

### College Effectiveness Toward Meeting 2004 Objectives

1. Increase Praxis II pass rates in each of the teacher preparation programs.

Objective 1: Not Achieved

Plans are being made to align the curriculum in each teaching field with the Praxis II objectives axis II objectives as well as to plan required review sessions in each discipline prior to enrolling to take the Praxis II exam.

In addition, an MAT degree will replace the B.S.Ed. in each of the secondary programs in the Fall of 2006. Candidates must record a passing score on the Praxis II exam prior to admission to the initial teacher preparation program. An ETS workshop was conducted in the Spring of 2005 to analyze Praxis II data in order to identify areas of the curriculum that needed further alignment with the Praxis II objectives.

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

Objective 2: Achieved

Five grants were approved and implemented directed to the improvement of science and mathematics instruction. Three faculty members received PRISM grants in collaboration with the partner schools directed to the improvement of mathematics and science achievement. In addition, a P-5 Mathematics Endorsement was developed and approved. Implementation begins in the summer of 2005.

3. Increase the level of involvement among teacher candidates and faculty in the International Learning Community initiatives.

Objective: 3: Achieved

Teacher candidates continue to participate in student teaching in the UK. In addition, faculty continued to participate in the International Learning Community initiatives in the UK. Two faculty members in the department are involved in composing a proposal from the International Learning Community to become a member of iNET.

4. Increase the number of partnership school reform initiatives.

Objective 4: Not Achieved

Increased enrollments in the undergraduate programs and limited faculty resources affected the level of involvement of departmental faculty in partner school initiatives. Requests for additional faculty for '06 and '07 have been completed in order to ensure that faculty have the time to become more actively involved in partnership school reform initiatives.

5. Increase the number of scholarly activities for candidates enrolled in each of the graduate programs.

Objective 5: Achieved

Each graduate program increased the number of collaborative school-based school improvement projects in order to ensure that candidates completing advanced degrees are involved in scholarly activities. These changes focus on school improvement plans, action research, writing for publication, and curriculum design.

6. Retain student-centered programs that emphasize high standards for teacher candidates.

Objective 6: Achieved

Each program, in preparation for NCATE, refined the assessment system in order to focus on performance outcomes that have been aligned with national standards. Program transition points were identified in order to ensure that candidates demonstrate acceptable performance in order to progress through the program. Data is being collected to ensure that all candidates demonstrate acceptable performance on each performance standard.

7. Continue to enrich the integration of technology

Objective 7: Achieved

Each program has increased the level of technology within the

throughout each of the programs in order to enhance student learning.

8. 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.

9. Increase the level of professional scholarship opportunities for undergraduate and graduate teacher candidates.

10. Increase opportunities for candidates to ensure success on the appropriate Praxis II exam.

11. Implement the new graduate course rotation in order to ensure that candidates have an opportunity to complete their program of study.

12. 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.

13. Continue to develop and implement additional technology-based courses for candidates enrolled in the various graduate programs.

14. Increase the number of electronic scholarly publications among the faculty.

15. Continue to develop and implement summer institutes for teachers, with an emphasis on integrating technology across the

programs, including the use of a new TK20 assessment system.

Objective 8: Not Achieved

Increased enrollments in each of the initial teacher preparation programs resulted in a higher faculty-student ratio in each of the field experiences. Additional faculty resources have been requested for 2006 and 2007 in order to reduce the faculty-student ratio.

Objective 9: Achieved

Each program includes increased opportunities to become involved in school reform initiatives, collaborative presentations at professional conferences and action research studies. In addition, the PRISM grant has provided increased opportunities for candidates to work collaboratively with faculty on school improvement initiatives in mathematics and science.

Objective 10: Partially Achieved

Praxis II review sessions are being conducted in the Department of Mathematics Sciences for candidates who plan to take the Praxis II in mathematics. Review materials are given to candidates to prepare for the Praxis II. Additional review sessions across program areas are being planned for 2005-2006

Objective 11: Partially Achieved

Course rotations have been planned and included on the College of Education Web page. Course rotations are being refined for 2005-2006 in order to ensure that candidates have an increased opportunity to complete their program of study, including the development and implementation of additional online courses.

