COE Alumna Launches One-Room School Project

Historic reenactments and virtual field trips are just two of the many experiences that will create a “walk through time” for visitors learning about school life in the late nineteenth century during the one-room school era in Bulloch County. Jan B. Anderson, chair of the COE Centennial Committee and past COE Alumni of the Year, has a passion for history and education. Anderson, an active member of the Historical Society and the Daughters of the American Revolution, purchased a one-room school from a neighboring county. A grand opening celebration on April 14 from 2 p.m.-4 p.m. at the site located near Georgia Southern will be a highlight of the COE centennial celebration.

The one-room school is being restored with replicas of artifacts, desks, chairs, and a blackboard. Also, interviews with educators and community members, archived photos, books, and children’s games will bring to life south Georgia history and social studies. Teaching units and other instructional materials will be available for educators and a much broader audience. The historic structure will support the learning of K-12 students and teachers, community members, and higher education pre-service teacher candidates and humanities students.

IEP Fellows at Georgia Southern

Georgia Southern was selected to host an International Educators Program (IEP) subcontracted by The International Research and Exchange Board (IREX) and the U.S. Department of State. On behalf of Georgia Southern, the College of Education designed and is now host for the professional development experience of fourteen (14) international secondary teachers from Algeria, Bangladesh, Egypt, India, Indonesia, Jordan, Malaysia, and Morocco. The group arrived in Statesboro on January 24, and the IEP experience will continue through June 18, 2007.

The overall academic seminar is directed by Dr. Ming Fang He, associate professor in the Department of Curriculum, Foundations, and Reading. The seminar is titled: Teachers as Reflective Practitioners and Curriculum Planners for Diverse Learners. In addition to the seminar, the scholars have the opportunity to audit any graduate class, including doctoral-level, the College of Education is offering.

In accordance with legislation and guidelines authorizing this program under P.L. 87-256 (Fullbright-Hays Act), the goals of the program are: (1) to contribute to the improvement of teaching in the participating countries; (2) to provide international educators with an important professional opportunity in the United States that will enhance their ability to contribute to national development; (3) to create among educators a deeper understanding of the United States; and (4) to develop productive and lasting relationships and mutual understanding between American and international teachers and their students.

In support of these goals, Georgia Southern University set the following objectives (cont. p.8)

Pictured are (l-r): front row - Budi Handoyo, Indonesia; Andriono Kurniawan, Indonesia; Scott Beck, COE; Smain Baali, Algeria, middle row - Pat Parsons, COE; Marwa Abdelmageed, Egypt; Reda Ghalab, Egypt; Missy Bennett, COE; Khadija Fastani, Morocco; Ming Fang He, COE, back row - Shanti Subramanian, Malaysia; Chen Youqing, COE guest, China; Shaji Philip, India; Agung Purnomo, Indonesia; Sameh Abdel-Seed, Egypt; Yuna Kadarisman, Indonesia; Maha Hawashin, Jordan; Sanjida Khan, Bangladesh; and Sidi Mohamed Oubit, Morocco.
We are now busy celebrating the University’s Centennial. We in the College encourage you to “Salute the past, capture the present, and ignite the future.”

Salute the Past

We have been privileged to have several groups on campus to help us celebrate the past. These include the Girls of East Hall, the 1950s Lettermen, alumni groups, and many others. Each group brings to us stories that broaden our understanding of how Georgia Southern and the College of Education have grown and impacted the lives of hundreds of thousands of children and youth. They also help us deepen our commitment to our work. Thank you, alumni and friends.

Capture the Present

Your alma mater is growing in quality and quantity in ways that you and others before you could never have dreamed. A short summary of the college’s achievements this year and in years past. A special thanks goes to those who made major contributions to support our academic programs and scholarships including:

