

College Effectiveness Toward Meeting 2003 Objectives

1. Continue to refine field-based courses in order to increase program efficiency.

Objective 1: Objective has been met.

Field-placement coordinators have begun to cluster practicum field experiences and student teachers by regions in order for faculty to increase the number of candidates that each faculty supervises, as well as to reduce travel time to the various school sites.

2. Continue to align undergraduate and graduate outcomes with the new NCATE performance-based standards and standards for the appropriate professional organizations.

Objective 2

Objective has been partially met. Faculty members are in the process of aligning program objectives with the new NCATE/professional organization standards. New program and learning outcomes will be completed in the Fall of 2004.

3. Develop a systematic graduate course rotation that ensures that candidates are successful in completing their graduate programs without delay.

Objective: 3: Objective has been met.

A new graduate course rotation has been published on the departmental web page.

4. Increase cross-program teaching and supervision among faculty in the Department of Teaching and Learning.

Objective 4: Objective has been partially met.

Four faculty members are currently teaching across programs. Additional faculty members are planning to teach courses in multiple program areas in the Spring of 2005.

5. Increase international opportunities for in-service teacher candidates.

Objective 5: Objective has been partially met.

Candidates in the Department of Teaching and Learning completed a student teaching experience in the UK in 2003-2004. Additional candidates are scheduled to student teach in the UK in 2004-2005.

6. Develop a published schedule of course offerings for each of the undergraduate and graduate programs.

Objective 6: Objective has been met.

A schedule of required courses for each of the undergraduate and graduate programs are now published on the departmental web page.

7. Continue to examine alternative course delivery systems and schedules for undergraduate and graduate candidates.

Objective 7: Objective has been met.

Numerous courses in each of the graduate programs are now offered online, as field-based courses, and in summer workshop formats.

8. Develop a systematic process for assigning supervision responsibilities to faculty in order to increase program efficiency and ensure that faculty has an opportunity to continue their individual professional development activities.

Objective 8: Objective has been met.

Faculty who supervise practicum courses and student teaching are assigned a region for supervision. In addition, faculty who assigned to supervise a cluster of field experiences that have differing expectations and time commitments, thus providing more time for faculty to pursue their own scholarship and service agendas.

9. Plan departmental activities that will provide an opportunity for increased collaboration among faculty in the new Department of Teaching and Learning.

Objective 9: Objective has been partially met.

Departmental committees, cross-program teaching and supervision assignments, and advisement changes have provided an opportunity for faculty across programs to collaborate. Additional initiatives, including grant writing, course development, and team teaching will be planned and implemented in 2004-2005.

10. Refine the structure of departmental committees in order to ensure faculty representation across program areas in the new Department of Teaching and Learning.

Objective 10: Objective has been met.

Departmental committees were formed with faculty representation from each of the program areas, including a departmental promotion and tenure review committee, an Ed.S. committee, and a curriculum committee.

11. Increase faculty involvement in departmental decision-making and program planning.

Objective 11: Objective has been met.

A departmental curriculum committee, as well as a departmental leadership team was organized in order to provide more faculty involvement in departmental decision making and program planning.

12. Continue to increase the use of technology across courses and program areas.

Objective 12: Objective has been met.

Faculty continue to refine courses by integrating technology across courses and field experiences.

13. Develop a database to track student retention rates, enrollments, and exit exam pass rates (Praxis II).

Objective 13: Objective has not been met.

With the preparation of documents for the next NCATE visit, a system is being developed to track student retention rates, enrollments, and exit exam pass rates on Praxis II. The system is planned to be in place in the Spring of 2005.

Summary of Strengths, Weaknesses, and Needs

Strengths:

A. Interaction

1. Program planning committees continue to provide an opportunity for faculty to address program issues; analyze data from student and P-12 faculty recommendations; and refine program and learning outcomes, field experiences, and partnerships with area schools.
2. Faculty continue to be active in grant writing, with special consideration given to school reform initiatives to improve the teaching of science and mathematics.
3. Faculty members continue to partner with teachers and administrators in planning and implementing school reform initiatives.
4. Faculty involvement in state and national professional organizations reflects a commitment to instructional improvement. Numerous faculty members serve in leadership roles at the state and national levels.