Objective 12: Partially Achieved

In the Fall of 2004, TK20 was partially implemented for teacher candidates in the initial teacher preparation programs. By the Fall of 2005, all candidates will use TK20 to submit course requirements associated with key performance assessments. In addition, the system will be used for graduate candidates beginning in the Fall of 2005.

Objective 13: Achieved

Five additional graduate courses were converted to online formats in 2004-2005. Three additional courses are currently being planned and will be available for candidates in the Spring of 2006.

Objective 14: Not Achieved

Two faculty members are in the process of planning electronic scholarly publications.

Objective 15: Partially Achieved

Four courses are being offered in the summer of 2005 for teachers—two courses in mathematics and science and two required courses in the ESOL Endorsement program.

curriculum.

16. Continue to offer the ESOL Endorsement courses in the summer for teachers.

Objective 16: Achieved  
Two sections of the ESOL Endorsement courses are being offered in the summer of 2005.

17. Increase the number of teacher candidates involved in the student teaching program in the UK.

Objective 17: Partially Achieved  
The number of teacher candidates involved in student teaching in the UK have increased by two students in 2004-2005. Plans are in place to increase the numbers for 2005-2006.

18. Increase the collaboration between the various teacher preparation programs and two-year institutions.

Objective 18: Not Achieved  
As part of the PRISM grant, the paraprofessional program in Special Education in Dublin, and the revision of Area F, additional initiatives are being planned to increase collaboration with two-year institutions.

19. Increase partnerships between the various teacher preparation programs and community agencies.

Objective 19: Partially Achieved  
Faculty sustained partnerships with Cumberland Island and the Mighty Eighth Air force Museum. Additional partnerships are being planned with Additional community agencies in economic development and museums in Savannah.

20. Plan and implement summer institutes for teachers in collaboration with area schools, as well as with community and state agencies.

Objective 20: Achieved.  
Four summer institutes were planned and implemented in the Summer of 2004: ESOL Endorsement courses, math/science grants, and institute on economic development.

### **Summary of Strengths, Weaknesses, and Needs**

#### Strengths:

##### A. Interaction

1. Faculty continues to work as instructional teams in planning and implementing quality programs.
2. Faculty continues to work closely with teachers in the partner schools to provide quality field-experiences for pre-service teachers.
3. Each program provides opportunities for teacher candidates to interact with faculty on a regular basis and provide opportunities for teacher candidates and P-12 teachers to evaluate each of the programs.

##### B. Field Based Activities

1. Each program continues to retain and refine quality field experiences prior to program completion.
2. Faculty provide quality supervision for each teacher candidate, work closely with teachers in the partner schools to guide students, and focus on high performance standards.
3. Graduate programs have been refined to include additional field-based experiences, including school improvement initiatives, action research projects, and the development of new assessment models for assessing and analyzing student learning, and the use of technology for improving student learning.

##### C. Culture of Involvement

1. Each graduate program has increased the opportunities for graduate students to work with faculty in a range of professional development and scholarship initiatives, including collaborative presentations at state and national conferences, publications in leading journals, the development of curriculum materials for the schools, and technology projects.
2. Faculty have, along with educators, in partner schools, become involved in numerous College of Education initiatives, including NNER, the PRISM Grant, and the International Learning Community.
3. Efforts have been made to increase the number of pre-service teachers to be a part of the student teaching experience in the UK.

##### D. Programmatic Strengths

1. Plans have been made to strengthen the programs in secondary education by developing an MAT to replace the B.S.Ed. in the secondary teaching fields, thus increasing the content preparation of those becoming certified to teach in the secondary schools.
2. Each program has continued to refine the field-based programs in order to ensure that candidates complete a range of field experiences in a variety of grade levels and school settings prior to completing the program.
3. Efforts have been made to refine each program to meet the new NCATE standards, with an emphasis on performance outcomes.
4. Efforts continue to reflect on strategies to increase pass rates on the Praxis II.

