Tutoring Tomorrow

For College of Education faculty and students, tutoring provides the context for applying their understandings derived from research and instructional practice to real world problems. When I first read the lead article in this year’s issue of Eagle Educator, I was inspired and genuinely moved by the stories of children raised by farm workers in a rural community who turned hardship into triumph. Weighed down by difficult life experiences, these underserved students still demonstrated marked improvement in their basic academic skills, which proved to be a powerful way for both students and adults to better understand their lives.

Whether helping migrant children develop self-esteem while becoming successful readers, supporting adult learners as they build competence and confidence or challenging at-risk students to contemplate their educational future, the College of Education strives to impact individuals and communities through research and teaching. As a College, we continue to make a concerted effort to teach and work in special ways, sharing our unique expertise, resources and perspectives to help educators and future educators throughout the region. We’re all dedicated to the kind of work that not only has an immediate impact within our community but also acts as a conduit for research initiatives, and expands our reach and recognition, both regionally and nationally.

This past year, COE has moved strategically in these areas by hiring 12 new faculty members; revitalizing the Center for Educational Leadership and Service, the Center for the Study of International Schooling and the Georgia Center for Educational Renewal; and focusing research and service on areas of important local, regional and national need. Examples include our support of STEM, special learners, including those in the Hispanic and Latino communities, and adult learners in underserved areas of southeastern Georgia.

At the same time, we continue to build upon our reputation as a leader in educator preparation. At the College of Education we’re passionate about teacher effectiveness and serious about student success. That’s why we’ve been at the forefront in moving toward the new Georgia of EPA student educator assessment that will become consequential in fall 2015. I hope you enjoy this latest issue of Eagle Educator, where you’ll find articles on all of these topics and many more. I invite you to contact me, as well as COE faculty and staff, to learn even more about the exciting projects taking shape in the College of Education.

Sincerely,
Thomas R. Koballa Jr., Ph.D.
Dean
Growing up Migrant: Building upon Personal Experiences to Help Students Succeed

One child has to get up early to pick onions before school starts. Another hastily packs a bag and is sent to the U.S./México border alone. A third child is afraid of being in such a strange place, where everyone speaks an unfamiliar language. These are all stories written by a group of rising fifth, sixth and seventh graders in rural south Georgia, children of migrant workers, who spent part of their summer in an enrichment program designed and taught by Assistant Professor Alma Stevenson, Department of Curriculum, Foundations and Reading, and Associate Professor Scott Beck, Department of Teaching and Learning, in the College of Education.

“Migrant farm workers’ children drop out of school at four times the average rate,” said Beck. “It’s hard to give these students the remediation they need. There’s also the fact that migrants are often ignored in school curricula, which makes it even harder for these children to connect their home and school experiences – and we know those connections are essential to learning.” That’s why Stevenson and Beck created a curriculum for the Metter, Georgia, migrant summer program, built around reading and responding to migrant-themed children’s picture storybooks. “We used the books as scaffolding,” Stevenson said. “They’d read and respond to a book and then we’d ask them to connect the book’s themes to their personal memories.”

The key in making this curriculum work was giving students a wide range of children’s books depicting migrantcy to explore. “If they did not think a particular book was an accurate reflection of their lives, they wouldn’t respond positively to it,” Stevenson said. “When you present material that’s culturally and socially relevant they’ll respond. You empower the students with these texts.” Soon, the children were able to use their memories to create composite characters and new plotlines that they turned into three stories, complete with illustrations, which were then compiled into a professionally printed book. “When they found a book that they related to, they took off,” Beck added.

The goal of the summer program was to remediate and enrich the English literacy skills of individual students by valuing their home languages and placing their shared experiences at the center of the curriculum. Interestingly, most of the migrant families had indigenous Tarascan roots from Michoacán, México, so the students came from trilingual families (English, Spanish and Purhépecha). Thus, the final book of stories and illustrations is also trilingual.

“The program yielded both significant quantitative and qualitative results,” Stevenson said. The students were evaluated at the beginning and end of the program with a writing rubric and a reading comprehension test. There was an average 16 percent increase in scores across the participants. “We have already submitted one manuscript to an academic journal describing the process,” Beck said. Just as significant, both Stevenson and Beck agreed, is that students really enjoyed the program. “They said drawing illustrations energized their writing and they wished their regular teachers would do the same kind of writing exercises more often,” Stevenson said.

Today, the book is helping raise awareness among current and future teachers about the issues migrant children face. “We’re already using the book in multiple courses here at Georgia Southern,” Stevenson said. “One undergraduate said her attitude about migrants had been transformed by the fact that the book’s painful descriptions of field labor were based on true stories written by real children,” Beck added.

