



Georgia Association for Supervision
and Curriculum Development

The Reporter

Issue Theme: Professional Development

Six-Time International Award-Winning Newsletter • Fall 2004

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President's Remarks

It is an honor and privilege to serve as your affiliate president. I am excited about what we will accomplish together to help better education for children. Since Georgia ASCD was established the foundation has been strengthened to develop students as intentional and productive learners and to provide educators with information and tools needed to best teach students.



Rita A. Cantrell

We will continue to focus on improving learning for students and to ensure we are maximizing opportunities to teach. We appreciate your support of these efforts as a Georgia ASCD member.

Please take advantage of the learning opportunities we are providing to our members and the community by participating in the Annual Conference which will be held February 3-4, 2005 at the Ritz Carlton Lodge at Reynolds Plantation. Additionally, a Drive-In Conference will be held in Macon, Georgia on March 16, 2005 in conjunction with the Georgia Staff Development Academy. Dr. Kay Burke will demonstrate how teams of educators can develop Performance Task Units correlated to Georgia Standards.

In this issue of *The Reporter*, you will find information about last year's Annual Conference, a special section featuring Carlene Murphy's article on Whole Faculty Study Groups, as well as information about the 2005 Georgia ASCD conferences described above. We hope that this information will provide the kind of professional development experience you have come to expect from Georgia ASCD and that you will let us know how you use the information in your roles as teachers and administrators.

I wish you the best during this school year. Please contact any of the Georgia ASCD Board Members if you would like to get more involved with the organization.

Regards,

Rita A. Cantrell, Ed.D.
President
Georgia ASCD

The Reporter

Fall 2004

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Graphic Design by Troy Bassett

The opinions expressed in this publication are those of invited essayists and not necessarily those of Georgia ASCD.



Donna Q. Butler

Dear Georgia ASCD Colleagues,

We trust that you are enjoying another successful school year and that activities are in full swing! We are pleased that you are continuing your professional development with Georgia ASCD again this year.

Annual Conference is right around the corner...So we provide plenty of information in this issue to assist you in planning and registering for your February attendance at the conference.

Dr. Kay Burke is our featured keynote speaker at this year's event. She will present interesting and important information about ways in which educators can create performance task units that are correlated to Georgia Standards. In addition to Dr. Burke's presentation, conference participants will enjoy concurrent sessions provided by colleagues from around the state.

The 2005 Annual Conference will be held at the Reynolds Plantation Ritz Carlton Lodge – a great setting where you can escape the demands of a hectic schedule and fully focus on your professional development. You will join colleagues from around the state in learning about the latest educational successes, issues, and challenges in Georgia schools. After the conference, you will return to your workplace better informed about educational topics, better connected in the education community through networking with other teachers and administrators at the conference, and renewed in your commitment to improving the educational opportunities for the children in your classrooms and schools.

Finally, also in this issue we announce that Dr. Connie Burch is assuming the role of Georgia ASCD Executive Director. It has been a great pleasure for me to have served as Executive Director of our Association. The personal and professional opportunities to meet and work with educators from Georgia and beyond were some of the most enjoyable experiences I had while acting in that capacity. As I move on to assume other responsibilities, I know that you will all enjoy working with Connie and that she will provide excellent leadership in her new role. Please welcome her as Executive Director – and volunteer to assist her on a committee, for an event, or in making the Association stronger in some area. You will both be glad that you did.

In the coming months, I plan to continue as editor of *The Reporter*. Your feedback on the publication is important to us. Please continue to let us know how you use the articles and news stories. We welcome your ideas about emerging educational issues we should include in *The Reporter*, news from your schools and districts, and stories about your best practices in meeting the learning needs of Georgia's children.

Stay in touch! And, make this the best year ever for education in Georgia!

Sincerely,

Donna Q. Butler, Editor

What Is ASCD?

ASCD is an international nonprofit and non-partisan association of individuals who share the belief that all students can succeed in a challenging, well-planned educational program. With approximately 150,000 members, ASCD is one of the largest education associations in the world.

ASCD is committed to the mission of *Forging Covenants in Teaching and Learning for the Success of All Learners*. Because its members—superintendents, principals, supervisors, teachers, specialists, school board members, professors of higher education, and central office staff—are involved in every facet of education, ASCD possesses a unique vantage point in the education community. The Association looks beyond isolated concerns to address systemic issues as it works to transform education and create a better future for students.

ASCD provides leadership in the areas of supervision, instruction, and curricular design. Serving as a catalyst for positive change in education, ASCD disseminates information on educational research and practice and forges links among educators around the world through:

- Media and technology;
- Publications and training programs;
- Seminars and conferences;
- Affiliates in every state and around the world;
- A topical Networks program; and
- Panels, study groups, and collaborations.

A Tradition of Progress

Since its inception in 1943, ASCD has worked to improve teaching and learning by serving as a clearinghouse for ideas and a forum for debate. The Association has foreseen significant trends in education and sought to shape the future to benefit students and schools. With the help of ASCD, talented educators have been able to effectively integrate pioneering concepts into classroom practice.

The Association at a Glance:

150,000 members, including superintendents, principals, teachers, specialists, school board members, professors, central office staff, counselors, and supervisors.

Affiliates:

Sixty-eight affiliates located in the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, Canada, the Caribbean, Europe, and East Asia.

Networks:

More than 50 ASCD networks connect educators with similar interests and concerns on topics ranging from indigenous peoples' education to teacher leadership and school-university partnerships.

Annual Conference:

ASCD's Annual Conference gathers over 14,000-15,000 educators each year to one of the most diverse and rewarding events in education.