##### E. Faculty

1. Faculty continue to be active in professional organizations, including presentations at national conferences.
2. The number of faculty members who have leadership roles in professional organizations has increased.

3. Faculty continue to reflect on their own teaching and continue to establish professional growth activities directed to instructional improvement.
4. Faculty have continued to become involved in College of Education initiatives, including NNER, the PRISM Grant, the International Learning Community, and program development.

Weaknesses:

1. Praxis II pass rates continue to be a major weakness.
2. The number of faculty involved in partner school initiatives has decreased.
3. Supervision loads for the practicum courses in Early Childhood Education have increased which has prevented existing faculty from participating in partner school collaborative projects.
4. An increase in the supervision responsibilities of early childhood faculty has resulted in a decrease in the quality of supervision needed to ensure that pre-service candidates are given the guidance they need to be successful.
5. With the increased enrollments, additional part-time faculty have been hired to supervise early childhood pre-service teachers. As a result, the level of commitment to the program and the level of supervision as been inconsistent across part-time faculty members.
6. With the increase in undergraduate enrollments, the graduate course offerings have been decreased, thus leading to a reduction in enrollments in the M.Ed. programs.

Needs:

1. A plan needs to be developed to align the content courses in the various teaching fields in secondary education, P-12, and middle grades education with the Praxis II objectives. In addition, required review sessions for the Praxis II need to be developed and implemented.
2. Additional faculty positions are needed to address the increased enrollments in the B.S.Ed. in Early Childhood Education in order to reduce the supervision assignments of existing faculty as well as the number of part-time faculty assigned to the critical practicum courses.
3. Additional faculty positions are needed to assist in the supervision of practicum courses in order for faculty to have the time to become more involved in partner school initiatives, as well as other initiatives in the College of Education, including NNER, the PRISM Grant, and the International Learning Community.
4. Additional faculty positions are needed in order to schedule additional graduate classes on a regular basis and increase the enrollments in the M.Ed. programs.

**Objectives for 2005-2006**

Academic Distinction

1. To develop and implement strategies to increase Praxis II scores in the secondary education and middle grades education teaching fields.
2. To develop and implement summer institutes to address the needs to increase student learning in literacy, mathematics, and science in the P-12 schools.
3. To increase the level of involvement of faculty in partner school initiatives devoted to curriculum reform and new models for instruction and assessment of student learning to increase student achievement among low performing students in the elementary and middle schools.
4. To develop a plan for implementing the new MAT program in the Fall of 2006 and to identify recruitment strategies to support the program.
5. To continue to refined program assessments, including the use of TK-20, in preparation for NCATE.
6. To revise programs in order to address other changes in Area F.
7. To continue plans for developing dual certification in special education and early childhood education.

Student Centered

1. To plan and implement program changes in the M.Ed. in Early Childhood Education to address the current needs of teachers in the region.
2. To develop and implement recruitment strategies to increase enrollments in the M.Ed. in Early Childhood Education.

Technological Advancement

1. To continue to increase the number of online courses and partial online courses for undergraduate and graduate students.
2. To increase the number of electronic publications by faculty in the department.

Transcultural Opportunists

1. To continue to increase the number of student teachers across programs in the department who are involved in the UK student teaching experience.

Public/Private Partnerships

1. To continue to request new faculty positions in order for existing faculty to plan and implement collaborative partnerships with the partner schools and private agencies directed to student achievement, curriculum reform, and the development of new models of assessing student learning.

## Faculty Research and Accomplishments

### Scholarly Books, Textbooks, and Monographs

Sheppard, R., with Ruebel, K., Sheppard, K., Stratton, B., & Zigo, D. (2004, February). Using literature to connect young adolescent concerns throughout the curriculum. Columbus, OH: NMSA.