- The Guizarta Endowed Professor in Educational Leadership
- The Guizarta Foundation Scholars Fund for Latino Educators
- 1950s Education Scholarship
- 1950s Letterman Scholarship
- Anne Waters Ramsey Scholarship
- Bazemore-Fetzler-Hagan Memorial Scholarship
- Billy J. Lamb and Curry Colvin Memorial Math Education Scholarship
- College of Education Memorial Scholarship
- Delta Kappa Gamma Grant-in-Aid Scholarship
- Dr. Bryan Deever Memorial Scholarship
- Dr. Malcolm Katz Memorial Scholarship
- Earl Kingdon and Nora Snider Million Scholarship
- Herman Lee and Wordna Isabelle Bogan Scholarship for Science and Math Education
- J.C. Hunter Memorial Scholarship
- Jack Miller Educator Awards
- Jim and Ruth Miller Scholarship
- Joseph Eugene (Gene), Sr. and Peggy Marsh Miller Scholarship
- Lee C. and Martha Tootle Cain Science Education Scholarship
- Mary and Duncan James Memorial Education Scholarship
- Ollie Mae Jernigan Library Fund
- Rose Mae Bogan Scholarship for Science and Math Education Majors
- Sadie A. Fulford Scholarship
- Victoria B. Zwald Memorial Scholarship
- Virginia Wilson Russell Scholarship
- Zach S. Henderson Scholarship

It is a good year, a great faculty, and wonderful alumni and friends with whom we “salute the past, capture the present, and ignite the future” for the children and youth of Georgia. Thank you. —Cindi

Ignite the Future

The COE thanks the many alumni who supported the University’s Capital Campaign this year and in years past. A special thanks goes to those who made major contributions to support our academic programs and scholarships including:

- The COE was adopted by the state of Tennessee for use in all its technical schools.
- The Georgia Center for Educational Renewal and COE faculty created a video series that provides instruction for the basics of good teaching. These have been adapted by the state of Tennessee for use in all its technical schools.
- The annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education is growing in prestige and involvement with 200 participants.
- The doctoral programs in Curriculum Studies and in Educational Administration have grown in number and quality. Both are highly regarded.
- The Partner School Program with colleagues in our fourteen partnering P-12 schools is considered one of the best in the country, thus membership in the National Network for Educational Renewal (NNER).
- Georgia Southern is the lead institution in the International Learning Community, a partnership with international universities and schools, with a single focus—improved teaching and learning preschool through doctoral programs. As a result of this work, Georgia Southern is the first institution in the U.S. to be invited to membership in the International Network for Educational Transformation (INET).
- Georgia Southern with its partner system Screven County Schools created the first Professional Development District in the United States.

The COE Administrative Team surprised Dean Chance in December by purchasing a commemorative brick in her honor. The engraved brick will be installed in Centennial Plaza and be a permanent part of the Georgia Southern campus. Dean Chance will keep a mini-replica of the brick.

To date, 163 bricks have been sold, and the proceeds are being used to fund student scholarships. The Victoria B. Zwald Memorial Scholarship is the first scholarship to be fully funded with donations from the Zwald family, friends, and proceeds from the sale of bricks.

For information on the Centennial Plaza Brick Campaign and an order form, see http://coe.georgiasouthern.edu/brickscampaign.html

On February 1, doctoral students Douglas and Barbara Williams were in Statesboro for their E.D. prospectus hearings. They live in Bluffton, Georgia, (west of Albany), but have been a part of COE’s Saturday doctoral cohort which meets on the campus of Augusta State University. Every Friday for two years (five semesters), the Williams loaded up their travel trailer, drove 270 miles, parked and stayed overnight just outside Augusta, attended their Saturday classes, and then headed back to Bluffton. With each one successfully passing the prospectus hearing, Mr. Williams said, “The travel trailer and VW bug are now for sale.” The Williams are in the data collections stage of their dissertations now, and each expects to complete and graduate in December 2007.
**Unit Assessment and Update**

(On 05/06 Data)

As a part of the NCATE accreditation process, and because we want you to know about the results of our annual unit assessment, below are the college goals for 2006/07. If you wish to have more detail, the data and supporting documents can be found online at: [http://coe.georgiasouthern.edu/pdfs/cal05.pdf](http://coe.georgiasouthern.edu/pdfs/cal05.pdf)

**OBJECTIVES FOR 2006-2007**

**Faculty/Staff:**
1. Increase number of faculty in oversubscribed programs.
2. Further increase faculty/student involvement in international initiatives.
3. Complete the roles and rewards documents—approval at College and defining actions at the Department levels.
4. Further increase the number of externally funded grants.
5. Create a Technological Advancement Plan that focuses on the cutting edge use of technological advancement for the delivery of coursework—including in-school experiences, recruitment, student support, distance courses, iPods, etc.