**Next Year's Conference:
Orlando, Florida: April 2-4, 2005**

Publications:

ASCD's many publications include:

- *Educational Leadership*, the ASCD Journal
- Books on current topics in education
- Newsletters including *Curriculum Update*, *Education Update*, *ASCD Bulletin* (Online Newsletter)
- *Journal of Curriculum and Supervision*, a refereed, scholarly journal published quarterly
- *The ASCD Curriculum Handbook*, updated regularly
- *The Curriculum/Technology Quarterly* newsletter
- *The ASCD Yearbook*

Affiliate Action

What is Georgia ASCD?

Georgia ASCD is a professional organization dedicated to improving instruction in Georgia and to developing the capacity of each member for leadership.

Georgia ASCD provides a forum for state and national issues, the exchanging and sharing of quality educational practices, resources and effective implementation models through opportunities for involvement of persons interested in and supportive of quality instruction.

The organization offers an environment for interaction, problem solving, policy analysis, joint planning, research, and publications.

What are the Benefits of

Membership?

- *Networking with educational colleagues and advocates across Georgia.*
- *Communicating through a regular Georgia ASCD newsletter.*
- *Providing a forum for contemporary issues in education through local/regional Drive-in Conferences.*
- *Training offered both on a statewide and regional basis.*
- *Participation in a two-day statewide Spring Conference and one-day Fall Conference, featuring nationally known consultants.*
- *Maintaining a working relationship, representation, and a leadership role in International ASCD.*

Contact:

Dr. Connie W. Burch • Georgia ASCD Executive Director • P.O. Box 1500 • Lawrenceville, GA 30046 • (770) 682-4192

Annual Dues: \$40.00

What is the Relationship Between Georgia ASCD and ASCD?

Georgia ASCD is an independent state unit affiliated with international ASCD through compatible constitutions and participation in the governance of ASCD through membership on the national board of directors.

ASCD provides special services and assistance to the state unit. On approval of the Georgia ASCD board, the state president recommends national committee appointments, articles for national publication, and programs for the national conventions. Georgia ASCD and ASCD cooperate still further in providing the opportunity for joint dues solicitation.

Georgia ASCD Membership Application

Enclosed is my check in the amount of \$40.00 in payment of the membership fee for the Georgia Association for Supervision and Curriculum Development.

Miss, Ms., Mrs., Mr., Dr. _____

Title, Responsibilities _____

Work Address _____

Home Address _____

Mail Address Desired: School Home Membership: New Renew

Telephone: Home _____ Work _____

Email: Home _____ Work _____

District (Office/School): _____

Member of National ASCD: Yes No

Please Return This Application & Check To:
Dr. Connie W. Burch • Georgia ASCD Executive Director
P.O. Box 1500 • Lawrenceville, Georgia 30046 • (770) 682-4192

Connie Burch

Named New Executive Director



Dear Georgia ASCD Members:

It is a great honor for me to serve as the Executive Director of Georgia ASCD. We have had distinguished men and women who have lead this organization and I feel challenged to try and live up to the task.

Georgia ASCD has a rich and long history of supporting educators. As I look forward to continuing this history, I will need the help, support and leadership of each one of you. You make Georgia ASCD the outstanding professional organization that it is. Your support of activities, attendance at annual conference, contributions to the newsletter, and continual support of this organization through renewal of your membership, makes Georgia ASCD a leader in education. This organization would lack vitality and growth without the support of its members.

As we look to the future Georgia ASCD will honor the past work of its members and build on the firm foundation to be a proactive organization that prepares educators for the future. Georgia ASCD is setting new goals and soaring to new heights. The world of education is changing and this organization is preparing to meet the challenge.

I look forward to working with this wonderful organization.

Connie W. Burch

Connie W. Burch, Ed.D.
Executive Director
Georgia ASCD



2005 Georgia ASCD Annual Conference

February 3-4, 2005

**“Voices of Education:
Unleashing the Power,
Passion, and Promise”**

featuring

Nationally-Known Educator

Dr. Kay Burke

The Ritz Carlton Lodge Reynolds Plantation

The Georgia Association for Supervision and Curriculum Development invites you to attend our Annual Conference scheduled February 3-4, 2005. We are excited about this year's conference which promises to be engaging, interactive, and content appropriate as we present nationally-known educator

Dr. Kay Burke

Creating Performance Task Units Correlated to Georgia Standards

Dr. Burke will demonstrate how teams of educators (K-12), administrators and staff developers can work together to develop Performance Task Units that cluster the new Georgia Performance Standards, target important curriculum goals, and motivate students to learn. Learn how to write engaging performance tasks, develop criteria checklists using specific vocabulary from the Georgia standards, then convert the checklists into valid analytical rubrics that provide valuable feedback to students, teachers, and parents. Discover how to organize teams of teachers at schools to work together to teach for understanding and create consistent evaluations that provide accurate grades and stimulate meaningful conversations about student learning. Teachers can work collaboratively to examine student work and decide how to modify and differentiate their instruction to help all students in Georgia meet or exceed standards.