Stevenson and Beck received research approval, as well as a service grant, from Georgia Southern University to support this project. Rosanne Ferrell of the Candler County Schools helped teach the summer program. In addition, Candler County Schools’ Cadiesha Cooper and Margarita Muñoz of the Georgia Department of Education’s Migrant Education Program facilitated the effort.

Middle graders learn how to think like engineers during the Migrant Education Program’s Middle School Summer Intensive.
Reaching Out Locally, Regionally and Globally
Centers enhance COE’s mission and create synergy

NATIONAL YOUTH-AT-RISK CENTER

Riding a zip-line through a remote forested area of Georgia Southern University’s campus is not a traditional path to a college education, but for a group of 14-year-old boys it may have been just what they needed.

And that’s exactly what Associate Professor Eric Landers was thinking when he helped bring the group to campus.

Landers is co-director of the National Youth-At-Risk (NYAR) Center, one of COE’s four centers that work together to enhance the overall mission of the College to teach, lead, counsel and model lifelong learning; engage in scholarship that provides new pathways to meet the needs of a dynamic, diverse society; and facilitate access to learning opportunities that are authentic, student-centered and technology-rich.

But that’s not all they do. “The Centers not only inform our teaching through research, they enhance the visibility of our College and University,” said Thomas R. Koballa, Ph.D., dean of the College. “The other piece of our Centers’ activity is service. They have a presence in the local community, state and region, and some Centers have an even wider reach. It all leads back to helping our faculty do what they do best and that reflects well on us and the University.”

For the 9th-grade boys from Richmond Hill High School in Richmond Hill, Georgia, who had been identified by school counselors as ‘at-risk,’ “providing the experience of being on a college campus might be enough to open their eyes to life’s possibilities,” Landers said.

Assistant Principal Cleave Miller, who accompanied the boys, was so impressed he wants to bring more groups to campus. “The ability to combine both the ropes course with the university campus experience was certainly eye opening for all students involved,” Miller said.

In addition to hosting three highly successful professional development conferences for adults who serve youth at risk, Landers and center co-director Professor Dan Rea worked with the Gulfstream Aerospace Corporation in Savannah to improve Gulfstream’s Student Leadership Program for high school students in Savannah, and are seeking funding for research on the implementation of the program in Savannah and Brunswick schools.

NYAR Center also plays an important role at COE. More than 100 graduate students volunteered to work at the National Youth-At-Risk Conference in Savannah and nearly a dozen graduate student research projects were accepted for presentation. The Center is also poised to offer mini-grants to faculty and doctoral students, and has launched the National Youth-At-Risk Journal GeorgiaSouthern.edu/nyar.

Georgia Center for Educational Renewal

For COE’s Goizueta Distinguished Chair in Education, Professor Alejandro Gallard, working in rural areas on pressing global education issues provides the perfect environment to address such issues as scale and adaptability in the process of education renewal.

Gallard is the director of the Georgia Center for Educational Renewal (GCER), whose mission is to support research and technology-rich work directed at schools serving rural areas, especially those with large non-English speaking populations.

Gallard joined Georgia Southern University in fall 2013 as the Goizueta Distinguished Chair of Education. Since then, he has taken the lead in developing collaborative initiatives within the University and worked to develop newly funded projects that support improvement in education settings, particularly for the Hispanic/Latino community in rural Georgia.

Much of the current school renewal and reform research and efforts have been conducted at larger universities that are embedded within large urban centers,” Gallard explained. “I think we need to renew our efforts in understanding education in rural areas so that Georgians who live in these areas can develop the full potential to contribute to the economic welfare of Georgia.

GCER will focus its efforts on the challenges of increasingly stringent calls for higher achievement by all student populations, the increasing achievement gap between white and minority students, between students from lower and higher socioeconomic status and the special challenges faced by schools serving rural areas.

CNNER FOR INTERNATIONAL SCHOOLING

When honors student Taylor Roberson, B.S.Ed., traveled to England as a teaching odyssey last spring, she came back with more than just fond memories. She was able to continue her research on teacher preferences and of what the Center for International Schooling (CIS) is trying to accomplish.

Headed by Associate Professor Brenda Marina, the Center seeks to explore global education and awareness of global education issues from P-12 to higher education. “We’re working on collaborations across Georgia Southern University and other entities (local, national and international) to facilitate joint projects in global education, organize forums on global educational issues, and support and engage in research on global and international issues,” Marina said. In addition, Marina said the Center’s website may serve as a clearinghouse of information pertaining to global education research, outreach and policy.

“Centers for Educational Leadership and Service”

The Center for Educational Leadership and Service looks at educational issues on a more regional level, but that doesn’t mean its mission is any less central to COE’s goals. Indeed, Center Director Jason LaFrance has been busy.