**Programs:**
6. Continue to refine programs in order to place greater emphasis on assessing student outcomes (national/state standards).
7. Fully implement the data assessment system for student outcomes—EBDM.
8. Examine and respond to certification/programmatic needs identified by the schools—ESOL, dual certification, increased numbers, etc.

**Centers:**
9. Create a systematic way to recruit, retain and support students through graduation.
10. Develop a systematic process for collecting, analyzing, and interpreting center performance—EBDM.
11. Increase internal grant support to help identify and support area school/system needs in response to NCLB and other state/national mandates.
12. Involve and support more faculty in center initiatives.

**Staff Retirement**

Ms. Pauline deLaar, academic advisor in the Student Success Center, retired on January 31, 2007. Pauline joined the College of Education’s staff in December 1995 and for eleven years advised Early Childhood Education, Early Childhood Certification, Pre-Ed Special Education, and Special Education students. During her tenure, she taught many sections of the University Orientation course, GSU 1210. Students in those courses will remember the beaded necklaces that emerged from receiving a single bead from each student in their section. Pauline is known by her colleagues and advisees as a person committed to the good of “her” students, a world traveler, and a talented quilter. Her first trip during retirement is to Antarctica with her husband Bob. COE thanks Pauline for her dedicated service and wishes her well in all of her adventures to come.

**Authentically Respecting Individuals**

Dr. Walter S. Polka, associate professor of educational leadership, has been a public school educator for five decades. He has served in various teaching, curriculum improvement, staff development, and administrative roles. In all of his professional experiences, he has focused on promoting caring interpersonal relations based on cooperative experiences, self-reflective analyses, and diversity appreciation.

Polka synthesized many of his thoughts about the “appreciation of differences” and the danger of convergent thinking in a poem first published in 1990. That poem was composed during his participation in a Harvard University seminar conducted by Dr. Howard Gardner. He recently revised that poem as a result of experiences at a 2006 National Network for Educational Renewal (NNER) Think Tank on “Diversity and Equity in Education.” The latest version of the poem more poignantly reflects Polka’s contemporary concerns of the misdirected orientations to convergence in education and our society. It expresses what he sees as a real sense of urgency vis-a-vis the imperativeness of authentically respecting individuals in this age of “No Child Left Behind” and its concomitant standards-based accountability focus.

**Our Focused Quest For Understanding**

By Walter S. Polka, Ed.D.

Several individuals have searched diligently for Similar patterns, structures, and perspectives among people, things, and ideas In their quest for simple understanding.

Numerous others have planned ubiquitously to Standardize assesses, activities, and motivations among Diverse people, things, and ideas In their quest for simple understanding.

Some others have implemented forcibly with Precision programs, models, and assessments among Diverse people, things, and ideas In their quest for simple understanding.

Many others have evaluated erroneously with Rigidity knowledges, attitudes, and skills among Diverse people, things, and ideas In their quest for simple understanding.

Ergo, all of us must commence seriously to Humanize histories, realities, and futures among Diverse people, things, and ideas In their quest for simple understanding.

And, each of us must endeavor naturally to Appreciate difference, uniqueness, and individuality among Diverse people, things, and ideas In our focused quest for enlightened understanding.
Where in the World is the Center for International Schooling?

The answer is easy—it’s housed in the College of Education at Georgia Southern University! Building on the strong foundation established by the center’s founding director, Dr. Grigory Dmitriyev, Dr. Judi Repman accepted the position of director in August 2006.