B. Field Based Activities

1. A greater emphasis has been placed on identifying additional field-sites for practicum courses and student teaching in order to increase the program's emphasis on diversity.
2. Field-based courses have been refined to include more emphasis on student learning in P-12 settings.
3. Field-based courses have been refined to include a greater emphasis on technology as a vehicle for increasing student learning.
4. Assessment rubrics have been refined to reflect a stronger emphasis on content knowledge.
5. Field-based experiences have been refined to include a stronger emphasis on dispositions aligned with various professional content organizations.
6. A systematic process has been developed to ensure that teacher candidates receive teaching experience in multiple school sites, including size of school, rural and urban, diverse populations of students, geographic regions, and grade levels.

C. Culture of Involvement

1. Faculty continue to involve undergraduate and graduate teacher candidates in joint presentations at state and national professional conferences.
2. Field-experiences have provided an opportunity for teacher candidates to collaborate with a range of school personnel, parents, and community leaders.
3. Teacher candidates continue to be involved in special events in the College of Education, including student orientation for first year students at Georgia Southern, Homecoming, faculty meetings, and new student convocation.
4. Program outcomes and student learning outcomes include a range of inquiry-based learning, partnership learning, school-based projects, and dialogue with professionals in the various public schools.
5. Faculty members continue to plan professional activities with individual teacher candidates, including professional writing and research.

D. Programmatic Strengths

1. Programs are being aligned with the new NCATE standards.
2. Faculty members continue to develop and implement alternative delivery systems for courses in order to meet the needs of teacher candidates in the region.
3. A new Ed.S. in Teaching and Learning has been planned and implemented in order to provide opportunities for teachers and administrators to broaden their professional preparation. Candidates have an opportunity to identify an emphasis in an area different from their prior preparation or to enrich their existing area of specialization.
4. Faculty in the College of Education and the various academic departments continue to plan strategies for aligning content courses with the Praxis II objectives in order to ensure that candidates are well-prepared for teaching, as well as to increase the pass rate on the appropriate Praxis II exam.

5. Plans are in progress to develop an approved endorsement in P-5 mathematics for Early Childhood majors.
6. Teacher preparation programs continue to emphasize a field-based approach to teacher preparation, with continued efforts to refine each of the field-based courses.
7. College of Education faculty continues to collaborate with P-12 educators in order to establish goals for program improvement.

E. Faculty

1. Faculty members continue to be active in state and professional organizations, with an increased number of faculty members serving in leadership roles.
2. Faculty continues to active in scholarly activities, including professional presentations and publications, consulting in area partner's schools, and grant writing.
3. Faculty continue to explore alternative delivery systems for instruction, including an increased number of courses delivered as online courses, field-based courses, and school-based research courses.
4. Faculty continues to demonstrate active participation in college and university initiatives, including involvement in the International Learning Community, technology enhancement, and college and university governance.
5. Faculty in the Department of Teaching and Learning has begun to identify their own teaching and supervision expertise and interest in order to expand their teaching across programs in the department.

Weaknesses:

1. Increased enrollments in the B.S.Ed. in Early Childhood Education have led to an increase in supervision responsibilities for faculty.
2. Over the past three years, the department has experienced a decrease in the number of undergraduate and graduate majors in Art Education, Health and Physical Education, French Education, Spanish Education, Music Education, and Science Education.
3. With the implementation of the B.S.Ed. in Early Childhood and the B.S.Ed. in Middle Grades Education in Dublin, Georgia, major courses have been taught by part-time and temporary faculty members.
4. A departmental database is not currently in place to: 1) track field placements, 2) candidate retention rates at various points in the programs, 3) candidate performance data aligned with program learner outcomes, 4) Praxis II pass rates on various components of the Praxis II exams, and 5) program improvement recommendations from teacher candidates, graduates, and teachers who work with teacher candidates in the various field experiences.

Needs:

1. Hire additional clinical faculty members for field-supervision.
2. Plan and implement a more aggressive recruitment plan for each of the undergraduate and graduate programs in secondary education and programs in each of the P-12 teaching fields.
3. Hire one or more full-time tenure track faculty members to support the B.S.Ed. programs in Early Childhood Education and Middle Grades Education in Dublin.
4. Develop a database to track field placements, candidate retention rates at various points in the programs; Praxis II pass rates on various components of the Praxis II exams; and program improvement recommendations from teacher candidates, graduates, and teachers who work with teacher candidates in the various field experiences.