Participants in this conference will learn how to:

- ***Write meaningful performance tasks;***
- ***Develop criteria checklists correlated to Georgia Performance Standards;***
- ***Create valid analytical rubrics to evaluate student work;***
- ***Implement a school-wide program to develop assessment literacy;***
- ***Bond and network with fellow ASCD Members***

Kay Burke's educational experience includes teaching Language Arts and serving as the Department Chairperson at Redan High School in DeKalb County in the 1980's as well as serving as assistant principal for instruction at Tucker High School. She was DeKalb County's Teacher of the Year in 1984 as well as a semi-finalist for Georgia Teacher of the Year. Kay also served as the Director of a Field-Based Master's Degree Program at Saint Xavier University in Illinois and as Senior Vice President of SkyLight Professional Development in the Chicago area. Several of her books are used in undergraduate and graduate education programs. For the past 14 years, Kay has facilitated professional development workshops throughout the United States, Canada, and Australia, delivered keynote addresses, and presented at national conferences such as ASCD, NSCD, NASSP, and NMSA. Kay has recently moved back to Georgia and is working with several school systems to align their assessments to the new Georgia Performance Standards.

Dr. Burke has written books and developed training programs in the areas of classroom management, performance assessment, mentoring, and student, teacher and administrator portfolios. Her best selling books include *How to Assess Authentic Learning*, 3rd ed.; *What to do with the kid who: Developing Cooperation, Self-Discipline and Responsibility in the Classroom*, 2nd ed.; *Designing Professional Portfolios for Change*; *The Portfolio Connection: Student Work Linked to Standards*, 2nd ed.; *Mentoring Guidebook Level I: Starting the Journey*; and *Mentoring Guidebook Level II: Exploring Teaching Strategies*, all published by LessonLab, a Pearson Education Company. She has also written *Performance Assessment: Evidence of Learning* published by Robin Fogarty and Associates and *Examining Student Work: Rubrics Linked to Standards* currently in press with Corwin Press, Inc.

Conference Schedule:

Thursday, February 3, 2005

7:15 a.m. Registration
 7:15 - 8:00 a.m. Continental Breakfast
 8:00 - 9:30 a.m. Presenter – Dr. Kay Burke
*The Georgia Performance Standards and Examining Student Work:
 From Rubrics to Portfolios*
 9:30 - 10:00 a.m. Break
 Visit Exhibitors, Network
 10:00 - 11:30 a.m. General Session (continued)
 11:30 a.m. - 12:30 p.m. Plated Luncheon
 Grimsley Lecturer
 12:30 p.m. - 12:45 p.m. Break
 12:45 - 2:00 p.m. General Session (continued)
 2:00 - 3:00 p.m. Break
 Visit Exhibitors, Network
 3:00 - 4:00 p.m. General Session (continued)
 4:00 - 5:00 p.m. Business Meeting
 Dinner on your own

Friday, February 4, 2005

7:00 - 8:00 a.m. Continental Breakfast
 8:00 - 11:30 a.m. Dr. Kay Burke
 9:30 - 10:00 a.m. Break
 11:30 a.m. - 12:00 p.m. Closing and Evaluation

Conference Site:

The Ritz Carlton Lodge at Reynolds Plantation is located at One Lake Oconee Trail, Greensboro, Georgia. Call 706-467-0600 before January 4, 2005 to reserve an overnight room at the special GASCD conference rate of \$120.

Registration Form:

“Voices of Education: Unleashing the Power, Passion, and Promise”

February 3-4, 2005

Please return completed form to:

Georgia ASCD Conference
 Susan Hertwig
 Fulton County Schools
 3121 Norman Berry Drive
 East Point, GA 30344.
 Phone: (404) 669-8090 x138
 FAX: (404) 669-8096
 Hertwig@fulton.k12.ga.us

Conference Registration Fees: *Please check all that apply:*

Georgia ASCD Member:

_____ mailed by December 9, 2004 \$175.00
 _____ mailed after December 9, 2004 \$185.00
 _____ Onsite Registration \$200.00

Non-Member:

_____ mailed by December 9, 2004 \$220.00
 _____ mailed after December 9, 2004 \$230.00
 _____ Onsite Registration \$245.00

 Name - Please print or type

Method of Payment to Guarantee Registration:

_____ Check (made payable to Georgia ASCD)
 _____ Payment being processed

(purchase order must accompany registration)

Purchase Order #: _____

 Preferred name for name badge

 Business mailing address or check here if home address

Registration fees includes two continental breakfasts, one luncheon, all breaks, conference fees, and materials. Travel expenses and lodging are the responsibility of the participant.

 Home Phone Work Phone

Cancellation Policy: No refunds will be issued. If circumstances prevent the registered participant from attending, please send a substitute.

 Fax Email address

Inclement Weather: The Conference will be cancelled due to inclement weather only if Oconee County Schools are closed.

 Position Organization/Employer

Georgia ASCD 2004-2005 Drive-In Conference

**Macon, Georgia
March 16, 2005**

featuring

Dr. Kay Burke

Authentic Assessments Correlated to Georgia Performance Standards

Build on new knowledge gained at the Annual Georgia ASCD Conference! Dr. Burke will demonstrate how administrators and staff developers can collaborate with teachers to develop original assessment tools correlated to the needs of their students, the district's curricular goals, and the Georgia Performance Standards.

This awareness session showcases the process by which school-wide and district-level teams meet to analyze the data and create motivating performance tasks to address targeted skills. This integrated curriculum design differentiates the content, process and product in order to meet the academic needs of all students. The assessment teams use the vocabulary from the Georgia Performance Standards to develop criteria checklists and rubrics to help students meet and exceed the standards.

Learn how teachers are implementing these valid assessment tools to analyze their students' work and adjust their instruction. Review sample units created and used by teacher teams at different grade levels and in different subject areas in Georgia. Hear from administrators who are seeing positive results in their schools and from teachers who are more confident in their grading procedures.