The center serves as a clearinghouse for all of the college’s international efforts, in collaboration with Dean Chance; Pat Parsons, director of field experiences and partnerships; and Dr. Nancy Shamaker, director of international studies at Georgia Southern. The center is linked to the International Learning Community (http://coe.georgiasouthern.edu/ilc), a longstanding partnership with six UK universities. A group of educators from Georgia Southern, Bulloch County, and Savannah-Chatham County made a trip to learn more about partnership opportunities and educational reform in the UK in October 2006. They were particularly impressed by the independent use of technology in all of the schools visited. The picture shows students at the Robin Hood Junior and Senior School in Birmingham (http://web.robinhood.bham.sch.uk/artacademy.htm). In addition, the group quickly found that educators face similar challenges no matter where they live and that we have much to learn from each other about best practices.

What’s next for the center? A faculty advisory committee is being formed to develop a strategic plan and other center initiatives. Events planned for Spring 2007 include forums with educators from around the world who are on campus as part of the International Educators Program. (See article on page 1.) Opportunities to learn more about education in China are also being planned with two Chinese scholars the COE is currently hosting.

Teaching Series for Technical Institutes

The Georgia Center for Education Renewal (GCER) completed a 16 part teaching series for Lincoln Educational Services in December 2006. Topics covered include five lessons on Lesson Design with subsequent lessons on topics identified by Lincoln including: Assessment to Promote Learning; Promoting Active Student Involvement in Learning; Enhancing Adult Motivation to Learn; Classroom Management; Teaching in the Long Time Block; Model Lesson; Teaching Diverse Populations; Reading and Writing – Speaking and Listening for Both Teachers and Students; Creating Performance-based Assessment Rubrics for Lab Work; Effectively Handling Criticism, Sexual Harassment, and Racial Diversity; and Utilizing the Multiple Intelligences to Improve Instruction.

An overview of the first ten lessons is available on the GCER web site, together with the various applications of the series to improve instruction. The series is available for purchase ($580 for the ten part set); purchasing information is also available on the web site http://itic.georgiasouthern.edu. Marketing of the series is now underway. The state of Tennessee has purchased 130 sets for their technology programs. In October, GCER presented at the state-wide meeting of the vice-presidents of Georgia technical colleges and, in November, presented at the national conference for technical institutes.

In addition to this project, GCER has presented at five national conferences on its research and proposals for improvement in school outcomes. GCER has had three articles on its work accepted for publication. The center continues to add other materials on the GCER web site at http://coe.georgiasouthern.edu/gcer.html.

Cross-Cultural Issues Conference Held

The 6th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education took place on February 9 & 10 at the Coastal Georgia Center. Counselors, educators, and other professionals from around the country came to participate in this increasingly dynamic and renowned conference. Among the keynote speakers were the internationally acclaimed authors and scholars Dr. Derald Wing Sue, Dr. William E. Cross, Jr., and Georgia Southern’s own Dr. Saundra Murray Nettles. The two-day conference was well attended by students of counselor education programs as part of their on-going training and journey toward cultural competence.

The conference is a forum for people to present and participate in dialogue regarding issues of diversity and social justice in counseling and education. It focuses on racial identity development, ethnic identity development, and gender and sexual orientation, all from infancy through adult maturity. An understanding of this development is necessary to understand the dynamics of multi-ethnic and multi-racial groups in the United States. The workshop embraces an anti-oppressive and multi-cultural perspective.

The conference is sponsored by COE’s Counselor Education Program; the Continuing Education Center; the Multicultural Student Center; the counselor education programs at Augusta State, Albany State, and University of Georgia; the Licensed Professional Counselors Association of Georgia; Recovery Place, Inc., Savannah; and Child and Family Guidance of Georgia, Inc., Milledgeville. As befitting such a dynamic conference, College of Education Dean Cindi Chance welcomed the attendees and presenters, and on behalf of all counselors and educators, she extended the idea that with a bit of daring, desire, and support, we can all succeed AND be multidimensional.

Researcher Focuses on Inclusion Practices

Dr. Meng Deng, Fulbright scholar from Central China Normal University, where he serves as associate dean in the College of Education, continues to support his research agenda with a variety of classroom observations in Georgia Southern’s partner schools. Deng, who has been at Georgia Southern since Fall 2006, has accompanied Dr. Kimberly Harris, assistant professor in the Department of Teaching and Learning, to observe classroom teachers who are practicing inclusion of students with disabilities into general education classrooms.

