Best Wishes for the New Year from the faculty and staff of the College of Education!

Students Create Curricula for Community Group

Methods I middle grades pre-service teacher candidates created special curricula as a community outreach project for the Willow Hill Heritage and Renaissance Center and presented a bound copy of their work to officials of the organization at the end of the semester.

The center has an important place in the history of Bulloch County, GA, in general and the African American community in particular. The original Willow Hill School, in Portal, GA, was created in 1874 by former slaves. It was in existence for 125 years, the longest for any school in Bulloch County before being closed and auctioned by the board of education. A group of descendants of the original school founders bought the school and are creating the Willow Hill Heritage and Renaissance Center. The current building was constructed in 1954.

As part of their effort to preserve history and
School Psychology Program Donates Books to Partner School

The School Psychology Program donated 253 books to COE’s partner school, Lady Bamford Early Childhood Center and Wesley Early Childhood Center, in Savannah, GA. In addition, faculty and students were awarded a Basic Needs Grant from the National Association of School Psychologists Children’s Fund which was used to purchase warm clothing for a student at Lady Bamford.

Graduate Class Publishes in Psychology Today Blog

It’s not just theory for Assistant Professor Jonathan Hilpert’s graduate students. In a class this fall, Hilpert and his students explored the concept of emergence – a concept used to describe cohesive but unpredictable outcomes of interaction. Their work was published in Psychology Today, an online blog published by the American Psychological Association. "Emergence: It’s Not Just for the Birds!" was written by graduate students Deborah Bowers, Jerri Hendrix, Alexine Holmes, Tim Keag, Andrea Kinney and Kimberly Simmons (along with Hilpert).

What makes the report special is that the students collaborated to produce the publication. The conclusion? Teachers need to encourage improvisation in the classroom so new ideas can emerge from student interaction. [Click here for the blog entry.]

Students Share edTPA Experience

Four teacher candidates shared their experiences piloting the Teacher Performance Assessment (edTPA) at a forum at the College of Education recently. The assessment tool will be fully implemented in Georgia by fall 2015, at which time teacher candidates will be required to pass GACE and edTPA for state licensure.

As an assessment tool, edTPA is “educative and predictive of effective teaching and student learning," said Pat Parsons, director of field experiences and partnerships. Developed by educators to help determine whether a new teacher is ready for the classroom, edTPA uses authentic teaching materials such as lesson plans, videos of the teacher candidate teaching and reflections on the impact the candidate’s instruction had on P-12 learners. The students found components of the assessment extremely helpful as teacher candidates. Parsons said the College of Education is building the assessment into all aspects of its teacher preparation programs. It was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE).

SEED Grant Awarded

Associate Professor Christine Draper received COE’s Faculty SEED Grant. Her project will critically analyze pre-service teachers’ perceptions of graphic novels and how these texts can be used to re-engage young adolescents with reading in the content areas.
COE Graduates Nearly 250 at Fall Commencement

Nearly 250 College of Education students received degrees during Fall Commencement, including 24 Ed.D. candidates in curriculum studies and educational administration.

The Early Childhood Education Program held a pinning ceremony prior to graduation in which some 40 B.S.Ed. students participated. Georgia Teacher of the Year Jemelleh Coes was the featured speaker.

Congratulations to all our graduates!