Participants will learn the following:

- How performance assessments foster higher-ordering thinking skills;
- How the Georgia Performance Standards can be integrated into instruction;
- How the vocabulary in the Georgia Performance Standards should be correlated to all assessments;
- How teams of teachers can create original and valid assessment tools;
- How checklists and rubrics can help students do quality work;
- How checklists and rubrics can help teachers grade fairly and consistently;
- How assessment can drive instruction;
- How teams of teachers working collaboratively can share their assessment tools;
- How administrators can empower the teachers to become assessment leaders.

2004-2005 Georgia ASCD Drive-In Conference

Registration Form

Date: Wednesday, March 16, 2005

Time: 4:30 - 7:30 p.m.

Location: Crowne Plaza in Macon, Georgia

(Partnering with the Georgia Staff Development Council Spring Conference)

Please return completed form to:

Georgia ASCD Conference
Susan Hertwig
Fulton County Schools
3121 Norman Berry Drive
East Point, GA 30344.
Phone: (404) 669-8090 x138
FAX: (404) 669-8096
Hertwig@fulton.k12.ga.us

Name - Please print or type

Preferred name for name badge

Address

Business mailing address OR
Check here if home address _____

Home Phone

Work Phone

Fax

Email address

Position

Organization/Employer

Registration Fees: Please check all that apply:

Conference Registration

_____ Mailed by March 4, 2005 \$ 45.00
_____ Mailed after March 4, 2005 \$ 55.00

Method of Payment to Guarantee Registration:

_____ Check (made payable to Georgia ASCD)
_____ Payment being processed
(purchase order must accompany registration)
Purchase Order #: _____

Registration fees includes dinner, conference fees and materials. Travel expenses and lodging are the responsibility of the participant.

Cancellation Policy: No refunds will be issued. If circumstances prevent the registered participant from attending, please send a substitute.

Inclement Weather: The Conference will be cancelled due to inclement weather only if the hosting school system is closed.



Founded: 1943

The Georgia ASCD Strategic and Diversity Plan supports and is founded upon the Association's Mission and Belief Statements.

Georgia Association for Supervision & Curriculum Development

The mission of Georgia ASCD is "To improve the quality of education by promoting effective practices in the areas of curriculum, instruction, and supervision." In order to accomplish this mission, we believe the following:

- That all students should have a well-planned educational program with opportunities to study a full range of school curriculum. A balanced program reflects the nature of knowledge, the needs and interests of individual learners, and the nature of society and the world.
- That students should become responsible for their own learning. Schools should emphasize self-discipline and teach students how to learn and think for themselves.
- That leaders make decisions and achieve group and individual goals more fully by developing collective vision and by practicing shared leadership.
- That all students should be treated equitably. Schools should demonstrate and foster in their students respect for the dignity and worth of all persons.
- That cultural diversity in schools and in the curriculum helps prepare students for life in our multi-cultural society and interdependent world.
- That every child should have access to the highest quality instructional practices, methodology, and resources possible.
- That all educators should be accountable and responsive to their publics and their colleagues.
- That all educators should pursue opportunities for professional growth and development. We should provide a means to discuss and consider emergent and controversial issues and practices.
- That all educators should rely on and use sound educational research to promote quality educational practices.
- That for democracy to survive, students must learn democratic values and practices. The future of our world depends on citizens who are well informed and willing to work for civic improvement.

Georgia ASCD is dedicated to developing the capacity of each member in order to meet the challenge of its mission. Through The Reporter, regional meetings, and statewide conference, we seek to provide opportunities for professional growth and a forum for statewide and national issues. Georgia ASCD also informs its members about sound educational research as well as quality educational practices.

We believe it is incumbent upon us as educational leaders to make certain that every child in Georgia is provided a quality education. Through the Strategic and Diversity Plan, every member of Georgia ASCD can contribute to help make our mission a reality.

Georgia ASCD Strategic and Diversity Plan

Revised 2003

CURRICULUM AND INSTRUCTION

Goal: *To impact student learning through professional practice guided by research based products, programs, and services.*

Objectives:

- 1) Publish research abstracts and effective practices in *The Reporter*
- 2) Hold Drive-In Conferences around the state
- 3) Plan and implement Annual Conference
- 4) Provide orientation for new board members at the Summer Board Retreat
- 5) Institute professional development at board meetings
- 6) Utilize website for advancement of research based products, programs, and services.
- 7) Share information with school systems concerning affiliate activities and how to submit conference session proposals
- 8) Enlist assistance of District Directors in promoting and planning annual conference

Goal: *To build a more active, diverse community of members that collaboratively shapes teaching, learning, and leadership.*

Objectives:

- 1) Solicit and design conference offerings which expand diversity and multi-cultural educational opportunities.
- 2) Endeavor to gain membership on, or attend, Boards that may influence education in the state of Georgia
- 3) Use technology to update membership roster to Executive Board
- 4) Utilize website to advance communication between internal and external audiences.
- 5) Design welcome packet for new members
- 6) Enrich the Association through active recruitment of under-represented groups for both the Executive Board and general membership
- 7) Develop an outreach program and linkages to recruit student teachers and graduate students into full membership
- 8) Contact ASCD members as potential Georgia ASCD members

Goal: *To promote reflective practice in education.*

Objectives:

- 1) Develop forums for issues/trends in education through publications (print and web based), meetings, and conferences
- 2) Provide information to membership about resources on issues/trends in education from ASCD and other organizations
- 3) Recognize educators for quality contributions to education in Georgia
- 4) Co-sponsor opportunities with other education related organizations to collaborate in planning and conducting workshops, meetings and/or conferences
- 5) Create an influence plan that aligns strategically with all other activities of the affiliate and ASCD
- 6) Identify members' needs and provide professional development that addresses those needs

2004 Georgia ASCD Annual Conference

“Faces of Education: Courageous Actions, Powerful Stories”

After a surprise snow storm forced cancellation for the original February dates, members gathered in Gwinnett County in May for the Annual Spring Conference.