Objectives for 2004-2005

Academic Distinction

1. Increase Praxis II pass rates in each of the teacher preparation programs.
2. Increase the number of grants to support special initiatives, including the integration of technology across the curriculum, the improvement of science and mathematics instruction, and student learning in P-12 schools.
3. Increase the level of involvement among teacher candidates and faculty in the International Learning Community initiatives.
4. Increase the number of partnership school reform initiatives.
5. Increase the number of scholarly activities for candidates enrolled in each of the graduate programs.
6. Retain student-centered programs that emphasize high standards for teacher candidates.
7. Continue to enrich the integration of technology throughout each of the programs in order to enhance student learning.

Student Centered

1. Retain university faculty-student ratio in each of the field experiences that will ensure that all teacher candidates receive the guidance needed to be successful in demonstrating each of the learning outcomes prior to program completion.
2. Increase the level of professional scholarship opportunities for undergraduate and graduate teacher candidates.
3. Increase opportunities for candidates to ensure success on the appropriate Praxis II exam.
4. Implement the new graduate course rotation in order to ensure that candidates have an opportunity to Complete their program of study.

Technological Advancement

1. Develop and implement an electronic system for collecting artifacts that reflect each teacher candidate's performance on each of the learning outcomes in the various programs.
2. Continue to develop and implement additional technology-based courses for candidates enrolled in the various graduate programs.
3. Increase the number of electronic scholarly publications among the faculty.
4. Continue to develop and implement summer institutes for teachers, with an emphasis on integrating technology across the curriculum.

Transcultural Opportunists

1. Continue to offer the ESOL Endorsement courses in the summer for teachers.
2. Increase the number of teacher candidates involved in the student teaching program in the UK.

Public/Private Partnerships

1. Increase the collaboration between the various teacher preparation programs and two-year institutions.
2. Increase partnerships between the various teacher preparation programs and community agencies.
3. Plan and implement summer institutes for teachers in collaboration with area schools, as well as with community and states agencies.

Faculty Research and Accomplishments

Scholarly Books, Textbooks, and Monographs

Nelson, M. A. and Daniel, M. L. Introduction to special education. Pearson Custom Publishing, Jacksonville, FL, 2004.

Articles in Scholarly Journals, Chapters in Books, Scholarly Essays and Other Similar Publications

Allen, Michael. Heroes of God by Henri Daniel-Rops. Book Review. Homiletic & Pastoral Review, Volume CIII, No. 7, 75-76, April 2003.

Allen, Michael. Prayer Primer: Igniting a Fire Within by Thomas Dubay, S.M. Book Review. Homiletic & Pastoral Review, Volume CIII, No. 7, 78-79, April 2003.

Allen, Michael. The Modern Rite: Collected Essays on the Reform of the Liturgy by Klasus Gamber. Book Review. Homiletic & Pastoral Review, Volume CIII, No. 8, 73-74, May 2003.

Beck, Scott A. L., Sekares, Diane & Crozier, Jane. Book Review of Inside Stories: Qualitative Research Reflections, deMarrais, Kathleen (Ed). (Mahwah, NJ: Lawrence Erlbaum Associates, 1999). Educational Studies, v. 34, n. 1 pp. 112-115, Spring 2003.

Beck, Scott A. L. The Challenge of Change: A Gringo Remembers Tough Choices. In Salinas, Cinthia & Maria Franquiz (Eds.). Scholars in the Field: The Challenges of Migrant Education. Charleston, WV: AEL/Clearinghouse on Rural Education and Small Schools, 2004.

Chamblee, G. E., Slough, S. W. & Wunsch, G. Measuring Mathematics and Science Teachers' Perceptions of Technology and Change: A Yearlong Study. In C. Crawford, N. Davis, J. Price & D.A. Willis (Eds.) Technology and Teacher Education Annual. Association for the Advancement of Computing in Education, Charlottesville, VA., pgs. 2873-2876, 2003.

Chamblee, G.E., Slough, S.W. & Wunsch, G. Reflections on a Two-Week Technology Immersion Workshop as Part of a Yearlong Professional Development Program. In C. Crawford, N. Davis, J. Price & D.A. Willis (Eds.) Technology and Teacher Education Annual, pgs. 3073-3076. Association for the Advancement of Computing in Education, Charlottesville, VA., 2003.