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

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

Brewton ,Cherry C. (2004) Science for all: Can “No Child be Left Behind” make a difference? The Georgia Science Teacher, XXXXV, (1), 5-6.

Brewton , Cherry C. (2004). Commentary: Personal guiding frameworks and equity teaching practices, The Science Teacher, 71 (2), 12.

Brewton, Cherry C. (2004) The National Congress on Science Education Focus Group Background Papers: Highly Qualified Teacher-equity, ESL diversity issues. National Science Arlington, VA: National Science Teachers Association (NSTA), Publisher.  
<http://www.nsta.org/main/pdfs/2004CongressBackgroundPapers.pdf>

Chamblee, G.E., Slough ,S.W. (2004) Using the Concerns-Based Adoption Model to Assess Changes in Technology Implementation: A Ten Year Retrospective. In Ferdig, R. & Crawford, C. (Eds.) *Technology and Teacher Education Annual, 2004* pgs 864-871. Association for the Advancement of Computing in Education. Charlottesville, VA.

Franks, S. (2004) *Policies and Procedures Manual: Charter Conservatory of Liberal Arts Technology*. Written and published in-house for Georgia Department of Education.

Gilpin, L. (2004). “Black teaches” in Part V: Guide to New Resources in Multicultural perspectives: An official journal of the National Association for Multicultural Education, 6 (2) p 51-53.

Nelson, M.A., & Daniel, M.L., (eds.) (2004) *Introduction to special education*. Pearson Custom Publishing: Boston.

Trimble, S, Gaye, A., Matthews, J. (2004 accepted) *Phases of Development in Teachers Using Data*. Middle School Journal. National Middle School Association.

### Creative Activities in the Fine and Performing Arts

Not applicable.

### Journal Editor or Editorial Board Member

Alexander, N.C.

Editorial Board  
Reviewer

GITEA Journal, 2000-2006  
GSU Educational Forum

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
Beck, Scott, A.L.	Reviewer	<u>Journal of Latinos Education</u> 2005-2009
Bennett, Mary	Reviewer	<u>Action in Teacher Education</u>
Chamblee, Gregory E.	Reviewer Manuscript Reviewer Reviewer  Board of Directors	GSU Educational Forum <u>School Science &amp; Mathematics Mathematics Teacher</u> , Teacher Advisory Panel School Science and Mathematics Association
Gore, Elaine	Manuscript Reviewer  Manuscript Reviewer  Manuscript Reviewer	Online version of the <u>Georgia Educational Research Journal</u> , 2003 and 2004 <u>Arts and Learning Research journal</u> Vol. 20, 2003-2004 <u>Journal of Curriculum and Supervision</u> Vol.16, 2001-02, Vol.18 , 2002-03, Vol.19, 2003-04
Hammitte, Diana	Consulting Editor	<u>Teacher Education and Special Education</u> , 1997-present
Lamontagne, Margaret	Reviewer	<u>Teaching Exceptional Children</u> , 1/99-present
McKenna, Beverly	Reviewer	<u>Journal of Teacher Education</u> , 2000-present
Ruebel, Kim K.	Editorial Review Board	<u>AACE/SITE Journals</u> , 2004, September
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  Reviewer	<u>National Science Teachers Association</u> GSU <u>Educational Forum</u>
Stevens, Robert L.	Reviewer Folio Reviewer  Chair	<u>Social Education</u> National Council for the Social Studies and NCATE Select Sub-Committee for <u>Social Education</u>

	Editorial Review Board	<u>American Civics</u> , Holt, Rinehart, Winston
	Editorial Consultant	Social Studies Connects, series, The Kane Press, 240 West 35 <sup>th</sup> St., Suite 300, New York, NY
Thomas, Deborah B.	Editorial Review Board	<u>Current Issues in Middle Level Education</u>
	Chair, Proposal Review Committee	Symposium on Middle Level Teacher Preparation
	State Steering Committee	Georgia Middle School Association
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

