematics learning experiences.* International Conference on Technology in Collegiate Mathematics, Atlanta, GA.

## WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES

**Culp, B.** (2015, November). *Conceptualizing global health programming through engaged constructive activism.* Fulbright Association Annual Conference, Atlanta, GA.

**Culp, B., DiGiacinto, K.L. & Burt, D.** (2016, January). *Stewardship in doctoral students.* National Association for Kinesiology in Higher Education Conference, San Diego, CA.



# LELAND & CLARICE BAGWELL COLLEGE OF EDUCATION

## Approved Educator Preparation Programs

### BACCALAUREATE

Birth-through-Kindergarten  
Montessori Concentration  
Traditional Concentration

### Early Childhood Education (P-5)

### Middle Grades Education (4-8)

Concentration in Language Arts  
Concentration in Mathematics  
Concentration in Reading  
Concentration in Science  
Concentration in Social Studies

### Secondary Education (6-12)

Biology 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

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

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

### TESOL (P-12)

Woodrow Wilson Foundation

### MASTER OF EDUCATION (M.Ed.)

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

### EDUCATION SPECIALIST (Ed.S.)

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

### DOCTORATE (Ed.D.)

### Early Childhood Education

Educational Leadership  
Instructional Technology\*  
Middle Grades Education: Language Arts  
Middle Grades Education: Mathematics  
Middle Grades: Social Studies  
Secondary Education: Chemistry  
Secondary Education: English  
Secondary Education: History  
Secondary Education: Mathematics  
Special Education: General Curriculum  
Teacher Leadership\*

### NON-DEGREE PROGRAMS - GRADUATE

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

### \* Available Online

### Coming in 2017:

*Ed.S. Secondary Education: Biology*  
*Ed.D. Educational Leadership: Higher  
Education Administration*



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