The conference featured Carlene Murphy and Carol Gardner. Educators from around the state enjoyed the keynote and breakout presentations on topics ranging from *Whole Faculty Study Groups* to preparing students for Georgia’s changing educational requirements.

In the following pages, we share the excitement of the conference and invite you to make plans now to attend the upcoming 2005 Annual Conference, scheduled for February 3-4, at the Ritz Carlton Lodge at Reynolds Plantation.

Congratulations to the new officers elected at Annual Conference!!

2004-05 Georgia ASCD Officers



Rita Cantrell
President
Gwinnett County Schools



Connie W. Burch
Executive Director
Gwinnett County Schools



Susan Hertwig
President-Elect
Fulton County Schools



Cathy Geis
Secretary
Fayette County Schools



Yvonne Frey
Past President
Gwinnett County Schools



David Martin
Treasurer
Georgia Council of
Economic Education



Mark Hall
Co-Vice President for
Member Services
Gwinnett County Schools



Loretta Denmark
Co-Vice President for
Member Services
Gwinnett County Schools

A SPECIAL GEORGIA ASCD "THANK YOU"

to our

2004 Annual Conference Exhibitors!!

Reception Sponsor

Holt, Rhinehart and Winston

Patrick McGuire
5103 Enniskillen Court
Suwanee, GA 30024
678-596-1155
Pmcguire@hrw.com
678-714-2848

Exhibitors

America's Choice

Cindy Doolittle
Cdoolittle@ncee.org
235 Peachtree Street, NE
Suite 1700, North Tower
Atlanta, GA 30303
404-586-2140

Dodge Learning Systems

Melissa Rogers
melissa@dodgelearning.com
P.O. Box 2587
770-486-0608

ETA Cuisenaire

Cheryl Keck
ckeck@etacuisenaire.com
2165 Hartwood Drive
Kennesaw, GA 30152
770-427-0757

Lakeshore Learning

R. Carlson
Rcarlson@lakeshorelearning.com

Curriculum Associates

Susanne O'dom
3642 Farmington Lane
Duluth, GA 30096
770-368-1396

School Specialty

Tim Hemans
themans@schoolspecialty.com
2340 Grand Junction
Alpharetta, GA 30004
770-689-4010

Bryant & Associates

Yvonne Bryant Johnson
successybj@aol.com
4060 Peachtree Road, #D413
Atlanta, GA 30319
404-869-6312

Shannon Enterprises

Carla Shannon
Shannons@peoplepc.com

Glencoe/McGraw Hill

Keith Brown
4313 Meadow Vista Drive
Lithonia, GA 30038
770-322-0613
keith_brown@mcgraw-hill.com

Chapter 11 Bookstore

Grant Crow
grant.crow@chapter11books.com

2004 Georgia ASCD Annual Conference

Growing Together as Educators... Continuing Professional Development... Good Times...



2004 Georgia ASCD Annual Conference

Interesting Colleagues... Shared Expertise... Excellent Keynote Speakers... Challenging Breakout Sessions...



Conferences represent a unique opportunity for educators to join colleagues from around the state in learning about the latest educational successes, issues, and challenges in Georgia schools. You learn and grow together as peers committed to improving education in our state. Within specially created conference learning environments, you can escape the demands of a hectic schedule and fully focus on your professional development.

After the conference, you will return to your workplace better informed about educational topics, better connected in the education community through networking with other teachers and administrators at the conference, and renewed in your commitment to improving the educational opportunities for the children in your classrooms and schools.



Upcoming Georgia ASCD Conferences include:

2005 Georgia ASCD Annual Conference

February 3-4, 2005

Voices of Education: Unleashing the Power, Passion, and Promise

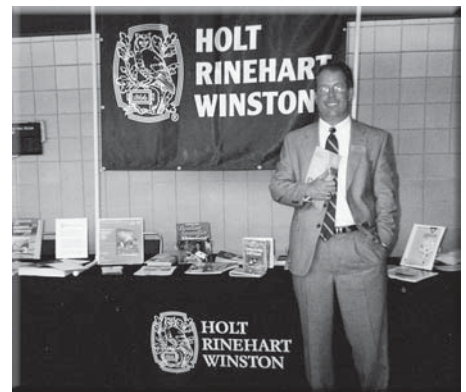
The Ritz Carlton Lodge Reynolds Plantation

Georgia ASCD Drive-In Conference

March 16, 2005

Authentic Assessments Correlated to Georgia Performance Standards

Macon Crowne Plaza



Do You Remember When? From the Conference Archives...



SPECIAL FEATURE

WHOLE FACULTY STUDY GROUPS

“Lessons Learned”

Carlene Murphy, Director
Whole-Faculty Study Groups National Center

As one of our keynote speakers for the 2004 Annual Conference, Carlene Murphy delivered a challenging and informative presentation about *Whole Faculty Study Groups*.

She graciously agreed to share the presentation with our members who were not able to attend the conference and prepared the following text for inclusion in *The Reporter*:

We encourage you to visit her website, at www.MurphysWFSG.org, to learn more about *Whole Faculty Study Groups*, as well as the important work being done by Ms. Murphy and her colleagues.