Deng and Harris are coauthors of an article that examines inclusionary practices in Chinese schools to be published later this year in Teacher and Special Education Researcher Focuses on Inclusion Practices.

Keynote speaker Dr. Derald Wing Sue talks with Dr. Leon Spencer, one of the conference organizers.
I
n the fall of 2003, the Fund for the Improvement of Postsecondary Education (FIPSE) awarded the College of Education a three-year grant to support the work of developing the Professional Development District (PDD) with Screven County Schools and Savannah River Challenge Program. The focus of the grant is to address systemic causes for the gap in the academic performance between minority and non-minority students and between low socioeconomic status students and their more advantaged peers in the Screven County Professional Development District (PDD). The project, which concludes in June of 2007, has a professional development focus that is addressed through professional learning communities throughout the PDD. The professional learning topics are: Understanding the Framework of Poverty, Culturally Responsive Teaching, and Differentiated Instruction. Additionally, workshops on these topics are presented to teacher education program students at the College of Education, and COE faculty are collaborating with these schools in the areas of school counseling, special education issues, educational leadership, and parental involvement.

Evidence of Success

Certainly, all of Screven County's student achievement gains can not be attributed solely to the FIPSE project. However, it is promising to look at some of those trends during the past three years, in the areas during which the PDD has been at work in Screven County. For example, the performance of economically disadvantaged students has improved in several areas, most notably 1st grade Math and Reading, 3rd grade Math and Science, 6th grade Reading and Language Arts, 8th grade Reading and Language Arts, and the Science and Language Arts portions of the Georgia High School Graduation Test (GHSGT). Student achievement has improved among minority students in 1st grade Math, 6th grade Language Arts, and all areas of the GHSGT, most notably in Science. Achievement gaps between minority and nonminority students have been narrowed in many areas and grade levels, most notably in 1st grade Math, 5th grade (most subjects), 6th grade Language Arts, and all areas of the GHSGT (including a 22% reduction in the gap in the area of Science!). Additionally, data collected in the School Observation Measure (SOM), which measures the existence of teacher behaviors which are most likely to result in student achievement, has indicated a positive trend over three years in best practices being utilized in the classroom.

PRISM Growth Noted

The East Central Region of the Partnership for Reform in Science and Mathematics (PRISM) has experienced a year of remarkable growth and activity. Among the seven school systems currently involved, in 2006 alone the program had contact with 962 teachers and 25 system administrators, and can account for more than 16,600 contact hours of training and professional development of many different kinds. The partnership between Georgia Southern and the public schools has grown tremendously, and more than forty faculty in the College of Education and the College of Science and Technology have taken an active role in PRISM functions or have begun working new teaching strategies into their own courses on this campus.

Mere numbers might not provide much consolation to those trying to enhance the means by which science and math are taught. The written and spoken remarks received from teachers and students alike, however, and the recent wonderful success we have had with PRISM-sponsored Math and Science Fun Nights has shown that it is, indeed, on the right track.

—Fred Rich, PRISM Coordinator

The Future of the PDD

By addressing root causes that were preventing P-12 learners from achieving at their highest potential through school embedded professional development, there have been notable improvements in the quality of teaching and learning in the schools in the Professional Development District. Instructional coaches continue to note changes in teacher attitude and willingness to change instructional practices to better support learners. The structure of small learning communities is providing teachers with a venue to develop a stronger sense of community by collaborating, discussing professional development topics, developing new instructional strategies, implementing these strategies, and then reflecting on the effectiveness of these strategies within the learning community. The work during this project has increased teachers’ awareness to have high expectations for all learners. Coaches have continued to work to embed and cement learning into the culture of the schools, and FIPSE monies have supported the development of permanent resource libraries consisting of excellent books on FIPSE topics and redelivery notebooks created by the Project Director and coaches. Plans are underway to share the successes of the PDD model with others and to offer support and assistance in replicating the model in other settings.

—Kelly Tharp, FIPSE Coordinator
When I was a child, my favorite subject in school was art. So today, as an elementary teacher of the visual arts, I take teaching each individual student very seriously. All students should be exposed to art, due to its importance in our society. Art education is a subject that can and will change a student’s life forever. It should be a subject that we as teachers think of everyday. However, to some educators art education is at the bottom of the list. With this statement in mind, we as instructors should ask ourselves, “Are we doing our job?”