The Center’s mission is to support the development of leadership capacity in P-12 partner schools through sponsored research and professional development activities.

Included in this work is the development of a series of instruments that prepare leaders of educational organizations, as well as in-service professional development programs.

“The Center for Educational Leadership and Service is a perfect example of how our Centers reach educators and help in tangible ways,” said Koballa.

While COE’s Centers work in different ways to support the mission of the College, their combined efforts seek to energize everyone. “They’re also a vehicle for bringing faculty together to work on common areas of research and service,” Koballa said. “The Centers really are a spark of creativity. They create a kind of synergy that helps everyone move toward greater goals.”

Teacher candidates experience teaching and cultural differences in England.
EAGLES Tutoring Takes Flight

More than 15 percent of Georgia’s adult population doesn’t finish high school. In addition, the time and effort to earn a General Education Development (GED) credential can be daunting. “The U.S. Department of Education reports that about 1.2 million adults in Georgia are without a high school diploma,” said College of Education Assistant Professor Amelia Davis. This alarming statistic is what led Davis to create EAGLES Tutoring, a weekly tutoring session for adults hosted in the College of Education (COE). EAGLES (Enhancing Adult Georgians’ Life and Educational Success) Tutoring is designed to help adults improve basic skills or obtain their GED®.

Davies, who works in the Department of Curriculum, Foundations and Reading, specializes in adult learning and adult education classes. She is the lead adult education instructor. Nancy Holt, says that the one-on-one help provided by EAGLES Tutoring is a big boost for the area. “This is a wonderful program,” Holt said. “Students in our program who need extra help or want to get caught up now have another option. We’re not competing with each other, we’re working together to help the community. It’s especially helpful because EAGLES Tutoring can provide the one-on-one attention we can’t always give.”

Holt is a COE alumna, with both undergraduate and graduate degrees in education from Georgia Southern. “The program just started this fall,” Davis said. “We’ve already had a positive response from education majors and COE faculty who are volunteering as tutors, as well as from various community members.” Davis added, “I hope with time that EAGLES Tutoring will really take off.”

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COE Faculty Help Chatham Teachers Reach ELL Students

“We have the ability to make the professional development relevant and meaningful because we get to know the teachers and their specific teaching contexts. There is time for follow up, follow through and growth.”

The need for ESOL educator training is growing in south Georgia, where the population of English language learners is expanding. Most of this population is Latino, Jupp says. While the ELL population is growing, preparing teachers for mixed ELL and native speaking classrooms has lagged, and had disheartening results. “Teachers are tasked with an enormous, complex issue and very few have the professional knowledge to help this already underserved population,” Jupp said.

Leckie says that in order to reach these kids you have to know the technical side of language acquisition. “You need to know how to put language in the forefront of your lesson,” said Leckie. “It’s not about ‘dumbing down’ your lesson but making language an important part of every lesson in every course.”

While educators already in the classroom are facing enormous challenges as the ELL population grows in south Georgia, COE is attempting to meet the problem head-on. Undergraduate students are now required to take the first course in the ELL endorsement series, as are students in some of the Master of Education programs. The College of Education’s ELL endorsement program is an add-on to a Georgia Teacher Certificate in another area (e.g., early childhood education).

“The need is being recognized,” Leckie added. “In fact, having an ESOL endorsement is a real hiring bonus. For now, Leckie and Jupp hope to offer the endorsement program again for Chatham County teachers after the first cohort of teachers finishes in March. And Leckie said there’s already a waiting list.

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DEPARTMENT NEWS:

The College of Education faculty continues to strengthen its scholarship. In 2013-14, the faculty published four books and 111 journal articles and book chapters, and submitted 24 proposals and received 14 grants, with a total of $1,174,560 in collaborative funding. The collaborative funding total reflects an increase of $937,157 above the previous year. Faculty also served the College and University, professional organizations and regulatory agencies in many ways. Of equal significance, the faculty, through its service to K-12 schools and the greater educational community, facilitated access to a host of learning opportunities for Georgia youth, teachers, and school leaders.

DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning (T&L) faculty continued to advance teacher preparation programs based upon the concept of developmentally appropriate practices and the value of diverse, intensive field experiences in a range of grade levels and school settings.

In particular, faculty members are aligning programs with the new edTPA standards (See separate story on edTPA on page 19), the PSC Code of Ethics. They are also working with area schools to provide teacher professional development related to teaching English language learners, improving science and mathematics instruction, engaging teachers and students in service learning, and improving the academic success of K-12 students. All T&L programs now include a course in Teaching English Language Learners and have integrated components of the Sheltered Instructional Observation Protocol into the assessments. In addition, faculty advanced strategies for assessing student learning in P-12 schools, including collecting and interpreting achievement data.