There is one question that continues to fascinate me: *How do we get practices that were once new integrated into — and made an important part of — the fabric of a school and of teacher structures and routines?* It would seem that after forty-seven years of work in schools, I would have the answer.

Today, March 22, 2004, I think I have seen a piece of evidence of what some call maintenance, continuation, incorporation, or routinization. A staff development colleague in Springfield, MO, sent me a copy of the posting of openings for teaching positions in the Springfield Public Schools. Several principals wrote similar descriptions of the requirements for openings, as follows: *“ECE certification required; prefer experience working with kindergarten students; experience with Guided Reading, knowledge of and experience with Love and Logic strategies and Whole-Faculty Study Groups; must be comfortable working with a diverse population that requires using differentiated instructional strategies; able to communicate with and work closely with highly involved parents; willing to work closely with grade level peers.”*

“Whole-Faculty Study Groups (WFSGs) is a job-embedded, self-directed, student driven approach to professional development. It is a professional development system designed to build communities of learners in which professionals continuously strive to increase student learning.”

I have worked with the Springfield schools for three years and to see the fruit of our labors, Whole-Faculty Study Groups (WFSG), as an expectation for new faculty members is great news. This is evidence of an initiative becoming ‘the way we do things around here’. This is the time of year when we begin to see if processes are going to be ‘built into’ the next school year. Because concerns regarding

institutionalization are very current with me, I want to share a few lessons that I have learned that make institutionalization more probable.



Carlene Murphy

First, I will clarify what I do. I support faculties who choose to make their school a professional learning community through a professional development system that I named Whole-Faculty Study Groups.

Whole-Faculty Study Groups (WFSGs) is a job-embedded, self-directed, student driven approach to professional development. It is a professional development system designed to build communities of learners in which professionals continuously strive to increase student learning. This is accomplished as practitioners deepen their own knowledge and understanding of what is taught, reflect on their practices, sharpen their skills, and take joint responsibility for the students they teach. “Whole-Faculty” means that every faculty member at a school is a member of a study group focusing on data-based student instructional needs. In such a context, a study group is a small number of individuals, three to five, joining together to increase their capacities to enable students to reach higher levels of performance. The collective synergy of all the study groups advances the whole school.

The first thing that many of you may be thinking is: “In my school, teachers cannot do another new thing.” Without going deeper into WFSG, I will simply say that I know that teacher overload is strongly felt in all schools. Because teacher collaboration is not an option, I have found that the following four points combat resistance when I begin to talk to faculties about WFSG.

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- ♦ WFSG is a vehicle to do collaboratively what teachers have been doing alone.
- ♦ WFSG is a structure for implementing the instructional component of the school improvement plan.
- ♦ WFSG is a place to work on the work of teaching and learning.
- ♦ WFSG is not another program to be implemented in the classroom; it is where teachers practice what they have been trained to do in classrooms.

Now, I will share a few of the ‘institutionalization’ lessons I have learned during the seventeen years I have been working with elementary, middle, and high school faculties that have chosen WFSG as the school’s ‘learning communities’ design.

““Whole-Faculty” means that every faculty member at a school is a member of a study group focusing on data-based student instructional needs.”

Lesson 1:
Everyone at a school has to be involved.

Volunteerism most often supports individual development, not organization development. The whole school must focus on the goals of the school: that every student should have equal opportunities to learn in the best environment and under the best conditions. It is not an option for the whole school, meaning every teacher, to get better at meeting student needs; it is a must.

The school has a choice of what design or model to use for whole-school improvement. Once the choice is made, everyone participates. It has not been my experience that a school can start with volunteers and have one or two or three or four study groups while teachers not in study group are sitting back and watching. In such a case, it is assumed

that, over time, everyone will want to be in a study group. That assumption has not been validated. The distance between the “we” and the “them” just gets wider. The division grows. It is a cultural bomb. The non-volunteers get more entrenched, even in the face of documented improvement in the classrooms of the teachers who are in study groups. It will actually be harder to get whole-school involvement when study group membership is at first optional. Once resisters are in a study group, there is a better than average chance that they will become committed. Left out, they will remain onlookers and most likely, become saboteurs to the whole change effort.

Lesson 2:
The Principal is the most important factor to successful initiation, implementation, and continuation of WFSGs.

This lesson was learned early in the work of major school improvement efforts and is reflective in the research on leadership. Even so, it is clearer to me now. The lesson was made clear through the actions of more than 200 principals in schools implementing the WFSG system. I learned from all of these principals. Here I will describe one, Barry Shelofsky, principal of Jackson Elementary School in Greeley, CO, as an example.

Shelofsky introduced the WFSG system to the faculty after attending the 1994 ASCD Conference in San Francisco where he attended a workshop on WFSG. Upon his return to Greeley, he worked with a team of teachers from the school in designing a WFSG implementation plan and was key in getting 100% teacher agreement to begin. He shepherded, along with the team of teachers, every step of the implementation plan.

Shelofsky marks the dates on each year’s calendar when study groups and the Instructional Council (representatives from each study group) will meet. He reads each study group’s action plan and weekly logs, giving substantive feedback to each group’s work. At midyear and at the end of each year, he and a team of teachers plan appropriate celebrations. They integrate into the study group process major state and district curriculum initiatives, including a new math program and new teaching/learning strategies. Routine teacher behaviors include collaboratively looking at student work using protocols and observing students at work in each other’s classrooms. Shelofsky also initiated a study group

for principals and shares the action plan and logs from his study group with the teachers at his school.