Franks, S., McKenna, M.C., & Davis, L.W. Using Reading Guides With Struggling Readers in Grades 3 and Above. In R.L. McCormick & J. R. Paratore (Eds.). After Early Intervention, Then What?: Teaching Struggling Readers In The Intermediate Grades. Newark, DE: International Reading Association, 2003.

Gilpin, L. "Bell Hooks: A Bibliography" E-Journal of Teaching & Learning in Diverse Settings." V. 1 n.1., December 2003.

Nelson, M. A., Heaston, A., Kenney, S., and Zwald, Z. Collaborating across boundaries. Academic Exchange Quarterly, Fall 2003.

Hosticka, Alice A., Clark, Kenneth, DiSilvestro. "The Confusing World of Intellectual Property, Ethics and Risk Taking." Ed-Media 2003-World Conference on Educational Multimedia, Hupermedia & Telecommunications. 15th Annual Conference Proceedings, 2003.

Ruebel, Kim K. Innovative Teachers Grant Newsletter. College of Education. Georgia Southern University, Statesboro, GA.

Stevens, Robert L. and Hatfield, Marsh. "Map Adventures: Introducing Geography Concepts". *Social Studies and the Young Learner*, Vol. 15, No. 2, pp. 1-4, November/December 2003.

Trimble, Susan. "Between reform and improvement: in the classroom". *Principle Leadership*, Vol. 4, No. 3, pp. 35-39, 2003

Trimble, Susan. "Research-Based Classroom practices and student achievement". *Middle School Journal*, Vol. 35, No. 1, pp. 52-58, 2003

Trimble, Susan. "Research Summary: What works to Improve Achievement". [Online]. Columbus, OH: National Middle School Association. Available: <http://www.nmsa.com>

Trimble, Susan., Davis, E., & Clanton, M.T. "Working with ineffective teachers". *Principal Leadership*, Vol. 3, No. 1, pp. 36-41, 2003

Zwald, Victoria. "I hope you dance: promote success in literacy through active instruction". *The International Journal for Innovative Practices In Higher Education*, Vol 17, No. 1, pp. 56-60, 2003.

Creative Activities in the Fine and Performing Arts

Not applicable.

Journal Editor or Editorial Board Member

Alexander, N.C.	Editorial Board Reviewer	GITEA Journal, 2000-2003 GSU <u>Educational Forum</u>
Allen, Michael G.	Manuscript Reviewer Manuscript Reviewer Reviewer	<u>Social Education</u> , 1990-present <u>Research in Middle Level Education Quarterly</u> , 1990-present GSU Educational Forum
Bennett, Missy M.	Reviewer	<u>Action in Teacher Education</u>
Chamblee, Gregory E.	Reviewer Manuscript Reviewer	GSU Educational Forum <u>School Science & Mathematics</u>
Kostin, Mark S.	Reviewer	GSU <u>Southern Educator</u>
McKenna, Beverly	Reviewer	<u>Journal of Teacher Education</u> , 2000-present
Sheppard, Ronnie L.	Reviewer Reviewer Editorial Board Monograph Editor	<u>Issues in Middle Level Education</u> , 1988-present <u>Research in Middle Level Education</u> , 1988-present <u>Becoming</u> , 1989-present Georgia Middle School
Stephens, Jr., J.C.	Reviewer	<u>National Science Teachers</u>

	Reviewer	<u>Association</u> GSU <u>Educational Forum</u>
Stevens, Robert L.	Reviewer Folio Reviewer	<u>Social Education</u> National Council for the Social Studies and NCATE
	Chair	Select Sub-Committee for <u>Social Education</u>
	Editorial Review Board	<u>American Civics</u> , Holt, Rinehart, Winston
Thomas, Deborah B.	Editorial Review Board	<u>Current Issues in Middle Level Education</u>
	Chair, Proposal Review Committee	Symposium on Middle Level Teacher Preparation
Trimble, Susan	Reviewer	GSU <u>Educational Forum</u>
	Reviewer	<u>Research in Middle Level Education</u>
	Reviewer	<u>Journal for At-Risk Issues</u>
	Reviewer of Proposals	AERA Division L: Policy Issues