The College of Education (COE) welcomed a new department chair, Bruce Field, after long-time chair Professor Ronnie Sheppard stepped down. Field comes to COE from the University of South Carolina, where he was Clinical Associate Professor and Executive Director, School-University Partnerships & Clinical Experiences in the College of Education.

Other news from T&L:

- Faculty scholarly productivity increased, especially the number of grants and publications in premier, nationally recognized professional journals, including *Journal of Teacher Education*, *American Education Research Journal*, *International Journal of Critical Pedagogy*, and the *International Journal for the Scholarship of Teaching*.
- Additional full-time faculty are supervising candidates in field experiences.
- Plans are in place to admit candidates to the first P-5 Early Childhood/Special Education dual certification track in the BSED in Early Childhood program.
- Faculty members were successful in increasing the totals received from grants 18 percent.
- Conference presentations at major national and international conferences increased 8 percent.
- Three faculty members designed and implemented new research studies related to literacy.
- Four faculty members sponsored student chapters of professional organizations.
- Faculty members continued, as in past years, to plan and teach summer workshops for teachers focused on improving science and mathematics instruction in area schools.
- Faculty continued to be involved in assisting schools with planning and implementing innovative teaching strategies.
- Embedding college courses in public schools gives students valuable experience.

Top 50 Best Online Graduate Education Programs

- *U.S. News & World Report*

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For more information and to apply, visit [GeorgiaSouthern.edu/COE](http://GeorgiaSouthern.edu/COE).
The Department of Leadership, Technology and Human Development (LTHD) doctorate in educational leadership received a tremendous boost when it was accepted into the Carnegie Project on the Educational Doctorate (CPED). This elite consortium of colleges and schools of education is charged with transforming the Ed.D. into “the degree of choice” for the next generation of practitioners-all at levels of education, from K-12 to higher education.

With the addition of the College of Education into the consortium, there are now 87 schools or colleges of education working in collaboration to redesign the educational leadership doctorate out of an estimated 1,200 programs across the country. A faculty-led effort, the consortium, headquartered at the School of Education at Duquesne University in Pittsburgh, Pennsylvania, is an action-oriented initiative to develop a clear distinction between the “professional practice doctorate in education (Ed.D.)” and the education research doctorate (Ph.D.), and to improve the reliability and efficacy of programs leading to the professional doctorate in education.

COE accepted its first cohort into the redesigned educational leadership doctorate.

C R U C I L L U M, F O U N D A T I O N S A N D R E A D I N G

The Department of Curriculum, Foundations and Reading (CFR) welcomes a new chair this fall with the appointment of Professor Kent Ritschard, who had served as interim chair after Professor Corinna Zeitsch stepped down. Ritschard’s research interests include educational psychology, human learning and cognition, instructional technology and educational psychological measurement.

CFR faculty continued to provide high quality preprofessional teacher education programs (Pre-Professional Block, or PPB), grew the graduate programs in reading education and curriculum studies and served students in all other undergraduate and graduate programs in the College via departmental coursework, supervision and research mentorship. CFR faculty also continued to generate nationally recognized, peer-reviewed scholarship, supported the scholarly efforts of current students and alumni, sought and/or secured internal and external funding, and provided a high level of service to individuals, groups, and units within and beyond the Georgia Southern University campus.

CBR faculty members contributed to grant submissions or funded projects as PI, co-PI, evaluator or consultant.

Faculty participated in 294 service committees or groups across the department, College, University, community or professional levels, including 12 committee chairs.

Faculty served as members of conference planning committees and editorial board, as conference proposal reviewers and conference session moderators.

EMBEDDING COLLEGE CLASSES IN K-12 SCHOOLS

There’s a great deal of activity in a typical K-12 school, and not all of it happens in the classroom. In fact, many college students on track to become educators have little experience with children outside their college campus.

Professor Kymberly Drawdy has many other reasons. Drawdy has taught special education courses in two COE partner schools, bringing her students a level of experience they might not get elsewhere.

“Actually taking a college course in an elementary school is an eye-opening experience for students,” Drawdy said. “They see much more. From administration to building teachers, they are all on site to observe and drop into their classroom to answer questions.”

Last year, Drawdy taught in Langston Chapel Elementary School and Mattie Lively Elementary School, both in Bulloch County. Fall 2014 she teaches a level of experience they might not get elsewhere.

“There’s a great deal of activity in a typical K-12 school, and not all of it happens in the classroom. In fact, many college students on track to become educators have little experience with children outside their college campus. There’s a great deal of activity in a typical K-12 school, and not all of it happens in the classroom. In fact, many college students on track to become educators have little experience with children outside their college campus. Suddenly, at Tricia Kress, University of Massachusetts, Boston.