There are no questions at the end of a school year about whether or not study groups will be in place the next year. Shelofsky's school uses state test results as evidence that change is occurring and he keeps the superintendent informed about the process and evidence. The budget, personnel, and schedule support continuation.

Lesson 3:

Support and Encouragement from district-level leaders are absolutely essential and play a key role in facilitating school change.

The superintendent and other top district leaders establish the climate that enables WFSGs or any whole-school change program to become institutionalized. Institutionalization, or continuation, is directly attributable to the support and technical assistance provided by and through district leaders. Expectations for change must be clear and structural changes made to provide time for study groups to meet. The district usually determines what new district initiatives will be initiated and implemented each year that will affect every school in the district. The district also controls most budget considerations, determines what time schools begin and end each day, and makes other scheduling decisions that affect the school year calendar.

In most districts, schools are asked for input and can make requests and recommendations; however, the superintendent and board of education make final decisions about issues raised here. All of these issues affect what schools can do. Schools may have the resources to begin an initiative without district involvement, but it is unlikely that, over time, the school can maintain and continue the work without district involvement.

“The superintendent and other top district leaders establish the climate that enables WFSGs or any whole-school change program to become institutionalized.”

“The collective synergy of all the study groups advances the whole school.”

Lesson 4:

Creating agreement to begin and maintaining commitment to continue are two different things that require two different approaches.

Initially, the principal is working for agreement from the faculty to just get started, to begin. The principal must verbally, or through written materials, describe the initiative with clarity and give examples of where the initiative has been successful. Schechty (1993) states that in the beginning faculties may need the following:

- ◆ A concept development lesson: What is it?
- ◆ A demonstration lesson: Can it be done?
- ◆ A values clarification lesson: Should we do it?
- ◆ A skill development issue: How do we do it?

In the beginning it is important that the principal takes responsibility for framing the work in such a way that the faculty is confident its principal knows what the change is and how it will affect them.

With WFSGs, there is a clear, straightforward implementation plan. WFSGs have a well-defined structure, a step-by-step implementation strategy. Giving examples of successful WFSG sites is one way to demonstrate that it can be done. It is during the early implementation stage, when teachers are in study groups, that they develop their own personal clarity as to the meaning of study groups. As the meaning becomes clearer, the commitment grows. We can not ask teachers to be committed to something in the beginning before they understand the meaning and implications of the change. We can only ask for their agreement to begin. With more knowledge and competency comes commitment. The quicker teachers start working in a small group, and the more they see positive changes in their classrooms, the more committed they become.

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“Teachers require continuous assurance that what they are learning to do, work together in small groups, is going to continue. Continuation takes great persistence.”

Teachers require continuous assurance that what they are learning to do, work together in small groups, is going to continue. Continuation takes great persistence. It takes constant tending. If the principal can not do it for whatever reason, then he or she should make sure that someone is publicly assigned the task. Some leaders are better at initiating and encouraging during the early stages of implementation. Those same leaders may find it difficult to keep providing support and pressure over time. With other principals, it is just the reverse. They have difficulty getting faculties to agree on an initiative, but once the decision is made, they are excellent at sustaining the initiative.

Lesson 5:

Continuation, institutionalization, routinization, or incorporation of change systems, like WFSG, may be the impossible dream in most schools.

Whether or not what was once considered an innovation gets built in as an ongoing part of the system or whether it disappears because it gets killed or dies of neglect is the sixty-four thousand dollar question. The question can be more easily answered if we know the type of innovation. For example, new materials most often become incorporated into a teacher’s personal resource file; we all know teachers who continue to use materials that were new to them thirty or more years ago. Teaching strategies often become part of a teacher’s repertoire, permanent additions to be recalled when needed and appropriate. Teachers who learned new models of teaching in the mid-80’s when Murphy’s work in Augusta was new, tell her that they still use the strategies.

Change systems are not so easily maintained. Change systems permeate all aspects of the context, creating

instability for a time. Change systems permeate all processes that are in place for how the work gets done, creating a lack of clarity. Change systems change roles and relationships in ways that alter status and power. Change systems impact what individuals actually do and often cause teachers to say: Am I not a good teacher? Is what I have been doing all wrong? The turbulence can be so great that no one individual, or team of individuals, can overcome the turmoil until the dust clears.

Lesson 6:

Even if continuation is not assured, we have to begin.

If the work is embedded in moral purpose, what is best for students, we have no choice except to begin. Initiators of change should be joyful in the work of the day and be encouraged by its benefits. While working toward institutionalization, we should not lose sight of the now. Someone once said, “Today is all we have.” Therefore, as sponsors of change, whether it is whole-school change or individual change, we have to do what is in the best interests of students today and build for tomorrow. What may or may not happen tomorrow can not keep us from doing the work and progressing today.

We hope that once WFSGs are initiated and implemented that the structure and practices will become, and remain, centerpieces for future professional development at the school. In some schools where we work today, the reality is that after our direct involvement ends, the faculty may revert to former practices. What may or may not happen tomorrow can not diminish the importance of the work for today’s students and teachers and the importance of its impact on their later lives.

“Therefore, as sponsors of change, whether it is whole-school change or individual change, we have to do what is in the best interests of students today and build for tomorrow.”

Lesson 7:

Using data to make instructional decisions is not a routine practice in most schools.