- Brewton, Cherry  
Panel on Educating Black Children: Following the Drinking Gourd: An Examination of the Pursuit of Excellence in Education for African Americans, National Council for Black Studied, Inc. March 19, 2004.
- Beck, Scott A.L.  
A “*Theoretical Confession*”: *Challenging preconceived discourses of Latinos in Dixie*. Paper presented at the American Educational Research Association Annual Meeting (AERA) in San Diego, April 2004.
- Giplin, Lorraine & Beck, Scott A.L.  
Voices from the margins: ‘Black Caribbean and Mexican Heritage Women and Educators in the Rural South. Paper presented at the American Educational Research Association Annual Meeting (AERA) in San Diego, April 2004.
- Gilpin, Lorraine  
Behind Black Teacher: Beyond Black Teacher. Paper to be presented at the American Education Research Association (AERA) Annual Meeting in San Diego, April 2004.

#### National

- Beck, Scott A.L.  
A “Theoretical Confessions”: Challenging preconceived discourses of Latinos in Dixie. Paper Presented at the American Educational Research Association Annual Meeting (AERA) San Diego, April 2004.
- Bennett, Mary M.  
“Winging our Way Together: Expanding our Partnership” Professional Development Schools National Conference, Orlando, Florida, March 2005.  
  
“Spreading Our Wings: Understanding the flights of the students we teach” Professional Development Schools National Conference, Orlando, Florida, March 2005
- Brewton, Cherry  
“Science for All: Can No Child Left Behind Highly Qualified Teacher Make a Difference in Student Achievement?” “Metropolitan Detroit Science Teachers Association, October 2004.  
  
Coordinated Multicultural share-a-thon workshop. Hands on/minds on multicultural science teaching activities presented at National Science Teachers Association (NTSA) 52<sup>nd</sup> Annual National Convention, April 2004.

- Chamblee, Greg & Taylor, Sharon  
Building and Implementing Courses for K-8 Teachers: One University's Journey. School Science and Mathematics (SSMA) Conference. Atlanta, GA October 2004.
- Chamblee, Greg & Taylor, Sharon  
Addressing the Needs of Middle School Mathematics Certification Candidates: A Georgia Southern University Perspective. Connecting Middle School and College Mathematics (CM) 2 Conference. Saint Louis: MO September 2004.
- Chamblee, Greg & Slough, Scott  
Using the Concerns Based Adoption Model to Assess Changes in Technology Implementation: A Ten Year Retrospective. Society for Information Technology and Teacher (SITE) Conference, Atlanta, GA.
- Gore, Elaine  
The Evolution of a Creative Arts Course for Pre-Service Elementary Teachers: An instructor's self-study. Presentation at Arts and Learning SIG at the American Educational Research Association Annual Meeting, San Diego, California April 2004.
- Ruebel, Kim K.  
"Literature Circles in the Classroom." Annual Meeting of the National Middle School Association, Minneapolis, MN, November, 2004.  
  
"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.
- Schrivver, Martha  
*Enhancing Environmental Science with Technology.* A presentation at the National Science Teacher Association Conference, Atlanta, GA, April 2004.
- Sparkman, Dana  
Implementing Standards-Based Mathematics Teaching in Your Classroom Madison County Elementary School, Gurley, Alabama January 2004.  
  
A Story to Count on: Using Children's Literature to Teach Mathematics AAMU-UAH Regional In-service Center, Huntsville, Alabama, July 2004.
- Stevens, Robert L.  
"Depression Mural Art and Politics: American Idealism, A New Deal Synthesis," The Fourth Annual R. Freeman Butts Institute on Civic Learning in Teacher Education sponsored by the Center for Civic Education, Indianapolis, IN May 25, 2004.
- Trimble, Susan  
Essential to Reform: The work of lead teachers. Session at the National Youth at-risk Conference, Savannah, GA 2004.  
  