Presentation of Papers or Invited Speeches

International

- Bennett, M. & Brennan, K. "School-University Partnerships: Creating Community," Invited presentation: University of Derby, Derby, England, United Kingdom, March, 2003.
- Nelson, M.A., Hammitte, D. J., Nelson, B.M. "Tailoring Partnerships to Meet University and Public School Needs: Two Responsive," Council for Exceptional Children International Conference, April, 2003.
- Zwald, V.B. & Todd, S.K. "Building Blocks for Successful Partnerships," An invited presentation to faculty and administrators of the University of Derby and Derby City Schools, Derby, England, March, 2003.

National

- Beck, Scott A.L. "Oral Histories of Mexican American Women Pioneers in Schools of the Rural South," Paper presented at the American Education Research Association Annual Meeting (AERA); Chicago, April, 2003.
- Beck, Scott A.L. & Liston, D. & Gilpin, L. "In Search of Identity: Claiming a Standpoint for Political Agency in Education Research," Paper presented at the American Education Research Association Annual Meeting (AERA); Chicago, April 2003.
- Beck, B., Franquiz, M., Alanis, I., Celedon, S., Lopez, G., Salinas, C., Reyes, R., Cardenas, B. "Field of Hope: Examining Current Practices in Migrant Education," Paper presented at the American Education Research Association Annual Meeting (AERA); Chicago, April 2003.
- Bennett, M., Chance, C., Kenney, S., Alley, D., & Bath, D. "Developing an International Learning Community for Educational Reform," National Network for Educational Renewal Annual Conference, Salt Lake City, Utah, October, 2003.
- Bennett, M., Brennan, K., & Stephens, F. "Removing the mystique of special education: Preparing preservice teachers in PDS for inclusionary practices," Professional Development Schools National Conference; Orlando, Florida, March, 2003.
- Bennett, M., Thomas, D., Kellian, J., & Burke, P. "Professional Development Schools in Rural America: It can be done," Professional Development Schools National Conference; Orlando, Florida, March, 2003.
- Chamblee, G. "Using Dot Paper as an Instructional Strategy. National Council of Teachers of Mathematics (NCTM)," Southern Regional Conference, Charleston, South Carolina,

November, 2003.

- Chamblee, G & Schriver, M. "Developing standards-based middle grade mathematics and science concentrations: A program perspective," A paper presented at the Annual Meeting School Science and Mathematics Association, Columbus, OH, October, 2003.
- Chamblee, G & Schriver, M. "Connecting Middle Grade Level Mathematics and Science Content via Interdisciplinary Units," A paper presented at the Annual Meeting School Science and Mathematics Association, Columbus, OH, October, 2003.
- Chamblee, G., Slough, S.W., & Wunsch, G. "Measuring Mathematics and Science Teachers' Perception of Technology and Change: A Yearlong Study," Society for Information Technology and Teacher Education (SITE) Conference; Albuquerque, NM, March, 2003.
- Chamblee, G., Slough, S.W., & Wunsch, G. "Reflections on a Two-Week Technology Immersion Workshop as Part of a Yearlong Professional Development Program," Society for Information Technology and Teacher Education (SITE) Conference; Albuquerque, NM, March, 2003.
- Daniel, M.L. "Cultural diversity and disability: Issues in the workplace," Presentation to WIN job center employees and Mississippi Employment Security staff; Hattiesburg, Mississippi, April 2003.
- Daniel, M.L. "Strategies for increasing employment opportunities for youth with disabilities and transition services," Teacher in-service presentation, Lawrence County School System; Laurel, Mississippi, February, 2003.
- Daniel, M.L. "Strategies for increasing employment opportunities for youth with disabilities," Presentation to WIN job center employees and Mississippi Employment Security staff; Hattiesburg, Mississippi, April 2003.
- Daniel, M.L. "Cultural diversity and disability: Issues in the workplace," Presentation to WIN job center employees and Mississippi Employment Security staff; Durant, Mississippi, January, 2003.
- Franks, S., Stratton, B. "Add SPARKLE to your family literacy program," Prepared workshop intended for parents, teachers, administrators, and others involved in family literacy programs, 48th Annual Convention of the International Reading Association, Orlando, Florida, May, 2003.
- Gilpin, L.S., Beck, S., Liston, D. "In Search of Identity: Claiming a Standpoint for Political Agency in Educational Research," Paper presented at the American Educational Research Association (AERA) Annual Meeting; Chicago, Illinois, April, 2003
- Gore, Elaine C. "What's Belonging Got to Do with It? Rethinking Social