Teaching and introducing art to students is a necessity. Art is a way for individuals to express emotions, develop self-esteem, and increase cultural understanding. Art experiences help students grow and become unique individuals. Without art, a person’s everyday lifestyle would be very empty. In addition to the experience of making art, students should be exposed to the purposes of art, its values, meanings, and history.

Why is art education mandatory? It is mandatory because our very being depends and thrives on new and old art productions. The visual experience of art is extremely important to an individual’s development. Many different cultures have come to life to students through their art classes. Students learn important features of those cultures not only by the content of the artwork, but also by examining the content using several related art disciplines including art criticism, art history, aesthetics, and art production.

All communities should have a quality art program. I believe all students from Pre-K to college should have regular and sequential opportunities to learn the contents of art. Art teachers should always support and push their art program. Ways to be successful in this field are by advertising, displaying student’s artwork, relating to parents, and promoting one’s art department to the community and school officials.

I had the privilege of obtaining my Bachelor of Fine Arts from Georgia Southern University. While there I had the opportunity to learn from very talented, helpful, and intelligent professors. Not only did they teach me what I needed to know, but they expected me to go beyond the limits of my courses. This has greatly influenced the way I teach my students. Also, I am very blessed to be in a wonderful working environment. The staff and administration of my schools have supported all the various works and projects that have taken place in the six years I have been there.

My final thoughts here are expressed in a quotation from a famous past U.S. President. His words underscore my belief that the teaching of art in one’s classroom is imperative. He said, “There is a connection, hard to explain logically but easy to feel, between achievement in public life and understanding. Art experiences help students grow and become unique individuals to express emotions, develop self-esteem, and increase cultural awareness. Without art, our everyday lifestyle would be very empty. It should be a subject that we as teachers think of everyday.” The president was John F. Kennedy.

Karen L. Rachels
Dublin City Schools
Susie Dasher Elementary School and Saxon Heights Elementary School

**Future Teachers Tour Campus**

A Day on Campus for Teachers of Tomorrow, held on February 16, brought together 105 students from eleven (11) Georgia high schools. They spent the day on the Georgia Southern campus interacting with education specialists and learning more about the art and science of teaching. At the similar Fall 2006 event, 80 students participated representing nine (9) high schools. Claudia and Paul Moller, retired educators and valued friends of the COE, organized these events under the college’s PRISM Satellite grant.
Wells, William “Bill” (B.S.Ed. Industrial Arts) Bill is now a retired Transportation Engineer from the Georgia Department of Transportation. This past September, Bill and his wife, Ginny, celebrated their 50th wedding anniversary in New York City with their children and grandchildren. Mr. and Mrs. Wells are members of St. Anne’s Episcopal Church in Tifton, Georgia.

1964

Rogers, Thelma (B.S.Ed.) Thelma taught school in Augusta, GA, as well as in Arizona on an Indian Reservation and in Germany. She had a stroke 14 years ago which left her paralyzed on her right side. Despite this, she can still walk with a cane and brace, remains active in her church and loves to travel.

1980

White, Wesley (B.S.Ed.) Wesley is currently teaching second grade at Model Elementary School in Floyd County. Over the past thirteen years, Wesley has taught both special and regular education at Model Elementary in Warner Robins, GA. She is currently teaching at Hillside Elementary in Fulton County for five years. She has taught fourth and first grades, and is currently teaching fifth grade.

1994

Payton (Lund), Pam (B.S.Ed. Early Childhood) Pam began working at Model Elementary in Floyd County after graduation and is currently teaching third grade. She received her Ed.S. in Educational Leadership in June 2003 and is married to Georgia Southern alum Ramsay Johnson and has two children, 9 year-old Deondra, and 5 year-old Rayana.

1997

Carlyle, Eric (M.Ed. Middle Grades) Eric is in his thirteenth year as an educator and became principal of Swainsboro Middle School in May 2006 for the 06-07 school year.