Professor Michael Moore received the Gerontology, the opportunity to enter dialogue with other education in- stitutions sharing the same goals, to be prepared to change, to experiment and to welcome critical feedback.”

Assistant Professor Lucy Green was invited to participate in the American Association of School Librarians (AASL). Causality: School Libraries and Student Success (CLASS) Institute of Museum and Library Services (IMLS) funded research summit.

Associate Professor Brenda Marra became President-Elect, Georgia College and State University (GCSU). She was also named editor, Georgia Journal of College Student Affairs.

Associate Professor Terri Melton was elected to the Georgia Educational Research Association (GERA) Board as Member-at-Large.

Assistant Professor Devon Jensen created a 3-year part-time educational leadership webinar series to connect graduate students with a “community of learners” and engage them in a “culture of thought and inquiry.”

The Cross-Cultural Counseling Conference was renamed and redefined under the leadership of Brenda Marina. The conference was renamed and redefined under the leadership of Brenda Marina.

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• Associate Professor Terri Melton was elected to the Georgia Educational Research Association (GERA) Board as Member-at-Large.

• Associate Professor Charles Hodges was named editor-in-chief, TechTrends.

INNOVATE
schools studying to become teachers. Anytime you can reinforce the importance of education and going to school, it’s a teachable moment."

COE STUDENTS CREATE CURRICULUM FOR RENAISSANCE CENTER

Just nine years after the Civil War ended, a group of former slaves started a school to educate African-American children, and for 125 years the school, Willow Hill, continued to educate Bulloch County children of all races. Now called the Willow Hill Heritage and Renaissance Center, the school was bought by a group of concerned citizens intent on preserving the school’s name and history.

That’s how a group of Methods I middle grade, pre-service teacher candidates came to create special curricula as a community outreach project for the Center. “The Willow Hill Heritage Center is really trying to create a space where students can learn about the history of this area,” said College of Education Associate Professor Michelle Riedel, who, along with Associate Professor Christine Draper, led the curriculum development course. Both are in the Department of Teaching and Learning.

Students in the course were tasked with designing lesson plans aligned with the historical exhibits featured at the Willow Hill Heritage and Renaissance Center. Each small group of students focused on a different historical time period, gathered resources about African-American history and created learning activities that middle school teachers who visit the Heritage Center can use with their students.

The Willow Hill Board also sought out other expertise within Georgia Southern to help them build a community resource and meeting place, including the College of Health and Human Sciences and the Jian-Ping Hsu College of Public Health. At its closing in 1999, Willow Hill was the oldest secondary Bulloch County school in existence. In 2005, the Bulloch County School Board put the school up for auction. As a result, a group of descendants of the original school’s founders and community leaders bought the school in order to create the Willow Hill Heritage and Renaissance Center. The current building was constructed in 1954.

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Your gifts strengthen education now and for the future

At the COE we deeply appreciate the support received from alumni and friends like you. Whether through endowed giving, annual giving or planned giving, every gift makes a difference and helps us continue our leadership role in preparing those who will teach, lead and serve future generations.

If you’re thinking about making a gift, you can designate your dollars to support a program or Department that is meaningful to you, or you can give to the College’s general fund, which allows us to put the money where it’s needed most.

GeorgiaSouthern.edu/give

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Join Dr. Golden...

A leading educator in the state of Georgia, Dr. Barbara Christmas Golden has paved the way for many in her profession, working in various roles as a high school English teacher, a principal and the president of three statewide educational organizations. Throughout her career, she has also built a steady network of support for the University around the state.

“I believe in Georgia Southern. The University prepared me well, and the real-world experience coupled with what I learned from my professors has played a strong role in my educational career,” she said.

The recipient of the Alumna of the Year for the College of Education as well as the University’s Alumna of the Year, Golden earned the first of her three degrees from the University at the age of 20. “My heart is with the College of Education,” she added.

Golden encourages others to join her in supporting the talented students and innovative faculty in COE by making a gift today. “We’re on the brink of a new day at Georgia Southern. This is a critical time to support the University as we become more ambitious in our mission and serve a diverse student population.”

Your support helps

PROMOTE ACADEMIC EXCELLENCE through department endowments, online learning, supporting partnerships, simulation technology, endowed professorships and chairs and endowed deanship.

ENHANCE STUDENT SUCCESS by providing student scholarships, graduate teaching assistantships, travel scholarships for student research presentations at conferences and travel scholarships for College of Education students engaged in international exchanges.

INCREASE RESEARCH AND CREATIVITY through graduate research assistantships, undergraduate research support, endowed research faculty, college faculty research grants, and centers and institutes.
COE Welcomes Twelve New Faculty

The College of Education (COE) welcomed 12 new faculty members this academic year including Bruce Field, the new chair of the Department of Teaching and Learning. “I’m excited about interacting with all these new additions to our faculty,” said COE Dean Thomas Koballa. “Our new hires enhance the strengths of the current faculty and bring fresh perspectives to the College.”