- Capital”, Paper presented at the American Educational Research Association Annual Meeting (AERA); Chicago, April, 2003.
- Gore, Elaine C. “Forgotten Voices in Educational Accountability: Reflections by Graduating Seniors”, Paper presented at the American Education Association Research Association Annual Meeting (AERA); Chicago, April, 2003.
- Hosticka, A., Clark, K. “The Confusing World of Intellectual Property, Ethics and Risk Taking,” Ed-Media 2003- World Conference on Educational Multimedia, Hypermedia & Telecommunications 15th Annual Conference; Honolulu, HI, June 2003
- Nelson, M.A., Heaston, A., Puckett, S. &McGruder, L. “Collaborating Across Boundaries”, Annual ATE Conference, Dallas, TX. (2004).
- Nelson, M.A., Daniel, M.L., Woodrum, J., & Milton, G. “IDEA and Services to Special Needs Students: GSU/BES Partnership”, Orientation session for educators from the United Kingdom. Statesboro, GA. (2003).
- Nelson, M.A., & Daniel, M.L. “Teaching Strategies for Adult Students with Learning Problems”, Presentation to Altamaha Technical College faculty. Jesup, GA. (2004).
- Ruebel, Kim. “Developing and Supporting Faculty Instructional Teams and Teaching in University Middle School Programs,” Annual Meeting of the Association of Teacher Educators, Dallas, TX, February, 2004.
- Ruebel, Kim. “Interdisciplinary and Integrative Team Projects,” With a group of preservice teachers. Annual Meeting of the National Middle School Association; Atlanta, GA, November, 2003.
- Schrivier, M. & Chamblee, G. “Connecting Middle Grade Level Mathematics and Science Content via Interdisciplinary Units,” A paper presented at the Annual Meeting School Science and Mathematics Association; Columbus, OH, October, 2003.
- Sheppard, Ronnie L. “Writing for Publication.” Annual meeting of the National Middle School Association, Atlanta, GA., November, 2003.
- Trimble, S. & L. Gibbs “The Look of Leadership in a Title 1 Middle School With Steady Gains for At-Risk Students,” Session presented at the National Youth At-Risk Conference, Savannah, GA, February 26, 2003.
- Trimble, S., Gay, A. & Mathews “From Data Phobia to Data Usage,” Session presented at the National Middle School Conference for Literacy, Assessment, and High Performance Schools, Middle Level Essentials, Kansas City, MO, March 2, 2003.

- Trimble, S., & Aud, A. To Measure and Increase Classroom Learning: Is Software and Option?," Session presented at the annual conference of the National School Association, Atlanta, GA, November 7, 2003.
- Trimble, S. "NMSA Research Summary: What Works to Raise Achievement," Session presented at the annual conference of the National School Association, Atlanta, GA, November 7, 2003.
- Zwald, V.B. & Lewis, E. "Bridging the Gap Between University Student and Professional Educator" A paper presented at the 2003 Professional Development Schools National Conference, Orlando, FL, March, 2003.
- Zwald, V.B. & McGruder, L.G. "Parents as Partners: Bridging the Gap between Scholl and Home," 14th Annual Youth-At-Risk Conference, Savannah, GA, February, 2003.
- Zwald, V.B. & McGruder, L.G. "Follow the Yellow Brick Road to Reading Success: Motivating Strategies for Frustrated Readers," 14th Annual At-Risk Conference, Savannah, GA, February, 2003.

Regional

- Franks, S.T., Verhoek-Miller, N. "The parents reading place," Workshop presentation at the 22nd Southeast Regional Conference of the International Reading Association, Biloxi, MS, December, 2003.
- Franks, S.T., Verhoek-Miller, N. & Members of Anniston Avenue Elementary School. " The Book Review Process: The Language Arts in Response to Classic and Contemporary Examples of Children's Literature," Presentation at the 22nd Southeast Regional Conference of the International Reading Association, Biloxi, MS, December, 2003.