District School supports for the work of lead teachers. Paper session at the annual conference of the Georgia Educational Research Association, Savannah, GA.

Regional

- Alexander, N.C. Georgia Industrial Technology Education Association [ GITEA] 41<sup>st</sup> Annual Fall Conference, Pearson, GA. Presented a paper entitled “ Integrating the CATTS Material into the High School Technology Education
- Brewton, Cherry Coordinated NSTA Multicultural Science for All Town Meeting-NSTA members presented science education teaching strategies and ideas that align with and address the No Child Left Behind Law, NSTA North Western Regional Convention, Richmond, VA December, 2004
- NSTA Multicultural Science for All Town Meetings- NSTA members presented science education teaching strategies and ideas that align with and address the No Child Left Behind Law, NSTA North Western Regional Convention, Seattle, Washington, November 2003
- NSTA Multicultural and Equity Science for All Town Meeting- NSTA members presented science education teaching strategies and ideas that align with and address the No Child Left Behind Law. December, 2004
- Gilpin, Lorraine Post-positivist Realist Theory: Identify and Representation Revisited. Paper to be presented at the Southeast Philosophy of Education Society (SEPES), 54<sup>th</sup> Annual Meeting. Tuscaloosa, Alabama, February 2004.
- State
- Beck, Scott Voices from the Margins: ‘Black’ Caribbean and Mexican Heritage Women Educators in the Rural South. Paper to be presented at the British Commonwealth and Postcolonial Studies Conference and the conference of the US Chapter of the Association for Commonwealth Literature and Language Studies in Savannah, GA, February 2005.
- Bennett, Mary M. “Preparing Culturally Responsive Secondary Education Teachers” Georgia Educational Research Association Annual Conference, Savannah, GA November 2004.
- Chamblee, Greg Modeling Using Census Data. Georgia Council of Teachers of Mathematics ( GCTM) Conference. Rock Eagle, GA. October 2004.
- Daniel, Michael “Making Inclusive Education Work For You” Presentation to regular and special education teachers at Screven County Middle School, Sylvania, Georgia October 2004.
- “Collaborative Teaching” Presentation to faculty and staff at East Laurens Middle School, Dublin, Georgia August 2004.

“Instructional Strategies for adult learners. Faculty development workshop at Altamaha Technical College, Georgia, March.

Franks, Susan

State Charter Issues, Presentation at the 2004, Georgia Charter Schools Conference. January 2004.

Trimble, Susan

District School supports for the work of lead teachers. Paper Sessions at the annual conference of the Georgia Educational Research Association, Savannah, GA.

Local

Brewton, Cherry

2004(Oct) Partnership for Reform in Science and Mathematics (PRISM) Institute Sessions on Active Learning, Georgia Institute of Technology, Global Learning and Conference, Atlanta, GA.

2004 (April) Partnership for Reform in Science and Mathematics (PRISM) Institute Sessions on Active Learning and Conference Center, Atlanta, GA.

Chamblee, Greg

Algebra for Middle School Students. First Annual Southeast Georgia Mathematics Conference. Statesboro, GA October 2004.

Using Dot Paper to Teach Geometry. First Annual Southeast Georgia Mathematics Conference, May 2004.

**Consulting and Advisory Services**

Alexander, N.C.

Awarded the University Advisor of the Year Award at the Seventh Annual Georgia Southern University Student Leadership Awards and Recognition Night, April 21, 2004

Equipment Grant-Learning Labs, Digital Whiteboard Recorder, January, 2004(\$799.00).

Equipment Grant –Autodesk, Inventor Workshop, 6-10pm on Inventor series #8 in ITECH Building lab, Feb. 3, 2004 (Workshop value-\$8,000.00 for 20 students).

Equipment Grant-Autodesk, Inventor series #8 software donated For 20 students at \$5,0195.00 per copy or a total donation to the program of \$100,000.00 plus, February, 2004.