Bruce Field is the new chair of the Department of Teaching and Learning. He comes to the College of Educations from the University of South Carolina where he was a clinical associate professor and executive director of school-university partnerships and clinical experiences in the College of Education. He received his doctorate from the College of William and Mary. His research interests include professional development schools and school-university partnerships, teacher candidate preparations, secondary social studies, history of U.S. foreign relations in the 20th century and the Vietnam War.

Debbie Sill is a former K-12 classroom teacher and coordinator of an elementary school’s pyramid of intervention program. She received her educational specialist degree in early childhood education from Georgia Southern.

Laura Ridings received her doctorate from the University of Northern Colorado where she studied special education with an emphasis on teacher preparation and distance education. She was a faculty member in the teacher education program at Colorado State University, Pueblo, where she also coordinated the alternative licensure program.

Neri Romero comes to the College of Education from Jacksonville University, Florida, where she was a senior behavior therapist in private practice and an adjunct instructor in early childhood education at Florida State College of Jacksonville. She received her doctorate from the University of North Carolina at Chapel Hill in early childhood education, special education and literacy.

Chelda Smith received her doctorate in curriculum and instruction from the University of Minnesota, Twin Cities. She was a predoctoral dissertation fellow in the division of education at the University of Minnesota. She is a former K-12 classroom teacher.

Antonio Gutierrez received his doctorate in educational psychology from the University of Nevada, Las Vegas (UNLV), and was coordinator of the UNLV Center for Mathematics, Science and Engineering Education before joining the College of Education faculty. Among his many research interests are self-regulated learning, metacognition, comprehensive monitoring, and calibration accuracy and bias.

Mete Akcaoglu comes to the College of Education from West Virginia University where he was an assistant professor of instructional design and technology. He received his doctorate in educational psychology and educational technology from Michigan State University. His research interests include cognitive and motivational outcomes of game-design for young children, theories and best practices in online learning and teaching, and technology integration policies, among others.

Richard Cleveland received his doctorate in counselor education from Seattle Pacific University where he worked on assessment and accreditation for the DEPARTMENT OF CURRICULUM, FOUNDATIONS AND READING

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DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Brandon Hunt received her doctorate from the University of Virginia in community agency counseling. Prior to coming to the College of Education, she taught in the Department of Educational Psychology, Counseling and Special Education at Penn State University. Her research interests include counselor professional development and training, client experiences with disability, and qualitative research in counseling.

Eunbae Lee received her doctorate from the University of Georgia (UGA) in learning, design and technology. She taught classes in instructional design at UGA as well as introduction to computers for teachers. Her research interests include student-centered learning, technology-enhanced learning environments, scaffolding, problem-solving, youth at-risk engagement and learner autonomy.

Pamela Wells comes to the College of Education from Idaho State University where she received her doctorate in counselor education and counseling. Her research interests include mindfulness and the small group experience, counselor education and student advising, and best practices in counseling supervision.

Brandon Hunt received her doctorate from the University of Virginia in community agency counseling. Prior to coming to the College of Education, she taught in the Department of Educational Psychology, Counseling and Special Education at Penn State University. Her research interests include counselor professional development and training, client experiences with disability, and qualitative research in counseling.

COE’s Partnership Council is comprised of COE faculty and administration, as well as PreK-12 educators and school leaders. Among its goals, the Council is committed to the simultaneous renewal of schools and educator preparation programs, and works to enhance partnerships to ensure they are mutually beneficial for all participants.
**Reaching Out Through Research**

**STEM INSTITUTE WORKS WITH REGIONAL SCHOOL DISTRICTS**

Georgia Southern University’s Institute for Interdisciplinary STEM (science, technology, engineering, and math) Education (i2STEMe), continues to make a strong impact on the lives of students in the region. STEM education at the University includes all eight Colleges at Georgia Southern. Six of these have provided a half-time release to a faculty member to serve as an Institute fellow; who provide a direct conduit between the Institute and the Colleges. “The fellows are working on grants, research teams, outreach projects and courses that are interdisciplinary, involving faculty from all areas of the University,” said Director Robert Mayes, describing the growing interdisciplinary focus of the Institute and its influence in the education of students for generations to come.