State

- Alexander, N.C. "Connecting Reading to Technology Education," Georgia Industrial Technology Education Association [GITEA] 40th Annual Fall Conference; Thomason, GA, October, 2003.
- Beck, S. & Gilpin, L. "Caribbean and Latina Immigrant Women Educators in the Rural South: Important New Understanding for the

- Margins of Traditional Society,” Paper presented at the Georgia Education Research Association Annual Meeting (GERA); Savannah, GA, November 2003.
- Chamblee, G., Ross, B., & Callaway, J. “Mapping Out the 6-8 Mathematics Curriculum: One School’s Journey,” Georgia Council of Teachers of Mathematics (GCTM) Conference; Rock Eagle, GA, October, 2003.
- Daniel, M.L. “ Why-who-how: Perspectives on inclusive education,” presentation to faculty and staff of the Springfield Elementary School, Effingham County School District, Effingham, Georgia, December, 2003.
- Daniel, M.L. “Six components of IDEA: What are the implications for regular education teachers?,” Presented to teachers from the United Kingdom; Georgia Southern University, Statesboro, Georgia, November, 2003.
- Gilpin, L., Beck, S. “Caribbean and Latina Immigrant Women Educators in the Rural South: Important New Understanding for the Margins of Traditional Society,” Paper presented at the Georgia Education Research Association Annual Meeting (GERA); Savannah, GA, November 2003.
- Hosticka, A., Clark, K. “Using Teacher Created Databases in Inquiry Learning,” GaTEC 2003, 15th Annual Georgia Educational Technology Conference; Macon, GA, February, 2003.
- Hosticka, A., Clark, K. “CD-R or DVD-R, Which is the Right Format for You,” 15th Annual Georgia Educational Technology Conference; Macon, GA, February, 2003.
- Nelson, B.M. “A Team Approach to Quality Disability Services,” 15th Annual Southern Conference on Children, Georgia Southern University, Statesboro, Georgia, Winter, 2003.
- Trimble, S. & Quinn, K. “Integrating technology competencies: An efficient solution NOW,” Session presentation at Georgia Association of Teacher Educators (GATE), Sea Palms, St. Simons, March 6, 2003.
- Zwald, V. B. “International Learning Community,” College of Education Colloquium; Georgia Southern University, Statesboro, GA, November, 2003.
- Zwald, V. B. & Chance L. “International Learning Community,” An invited presentation for Rotary Club International; Statesboro, GA, October, 2003.

Consulting and Advisory Services

- Alexander, N. C. Conducted an EPT Exemplary Initiation, Beta Rho Chapter, COE, Technology Education Center, May 31, 2004.
- Hosted Southeastern Technology Education Conference, Atlanta, GA., October 2-4, 2003.
- Hosted the “Inventor Workshop (CAD software program by Autodesk) on campus, January 3, 2004.
- Bennett, Mary M. Student Professional Association of Georgia Educators, Georgia Southern University Faculty Advisor, Fall 1999 – present.
- Liberty County Board of Education, Hinesville, Georgia. F.I.S.H. – Fun Instructional Science Happenings – Science teacher workshop highlighting effective strategies for the classroom. September 2003.
- Beck, Scott A. L. Chair, Goizueta Foundation Scholars Fund for Latino Educators Implementation and Selection Committees, College of Education, Georgia Southern University, Statesboro, GA. 2002 – present.
- Chamblee, G. Developing Networks in the Portal School Attendance Zone (Year 2). National Network for Educational Renewal (NNER) Institute for Educational Inquiry. \$20,000. (2003).
- Chamblee, G., Hosticka, A. & Watson, G. Project CDPTR: Helping P-5 Mathematics Teachers Modify Instruction. United States Department of Education Teacher Quality Grant. \$41,992. (2003).
- Franks, Susan T. Georgia Reads Grant: \$300,000, Reading Excellence Act. Langston Chapel Elementary School. Consultant work with classroom teachers and administration. 2001-present.
- Presentation/Workshops for P.T.O., “A Cognitive Constructivist Philosophy”, “A Constructivist Curriculum”, Charter Conservatory of Liberal Arts and Technology. Fall 2002-present.
- Monthly staff development workshops for teachers, Language Arts Methodology, Modifications for Diverse Learners, Charter Conservatory for Liberal Arts and Technology. Spring 2003.
- Gore, Elaine C. Paid Review for Edwards, Linda Carol. (2002). *The Creative Arts: A Process Approach for Teachers and Children*, 3rd Edition. Upper Saddle River, NJ: Merrill Prentice Hall.
- Nelson, Betty M. Trainer on the SCIES Babies Can’t Wait project at Georgia State University. Family & Teams II Module, \$750, March 2003.
- University Mentor on the Georgia State Improvement Grant:

GA TEAMS Contract with Dougherty County Schools,
\$8,250.