Teachers are beginning to use student data to make instructional decisions. For WFSG, I recommend that study groups follow a pattern of *assess, plan, act, reflect*. The cycle is as follows:

1. The group looks at classroom-based data around the study group's essential question to establish baseline data for the students they teach.
2. The group reviews current research or information describing practices that have been shown effective in addressing this need.
3. The group develops lessons that incorporate what was learned from the examination of effective practices and uses the strategies and materials in classrooms.
4. Individuals in the group bring student work from the classroom to assess the effectiveness of the classroom lessons/strategies.
5. The group looks at classroom-based data around the essential question to determine: 1) if the targeted student need has been met; 2) if the group is ready to move on to another student need; or, 3) if the group needs to continue to focus on the original student need.

I have known since childhood the impact a teacher can have on a child. Only in the last ten years, as I traveled over one-and-a-half million miles with Delta Airlines visiting hundreds of schools in very different places, have I witnessed the true heroics of teachers.

Sadly, the genuine greatness of the average teacher in this country is unknown. Most of us only know the teachers in the schools our children attend or where we work. Teachers in the same school know each other and may know other teachers in the district who teach the same grade or subject; however, most teachers do not fully appreciate each other and the range of circumstances under which teachers teach.

Teachers are part of the fabric of all communities. Even so, the average citizen does not fully appreciate the range of talent in America's schools. The teacher-of-the-year awards do not even scratch the surface of the truly remarkable human beings that fill K-12 classrooms and buildings in school

districts across this nation. The lesson here: we can't allow a small minority of teachers who make loud noises of dissent overshadow the stellar work teachers do in a majority of classrooms who will do anything, anytime if it will serve the best interests of the students they teach.

I have worked with teachers in just about every circumstance: teachers teaching on Indian reservations in Arizona and South Dakota; teachers teaching in schools with few supplies and crumbling buildings; teachers teaching in large inner-city schools with security guards at every entrance and the ends of all hallways; teachers in rural, isolated communities with few, if any, resources; teachers teaching in affluent suburbs with more resources than they can use; teachers teaching students who do not understand the languages the students speak; teachers teaching students who are disrespectful and disobedient; teachers teaching in make-shift classrooms; teachers teaching children with severe mental, emotional, and physical handicaps; teachers in New York City teaching in temporary facilities due to being displaced from their schools on 9/11; teachers teaching in fortified schools locked inside for their protection and the students' protection; and, in general, teachers teaching in conditions for which teacher education programs could not have prepared them. In addition, there have been contacts with teachers in well equipped, safe, and beautifully designed schools with more than ample resources. Whatever the circumstances, teachers teach. Teachers want the best for their students. Teachers work long hours, expending every ounce of energy they have. Teachers work when they are sick, rather than leave the important work of teaching to a substitute. Teachers neglect their own children for other people's children. The miracle is: most of these teachers love what they do—and they do what they do with knowledge and skill. We have to remind ourselves of this truth, lest we let the 10% keep us from doing the really important work of helping schools better meet the needs of all students.

Summary

There are more lessons I have learned, many more. I continue to learn today with every contact I have with schools. Just this week, I deepened my understanding by observing courageous principals in Camden County (GA) and Monroe County (GA) who keep asking teachers the right questions about student learning. There is still so much to learn.

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About Carlene Murphy...

To give readers a better idea of who Ms. Murphy is personally and professionally, we provide the following text and invite you to learn more about her work from her website, at www.MurphysWFSG.org. We encourage you to visit the site and learn more about Whole Faculty Study Groups, as well as the breadth of the important work being done by Ms. Murphy and her colleagues.

Carlene U. Murphy is director of the National WFSG Center in Augusta, GA. The Center provides training and technical assistance to schools implementing WFSG. The Center also sponsors the National WFSG Conference each February in Augusta and WFSG Institutes in July. Murphy worked in the Richmond County – Augusta, GA school district from 1957 – 1992. She was an elementary teacher for fifteen years, coordinator of programs for the gifted for five years, and director of staff development for fifteen years. From 1993 to 2004, she has worked at the national level in public schools.

The fifteen years (1978 - 1993) as the Richmond County School District's Director of Staff Development brought

many accolades to the district. In 1991, Richmond County received the American Association of School Administrators' Award for Outstanding Achievement in Professional Development. The district also received Georgia's Outstanding Staff Development Program Award for two consecutive years. In 1992 Carlene was awarded one of the National Staff Development Council's highest honors, The Contributions to Staff Development Award. She was the first practitioner to receive that honor. Carlene's personal service to the National Staff Development Council includes chairing the annual national conference in Atlanta in 1986. She served as president in 1988, serving on the Board of Trustees from 1984 to 1990.

Carlene named the Whole-Faculty Study Group™ (WFSG) approach to professional development after years of refining a set of procedural guidelines in elementary, middle, and high schools in all regions of the country reflecting all types of demographics. The name of the design is a trademark registered to Carlene Murphy in the U.S. Patent and Trademark Office.

Carlene's husband, Joe, was a principal and district level instructional supervisor in DeKalb County for 20 years. After moving to Augusta, he joined the faculty of Augusta State University, later becoming the dean of the school of education. They have six children (his, her's, & their's) and eight grandchildren.

Suggested readings for your continued learning...

Murphy, C. U. & Lick, D. W. (2004). *Whole-faculty study groups: Professional Learning Communities That Target Student Learning, 3rd edition*. Thousand Oaks, CA: Corwin Press.

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Murphy, C. (2004). Study Groups. *Powerful Designs for Professional Learning*. Oxford, OH: NSDC.

The Video Journal of Education. *Whole-Faculty Study Groups: Collaboration Targeting Student Learning*. Teachstream.com.

Murphy, C. (1997). Finding time for faculties to study together. *Journal of Staff Development*, 18.

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(For more information, please see pages 8-9.)

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