Mayes is on faculty at the College of Education and director of i2STEMe. “The STEM Institute has three missions: research and scholarly activity, teaching and outreach,” said Mayes. “We are actively developing projects in each of these areas.” Examples include: funded STEM grants in collaboration with the chemistry department, engineering departments and COE; four interdisciplinary STEM education research working groups, originating from the Institute’s Interdisciplinary STEM Education Research Summit last summer; the first Institute FYE course “Solutions to Environmental Problems” taught by Diana Sturges, Kania Greer, and academic Meltdown: Zombie STEM” taught to preservice teachers’ impact on P-12 learning,” said COE Associate Professor Kymberly Drewdy who, alongside Associate Professor Meca Williams-Johnson and Clinical Instructor Kathleen Toole, developed an action research project as part of coursework in the teacher education program. “The outcomes for the students in the classroom and the preservice teachers were better than we anticipated,” she said. In fact, the students’ research was accepted for presentation at a national conference, which Drewdy said is another indication of the value and importance of undergraduate research. “Our goal is to use student conducted research to help our undergraduates see how they can directly affect teacher effectiveness and student success,” COE Dean Thomas Koballa said.

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During the past year, the i2STEMe has successfully received funding for several grants, including a Department of Education grant focused on innovative teaching in engineering, awarded to COE Assistant Professor Jonathan Hilpert. The Race to the Top Real STEM Grant began with four school districts engaged in creating and implementing an interdisciplinary STEM academic pathway. “Students in learning communities are exploring problems in their region and interacting with Georgia Southern faculty,” said Mayes. For example, one study involved the blueberry industry. A great deal of money is spent treating fungus on blueberry bushes. As students looked for an economical solution to this problem, they began asking industrial farmers to see how this widespread crop issue could be dealt with efficiently. Currently, the students involved are developing a drone that will scan the plants to detect where the actual fungus is located. “This way, farmers only have to spray blueberries that are actually infected,” said Mayes. He noted that in other Georgia counties, students are also focusing on environmental issues. At Statesboro High School, students are studying water quality in the Ogeechee River. In Camden County, they are studying water quality and pollution in the St. Marys River and its impact on wildlife. Meanwhile, the collaboration has expanded to include 13 schools. Mayes added that the Institute’s outreach efforts are expanding, most recently with the second annual STEM Fest held at Georgia Southern, featuring hands-on experiments to introduce STEM learning to students in the community. The event draws thousands of visitors from across the Coastal Plain...
She has served for the past 20 years as an accreditation surveyor in the field of nursing and medical assisting and has served as national chairman of the Medical Assisting Educational Review Board—the board responsible for providing initial and continuing accreditation to those schools who meet the Committee on Accreditation of Allied Health Programs—and was responsible for writing the current medical assisting standards. During her teaching career at Savannah Technical College she was twice selected for the President’s Award of Excellence for her performance in instructional duties, and was selected to represent southeast Georgia for the Rick Perkins Award, given to the most outstanding instructor in the Georgia Department of Technical and Adult Education.

Currently, Fulcher is serving as president of the Burke County Woman’s Club. Along with her husband, Fulcher is an active member of the Unitarian Universalist Fellowship of Statesboro. She is proud that both of her sons were members of the Multicultural Student Center at Georgia Southern.

Eagle Educators Soaring

COE Announces New Board Members

The College of Education (COE) is excited to announce the addition of four new members to its Board of Advisors. In addition to the new members profiled here, COE’s Board of Advisors includes Jan B. Anderson, Joseph Barrow, Dayle Burns, Sheila Hoynes, Eddie Pollar, and Mike Royal.

Tom Bigwood is Superintendent of Candler County Schools, a position he has held for nine years. Before becoming Superintendent in Candler County, Bigwood was principal of Southeast Bulloch High School in Brooklet, Georgia, from 1983 until 2003. During his service at Southeast Bulloch High, they were named a ‘school of excellence’ twice and a ‘national school’ in 2000.

After retiring, Bigwood became an educational consultant with six counties in the First District RESA, before serving as Candler County Schools Superintendent. Bigwood’s accomplishments at Candler County include the institution of vision, mission and accountability measures, which increased the graduation rate from 56 to 83 percent over a five-year period. With the help of the School Board of Distinction, and the support of the community, Bigwood also built a state-of-the-art K-8 Educational Complex.

Eugenia (Genie) Fulcher is a retired educator in the field of adult education. Fulcher has taught in nursing schools that grant a diploma in nursing, and in technical and adult education in the fields of nursing and medical assisting. She has served for the past 20 years as an accreditation surveyor in the field of nursing and medical assisting and has served as national chairman of the Medical Assisting Educational Review Board—the board responsible for providing initial and continuing accreditation to those schools who meet the Committee on Accreditation of Allied Health Programs—and was responsible for writing the current medical assisting standards. During her teaching career at Savannah Technical College she was twice selected for the President’s Award of Excellence for her performance in instructional duties, and was selected to represent southeast Georgia for the Rick Perkins Award, given to the most outstanding instructor in the Georgia Department of Technical and Adult Education.