Ruebel, Kim K.

“Creating and Using Virtual Classroom Tours.” Innovative Teachers Grant Workshop presented to 96 teachers from Bulloch, Effingham, Evans, and Screven County. College of Education, Georgia Southern University, November, 2003.

“Interactive PowerPoint and the Virtual Classroom Tour.” Innovative Teachers Grant Workshop offered to teachers from Bulloch, Effingham, Evans, and Screven County. College of Education, Georgia Southern University, July 2003.

Schrivver, Martha L.

Co-PI for the Middle School Integration Model grant submitted to the National Science Foundation – Teacher Professional Continuum with Illinois State University and University of South Carolina submitted September 2003.

Partnership and Reform in Science and Mathematics, 5.5 million collaborative grant funded by the National Science Foundation. Science Consultant and member of the writing team for Georgia Southern College of Education on this collaborative grant with the Board of Regents of the University System of Georgia, State Board of Education and the public schools and Universities in four regional P-16 Councils, funded Fall 2003.

Fund for the Improvement of Postsecondary Education, Department of Education: Professional Development District Georgia Southern University, Screven County Schools, Savannah River Challenge Project and the Georgia Center for Education Renewal. Science consultant and part of the writing team on the collaborative grant with the Screven County Professional development District, funded Spring 2003.

A Bicoastal Field Study for the Improvement of Rural Georgia Teachers Content Knowledge and Skills (2003-2004). \$54,000, funded Spring 2003.

Teachers Environmental Science, Society & Industry, \$25,500 grant from International Paper for the instruction of teachers on the topic of environmental science and its importance for society and industry, June 2003.

Faculty Service Grant, Georgia Southern University, \$1,700 to bring Middle Grades students on campus for the Jason Project broadcast and for participation in science activities at the various centers around campus.

St. Catherine’s Sea Turtle Project, a grant funded by the Eisenhower Foundation to study the nesting of the endangered Loggerhead Sea Turtle, 2001-2005.

Stevens, Robert

Selected as one of the thirty United States faculty and ten Eastern European faculty members to participate in the "R. Freeman Butts Institute on Civic Learning in Teacher Education," at University Place Conference Center in Indianapolis, Indiana sponsored by the Center for Civic Education, Calabassa, CA, May 16-20, 2003.

Thomas, Deborah

\$1,000 grant for South Effingham Middle School Partnership Work from Partner School Grants. Funds supported several teachers participation in the National Middle School Conference in November 2003.

Professional Organizations, Boards, and Agencies

International

National

Chamblee, Gregory E.	Chair, Web-site Committee	Association of Mathematics Teacher Educators (AMTE)
	Mathematics Educational Materials Committee	National Council of Teachers of Mathematics (NCTM)
Stevens, Robert L.	Portfolio Evaluator	NCATE/NCSS
	Chair, NCSC Subcommittee	<u>Social Education</u>

Regional

Alexander, N. Creighton	Area 12 Chairperson	Georgia Industrial Technology Education Association
Chamblee, Gregory E.	President	Georgia Southern University Phi Delta Kappa Chapter

State

Alexander, N. Creighton	State Representative	ITEA for State of Georgia
	Trustee	Beta RHO Chapter
	Program of Excellence Chairperson	GITEA
	Continuous Steering and Executive Board Member	Southeastern Technology Education Conference
	Committee Member	Credentials Committee for House of Delegates
Sheppard, Ronnie L.	State Steering Committee Member	Georgia Middle School Association
Thomas, Deborah B.	Executive Board Member	Professors of Middle Level Education

Special Purpose Accreditations

<u>Accrediting Agent</u>	<u>Program</u>	Initial <u>Accred.</u>	<u>Period of Accreditation</u>
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