1998

Grantham (Disostine), Anisa (M.Ed. Counseling) Anisa married Mr. Wayne Grantham in 2001 and was recognized as a National Certified Addiction counselor. She recently opened Rincon Recovery Resources, LLC, a private practice in Rincon, GA, to provide substance abuse treatment. In 2004, she was licensed in the state of Georgia as a professional counselor and is very proud to be a source Eagle!

Adams, Jeff (B.S.Ed. Science Education) Jeff taught at Appling County High School in Baxley, GA for one year before teaching at his Alma Mater, Wayne County High in Jesup, GA. He teaches Chemistry I and II and has AP Certification. Jeff was recently recognized as a WTOC-TV top teacher. He is married to Georgia Southern alum Deborah McMillan Adams and they are involved in the Southern Boosters. Mr. and Mrs. Adams love Georgia Southern Football and attend as many games as possible.

Johnson (King), Elizabeth (E.D.S. Early Childhood) Since graduation, Elizabeth has been busy being a wife, mother, Sunday School teacher, and employer. She is currently an assistant principal at Miller Elementary in Wamer Robins, GA. She is married to Georgia Southern alumnus Ramsay Johnson and has two daughters, 9 year-old Deondra, and 5 year-old Rayana.

2002

Frost (Frost), Michelle (B.S.Ed. Early Childhood) Michelle has been teaching fifth grade at Lyons Upper Elementary School in Lyons, GA for 11 years, and is currently pursuing an M.Ed. specialist degree from Nova Southeastern University.

Tadlock, Mariie (B.S.Ed. Early Childhood) Mariie has been teaching first and second grade in Moultrie, GA since graduation. She was selected as Cox Elementary Teacher of the Year for 2007-2008 and is pursuing her M.Ed. Educational Leadership at Valdosta State University.

Did you guess Donna Colson in the picture from page 3? If so, you are absolutely correct.

COE Student Ambassadors

Ten outstanding COE students have been named to the 06/07 COE Student Ambassador Team. The ambassadors, both undergraduate and graduate students, volunteer their time and efforts to help the college at recruitment events, Scholar’s Day, and special COE events such as A Day on Campus for Teachers of Tomorrow. Four of the student ambassadors helped at the opening reception for Southern’s Art Extravaganza held in October 2006. Pictured with Dean Chance at the reception are (l-r): Jessica Claudio, Amanda Nebl, Lissette Claudio, and Jessica Stewart. Other COE Student Ambassadors are: Brad Boykin, Kyle Amezcual, Amanda Flake, Yumilda Vargas, Windal Torrence, and Jessica Todd. Ms. Era Hall, COE’s PRISM Satellite Grant Recruitment Coordinator, coordinates the activities of the team.

Conferences Sponsored by COE

Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education, February 2008

http://cps.georgiasouthern.edu/conted/ccicueges.html

Annual National Youth At Risk Conference

March 4-7, 2007

http://cps.georgiasouthern.edu/conted/nationalyouthatrisk.html

Distributed Leadership: Imperative for Leading School Change in the Flat World

March 8, 2007

Sponsored by the Georgia Center for Educational Renewal, the COE’s Educational Leadership Program, and iNET

http://cps.georgiasouthern.edu/conted/distributedlead.html

Annual Georgia Conference on Information Literacy

October 5-6, 2007

http://cps.georgiasouthern.edu/conted/infolita.html
IEP Fellows (continued from page 1)
for program participants:

- To experience and participate in U.S. classrooms that demonstrate various instructional strategies for diverse student populations;
- To enhance English language communication skills;
- To improve computer literacy and use instructional technology to obtain teaching excellence;
- To acquire understanding of pedagogy and teaching strategies that encourage critical thinking, freedom of inquiry, and factual analysis;
- To acquire advanced knowledge and skills in selected academic disciplines and develop curricular materials to support improved teaching and learning;
- To develop friendships and better understanding of people, languages, and cultures in the United States;
- To participate in cultural learning activities that foster appreciation and understanding of the U.S. government, civil society, and democracy;
- To develop plans to integrate and apply knowledge and skills acquired in the classroom instruction in their home countries;
- To establish personal and professional relationships that promote continuing collaboration with U.S. schools;
- To acquire skills and knowledge to take leadership positions in their respective schools and foster institutional change that promotes appreciation of democracy, freedom, and diversity.