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Geoff Lewis was named the vice president for student affairs at Armstrong State University in Savannah, in 2013. Among his responsibilities, Lewis provides leadership and advances strategic goals at Armstrong. An alumnus of COE, he received his Ed.D. in Leadership/Higher Education Administration in 2007.

Prior to joining Armstrong, Lewis served as the vice chancellor for student affairs at Indiana University Northwest in Gary, Indiana. He also served as dean of students at Georgia Southern University for nine years and, prior to being named to that position, was the director of the Multicultural Student Center at Georgia Southern.

Genie holds an associate degree from Emory-at-Oxford and a bachelor’s in nursing from Emory University School of Nursing. She received a master’s in adult and technical education and her doctorate of education in curriculum studies from Georgia Southern University. She was the second graduate of the doctoral program and the oldest graduate in the spring of 1999. She is a Master Flower Show judge emeritus, past president of the Town and Country Woman’s Club, and past president of the Burkeland Garden Club and the Burke County Council of Garden Clubs.

Along with her husband, Fulcher is a published author in the field of pharmacology with multiple books in print. She is proud that both of her sons were with the Eagles Athletics program in the 1980s and both are also Georgia Southern alumni. Fulcher lives in Waynesboro, Georgia.

Fulcher has taught in nursing schools across the country and is a retired nurse. She received a master’s in nursing from Emory University School of Nursing at Emory-at-Oxford and a bachelor’s in general studies from Georgia Southern.

Fulcher lives in Waynesboro, Georgia.

COE’s Board of Advisors in- cludes Jane Altman Page, COE’s Board Member Dr. Jody Barrow (center) and COE GOizueta Distinguished Chair Alejandro Gallard during COE’s annual scholarship luncheon. COE Board Members also were on hand to honor both donors and recipients.
2014 Jack Miller Award Winners Announced

The 2014 Jack Miller Awards were announced at the College of Education’s annual Fall Faculty and Staff Meeting on August 13, kicking off the 2014-15 Academic Year.

The Jack Miller Faculty Awards are given annually to recognize and reward faculty for demonstrated excellence in the areas of teaching, service and scholarship/creative activity. The awards are determined by a faculty member’s performance based on specific criteria. This year, awards were made in all areas as well as the Jack Miller Educator of the Year Award.

Jack Miller was a former dean of education at Georgia Southern and in 1994 endowed the award. He is now president of Central Connecticut State University.

This year’s winners were: Kymberly Drawdy, Award for Service; Julie Maudlin, Award for Teaching; Charles Hodges, Award for Scholarship and Creative Activity; and Lina Soares, Educator of the Year.

Kymberly Drawdy is an associate professor in the Department of Teaching and Learning. She received her doctorate from the University of Alabama. Her research interests include appropriate delivery of services for students with disabilities in alternative placement and residential treatment facilities, transition goals and services for incarcerated youth with disabilities, self-determination as a motivational approach and professional development in schools.

Julie Maudlin is an associate professor in the Department of Teaching and Learning. She received her doctorate from Georgia Southern University. Her research interests include early childhood education, cultural curriculum studies, creativity, consumption and public pedagogy.

Charles Hodges is an associate professor in the Department of Leadership, Technology and Human Development. He received his doctorate from Virginia Polytechnic Institute and State University. His research interests include learner motivation, self-efficacy, self-regulation, online or technology enhanced teaching and learning, instructional design, emerging technologies and peer review as an instructional strategy.

Lina Soares is an associate professor in the Department of Teaching and Learning. She received her doctorate from the University of North Carolina-Charlotte. Her research interests include critical pedagogy and critical literacy, content area literacy, adolescent literacy, teacher education and gifted education.

Pictured from left to right: Kymberly Drawdy, Lina Soares, Charles Hodges and Julie Maudlin.
B.S. Ed.
Early Childhood Education
Health and Physical Education
Middle Grades Education
Special Education

Online Endorsement Programs
Reading
ESOL Education
Online Teaching and Learning

Ed.S.
Counselor Education
Early Childhood Education / ONLINE
Educational Leadership
Instructional Technology / ONLINE
Middle Grades Education / ONLINE
Reading Education / ONLINE
School Psychology
Secondary Education / ONLINE
Special Education / ONLINE

M.Ed.
Curriculum & Instruction - Accomplished Teaching / ONLINE
Counselor Education
Early Childhood Education / ONLINE
Educational Leadership / ONLINE
Higher Ed. Administration / ONLINE
Instructional Technology / ONLINE
Middle Grades Education / ONLINE
Reading Education / ONLINE
Secondary Education / ONLINE
Special Education / ONLINE

M.A.T.
Secondary Education
Middle Grades Education
Special Education / ONLINE
Spanish

Ed.D.
Curriculum Studies
Educational Leadership