Secured a DOE grant with the coordination of UGA Dept. of Occupational Studies, Dr. Rogers Hill, for the development of a monograph Entitled “Connecting Mathematics and Science to Technology Educe.” A year long project, 2004-05, \$15, 571.00

Equipment Grant-Autodesk, Revit and Autocad 2005, donated for 20 Students at \$3,750.00 per copy for Autocad 2005 and Revit or a total Donation to the program of \$75,000.00, November 11, 2004.

Served as a judge for competitive events at Eastern Regional TECA Conference: February, 1993-98:2000-2005.

Beck, Scott A.L.

Bellsouth Foundation Intern Scholarship coordinated the reimbursement of Goizueta Foundation Scholar Nunez for a weeklong internship at Bellsouth in Atlanta. December 2004

Campus Life Enrichment Committee Grant, Georgia Southern University. Collaborated with Richard Flynn of the Department of Literature and Philosophy to assemble financial support form seven University departments, offices, and committees in order to bring Children’s literature scholar Joel Taxel of the University of Georgia To speak at Georgia Southern University. Total budget: approximately 900.00, 2003-2004

Discussion List Co-Manager, Multicultural Studies in American South (MSIS). Managed a web-based community of over 150 scholars at over Thirty institutions interested in discussions and information about the growing multicultural diversity of the American South. 2002-2004

Chair, Goizueta Foundation Scholars Fund for Latino Educators Implementations and Selection Committees, College of Education, Georgia Southern University, Statesboro, GA. Oversaw the implementation of needs based scholarships, funded by the 500,000 endowment for Latino undergraduates studying education. 2002-present.

Bennett, Mary	Partnership for Reform in Science and Mathematics (PRISM): 2004 Improving Teaching and Learning of Science and Mathematics at the P-12 and undergraduate Levels
Brewton, Cherry	\$5,000. Developing early childhood Education (P-5) Best Practices Science Units and Distributing Them to All PRISM schools – Partnership for Reform in Science and Mathematics (PRISM), 11/04-present.
Chamblee, G.regory	Implementing the New Mathematics and Science Middle Grade Georgia Service Area. Georgia Mathematics and Science Partnership Completion. Three year grant beginning September 2004. \$362,356.
Chamblee, G. & Lanier S.	Teaching Geometry in Middle Grades: Modeling a Hands-on Approach to Middle Grade Math Teachers. United States Department Of Education Teacher Quality Grant. 2004. \$24,651.00.
Franks, Susan T.	Consultant to Charter Conservatory of Liberal Arts and Technology Presentation to Members of the State Board of Education Georgia Department of Education Atlanta, Georgia
Hammitte, D. & Nelson, B.	Serve as instructor and trainer of instructors for Project SCEI's, Early Intervention Grant, 1995-present
LaMontagne, Margaret	Division for Early Childhood Work Group on Prevention Measures, 11/04-10/05. 2004 Division for Early Childhood Conference, Research Strand Proposal Reviewer 3/04.

### **Awards and Grants**

Gilpin, Lorraine	Collaboration School Grant with Christie Page, Mattie Lively Elementary School. Matching funds from School District and P-16. "Integrating Writing Across the Curriculum Through Alpha Smart 3000."
Gore, Elaine C.	<u>Fostering Kindergarten language development through sociodramatic Play</u> : Creating thematic centers. Demonstration Teacher/Partner School Council Grant. \$1,500.
Hammitte, D. &, Nelson B.	Project SCEI's, Babies Can't Wait, Early Intervention Programs, Statewide collaborative grant to provide training for early Interventionists, 1996-present; approximately \$100,000 total; \$12,000 in 2004-2005.
LaMontagne, Margaret	State Improvement Grant-Preschool Component: Georgia Southern Subcontract. Award: \$301,331 (\$1,648 for T&L Department in indirect costs acquisition) Dates: 7/99-8/04
Robbins, Judith	<u>The Reading Process in Action: Incorporating Story Drama and Story Boxes in the Kindergarten Reading Curriculum</u> . Demonstration

Teacher/Partner School Council Grant. \$1,500.