Key administrative individuals involved in the IEP at Georgia Southern are:

Project Coordinator: Ming Fang He leads and oversees all aspects of the program at Georgia Southern University. She is to ensure that all activities and events follow the program schedule and that the program works towards reaching the set objectives. Co-Coordiators are Judi Repman, Cindi Chance, and Nancy Shumaker. Dr. Repman, director of the COE’s Center for International Schooling, will include the teachers in existing international efforts. Activities include international seminars about effective schooling and video-conferencing with International Learning Community (ILC) member schools in the UK, China, and Mexico. Dr. Chance, COE’s dean, will involve the project participants in the work of the ILC as part of the exchange program with the teachers both on-site and via electronic media. Dr. Shumaker, director of the University’s Center for International Studies, is coordinating all logistics of the visit for the participants, including visas, housing, and access to cultural events. The Internship Coordinator is Pat Parsons. COE’s director of field experiences and partnerships. She is overseeing the eight-week internship experience for the fourteen participants. She is also working with the participants and the teacher mentors in local secondary schools to track the participants’ work and progress in the program.

The group’s Academic Advisors are Scott Beck and Missy Bennett, faculty in the Department of Teaching and Learning. They serve as the IEP participants’ Georgia Southern advisors to oversee each participant’s discipline-specific coursework and progress throughout the entire program.

Centennial Activities Sponsored by the COE

The College of Education has established a Centennial Committee to plan and carry out events during the year of Centennial celebration. Jan Anderson and Shirley Cobb are co-chairs of this committee. Other members are faculty representatives—Jim Klein, Fayth Parks, Denise Weems; external representatives—Brent Tharp, Dianne Hickman, Todd Williford; administrative representatives—Susan Cason, Jennie Rakestraw, Pat Parsons, Chris Thompson, Cindi Chance; and student representatives—Jessica Stewart and Danielle Smith.

The COE will be gathering materials for a time capsule to be placed in the Centennial Plaza located between the COE and CIT buildings. Display cases in the lobby and room 2148 of the COE classroom building will house artifacts collected from former students, faculty, and staff. These artifacts will provide a visual story of the history of the college through the experiences of former and current persons associated with the College of Education.

To close out COE’s Centennial celebrations, a trip to the United Kingdom is being planned for persons interested in visiting the sites of our UK partner schools. Prepare to join us for this exciting trip in the summer of 2008. More information will be distributed soon.

Calling all Georgia Southern alumni, Marvin Pittman Lab School teachers/alumni, and anyone else who might have items and information to share!

The COE would like to borrow yearbooks, pictures, ticket stubs, programs, diplomas, certificates, etc. – anything showing a history of our college. After all, we are truly 100 this year! These items will be displayed in the College of Education building in secure display cases for all to see. Please consider sharing. What a valuable way to “teach” our current students and our many visitors about our history.

If you are willing to let us borrow your artifacts, please contact Ms. Susan Cason at 912-681-0671 or Dr. Jim Klein at 912-681-0498. We will be sure to take good care of them and return them to you.

CELEBRATE THE ACHIEVEMENT OF 100 YEARS

Georgia Southern Centennial Events

March 24 Centennial Alumni Awards Dinner
March 30 Campus/Community Centennial Celebration on Sweetheart Circle—5pm-8pm
April 14 COE will Demonstrate Century-old Children’s Games and Dances
April 20-22 Centennial Opera—A Scholar Under Siege at the Performing Arts Center
April 29 POPS Centennial Concert—Sweetheart Circle
May 5 Centennial Spring Commencement
May 19 Atlanta Centennial Celebration
July 4 Centennial Community Celebration—Mill Creek Park
August 8 Centennial Convocation
September 9 Centennial “Reality Show Week” Begins
September 11 Centennial “A Day for Southern”
October 4 Centennial “Reality Show Week” Ends
October 26-27 Centennial Homecoming
October 27 Centennial 1906 Event

Send to: Southern Educator—P.O. Box 8013—College of Education
Georgia Southern University—Statesboro, GA 30460-8013