Fostering Kindergarten language development through sociodramatic Play: Creating thematic centers. Demonstration Teacher/Partner School Council Grant. \$1,500.

Ruebel, Kim K.

Innovative Teachers Grant. Sponsored by AACTE and Microsoft: \$1.3 million (650 group software licenses worth \$2,000 each). The Innovative Teachers program has been created to meet the professional development needs of prospective and practicing teachers while focusing on teacher learning through the building and sharing of knowledge, inquiry and reflection on teaching practices, access to technology, and support for the integration of technology in the learning process. The grant provides software to the schools, face-to-face as well as virtual professional development, and online sharing of technology integration resources. Four local systems (Bulloch, Effingham, Evans, and Screven as well as partners within the International Learning Community are involved. Kim K. Ruebel as Project Director for the two-year period. Effective, January, 2003, for two years.

Schriver, Martha L.

Bicoastal Field Study for the Improvement of Rural Georgia Teachers Content Knowledge & Skills (2003-2004). \$54,000 (Funded Spr. 2003)

Sheppard, Ronnie

Received \$1000 grant to buy camcorder for research project with South Effingham Middle School. Investigating the incorporation of technology in the supervision of pre-service teachers.

Sparkman, D., Chamblee G., Mills, K... & Kent, C.

Enhancing problem solving abilities of second, third, fourth, and fifth grade students at Screven County Elementary School. Partnership for Reform in Science and Mathematics (PRISM) NSF East Central Region Mini-Grant \$4918.00.

Stevens, Robert

Summer Institute Director for the We the People Program for the State Of Georgia. (\$40,000.00 grant from the Center for Civic Education) Selected as one of forty United States and international faculty to participate in the Fourth Annual R. Freeman Butts Institute on Civic Learning in Teacher Education, May 21-25, 2004, Indianapolis, IN.

Taylor, S., Saye, D., & Chamblee, G.

Using peer leaders in college algebra to improve college algebra and Praxis II pass rates. Partnership for Reform in Science and Mathematics (PRISM) NSF East Central Region Mini-grant. \$5000.

### Workshops / In-services

LaMontagne, Margaret

Early intervention program implementation for early intervention professionals. Project SCEIs: Waycross & Brunswick, GA (2004, February & June).

Schriver, Martha L.

Partnership Reform in Science and Mathematics (PRISM): includes all Schools in the First District RESA area, University Faculty from COST & COE.

Jason Project- Coordinate University programs with GSU Centers and

First District RESA, schedule activities and make all arrangements for Schools when they come on campus.

Bicoastal Field Study- Science Educator for this funded Teacher Improvement Grant, 2004; Lead workshop on barrier islands and developed CD on trip to both east & west coast CD.

St. Catherine's Sea Turtle Research Project- Science Educator on this Project- conducted workshop for teachers on St. Catherine's'.

### Research

Stevens, Robert

“Depression Mural Art and Politics: American Idealism, A New Deal Synthesis.” The Fourth Annual R. Freeman Butts Institute on Civic Learning in Teacher Education sponsored by the Center for Civic Education, Indianapolis, IN. May 25, 2004. By invitation

**Professional Organizations, Boards, and Agencies**

International

Hammitte, Diana	Executive Board of the Teacher Education Division	Council for Exceptional Children
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National

Chamblee, Gregory E.	Chair, Web-site Committee	Association of Mathematics Teacher Educators (AMTE)
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Mathematics Educational Materials Committee	National Council of Teachers of Mathematics (NCTM)
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Ruebel, Kim K.	Chair	Middle Level Education SIG for the Association of Teacher Educators
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Stevens, Robert L.	Portfolio Evaluator	NCATE/NCSS
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Chair, Select Subcommittee for Social Education	National Council for the Social Studies
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Publications Committee	National Council for the Social Studies
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Regional

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

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