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President's Remarks

I am delighted to have this opportunity for continued growth with educators who are committed to "forging covenants in teaching and learning for the success of all students." I have been nurtured to this position by the members and, in particular, by the immediate Past President Connie Hoyle, and past presidents Drs. John Jackson and Cheryl Hunt Clements.

It was an exciting experience to be in New Orleans in March at the International ASCD Conference Award Banquet where Georgia ASCD received two awards: Affiliate Award for Excellence in Communications and Affiliate Newsletter Award! Dr. John Jackson submitted the work for the Affiliate Award for Excellence in Communications. Doris Shaughnessy, Georgia ASCD's former Vice President for Publications, submitted the work for the Affiliate Newsletter Award. *The Reporter* has been an International Award-Winning Newsletter five times. It is because of the excellent collaboration and commitment of the members that these awards are possible. We appreciate the diligent work that allows Georgia ASCD to continue to represent its membership well.

The theme of this issue of *The Reporter* is "Professionalism and Accountability." During the last several months the hot topic has been Governor Barnes' Reform Bill (House Bill 1187). The "*A Plus Education Reform Act of 2000*" is now definitely an accountability piece in our implementation of quality education to the children of Georgia, and we are all to be part of the solution. It is admirable that House Bill 1187 includes benefits for teachers who achieve National Board Certification. There are 61 Georgia teachers who are National Board Certified. The Governor's goal is to have 1000 teachers nationally certified by 2004. This is a positive step toward increased professionalism as well as excellence in teaching.

The successful future of education in Georgia is important to all of us. It is close to the heart and soul of educators, and it is the foundation of our youth's tomorrow. It is time for connections to the big picture (the best education for Georgia students), participation in productive partnerships, presentations of professional profiles and communication of best practices to serve our children with the educational tools they need and deserve to be global citizens.

Yes, we know assessment, achievement, and accountability provide evidence of student performance. We are fortunate to have the *Georgia School Report Card* to illustrate each school's student performance to our communities. It is true that students, educators, and the community are best served when qualitative and quantitative data are used to determine decision-making and exemplify performance. The following are examples of what will need continued examining and expanding for Georgia schools to sustain improvement in this era of accountability.



Beverly Smith

The Reporter

Fall 2000

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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.

From The Editor



Donna Q. Butler

Dear Georgia ASCD Colleagues,

We hope that your school year is off to an excellent start! As a valued member of the Association, you will be interested to know that Georgia ASCD is beginning its fifty-seventh year! In 1943, our Association was one of the founding affiliates for international ASCD. As in years past, the Officers and Board of Directors are continuing the tradition of service to our membership and have planned many professional development opportunities designed to make this year an exciting one for our members.

The theme for this issue of THE REPORTER is "Professionalism and Accountability." Our essayists include leaders from the Georgia Department of Education, Professional Association of Georgia Educators, Gwinnett County Schools, and Floyd County Schools. Their articles provide important insights and challenge us to think in new ways about our responsibilities as educators.

Also in this issue of THE REPORTER, you will find the Annual Spring Conference announcement, the call for presentation proposals, and the application forms for Georgia ASCD Leadership Awards. We encourage you to plan now to attend the March conference, to consider sharing your expertise as a presenter, and to nominate someone from your school district for an award. Your involvement in the activities of the Association is important!

Enjoy this issue of the newsletter. We look forward to another rewarding and challenging year—and to seeing you in Athens in March!!

Sincerely,

Donna Q. Butler
Executive Director

President's Remarks

Continued from page 1

- The role of community groups and parents
- Effective forms of assessment
- Innovations for increasing student achievement
- The role of technology
- Effective strategies for measuring achievement
- Alternative assessments for diverse learners
- The role of administrators and teachers
- Assessment of student and school achievement

These are areas where meaningful work can demonstrate a commitment to professionalism and the quality of what educators are expected to achieve with students. Indeed many Georgians would say "Quality needs no advocate, it always speaks for itself." Georgia ASCD is in alignment with the position that the international organization has on this issue. The position of ASCD on "Professionalism in an Era of Accountability" is to enhance the professional and cultural status of educators, through policies, practices, and resources to support the following:

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WHAT IT MEANS TO BE A PROFESSIONAL EDUCATOR

Peyton Williams, Jr., Ph.D. • Deputy State Superintendent of Schools • Georgia Department of Education



Peyton Williams, Jr.

Many persons, for more than a decade, have sought to address the problems of education through numerous types of educational “reform” initiatives.

We are finally coming to the realization that any success in bringing about the type and quality of change desired will depend on the competencies, capacity, and commitment of those entrusted to lead the educational system and to teach our young people – the professional educator.

“Teaching and learning are complex and crucial endeavors. The professional educator understands this.”

The term “professional,” according to *Barnhart’s Concise Dictionary of Etymology*, comes from the Latin word “*professio*,” which means a calling, work, field, and/or vocation. The term “education” comes from the Latin term

“educare,” which means “to lead out.”

Viewed from this perspective, education is the process by which one is led toward the fulfillment of the highest potential that resides within. Professional educators are the facilitators of this process. They facilitate this process through practicing the art and science of teaching and through exercising leadership in the school system.

While a case can be made for defining the professional educator in terms of advanced learning, degrees and other credentials, to use these criteria exclusively diminishes the impact of a number of variables that cannot be quantified in describing or assessing the professional educator. Several of these inherent personal attributes are at the core of being a professional educator and will be discussed here. Teacher preparation programs and graduate schools of education have not yet devised a way to instill these personal attributes in those who aspire to become teachers or to lead schools and school systems.

First and foremost, professional educators demonstrate a high level of commitment to the profession of education. They do not view their work as a career but as a profession. There are many professional educators who view their work as a “sacred” calling, and they bring to it a deep personal commitment to make a difference in the lives of others. They are consistently

engaged in sustained professional development and dialogue. They see themselves as life-long learners modeling the love for learning that they desire to see in their students. They are not isolated. They seek to promote collegiality and to find time for reflective

“The real reward comes from the realization that somewhere there is a young person whose life was touched and changed and whose future will be better because of their humanitarian efforts.”

thinking on the art and science of teaching and learning or leading. In essence, they are self-renewing individuals.

A positive attitude is the hallmark of a professional educator. Teaching and learning are complex and crucial endeavors. The professional educator understands this.

If effectiveness is to be realized, the attitude of the professional educator toward the work to be accomplished and the personalities encountered in the

process is critical. The professional educator is engaged every day in seeking to create a greenhouse-type learning environment. This will provide a growth experience in the classroom, where young people can be successful, can experience the joy of discovery, and can understand the significance of what is learned. Students will also understand how this learning can be transferred to other areas of study and to life.

The professional educator understands that the process of teaching and learning involves more than dispensing information. This individual must be competent and well informed about the discipline taught. Also, the professional educator understands the power of motivation and places a high value on the inspirational aspects of teaching and leading.

Professional educators who are in key leadership positions strive to ensure that those they are entrusted to lead are supported, nurtured, and mentored. They provide opportunities for their colleagues to be creative and innovative in achieving the mission and vision of the school or school system. Although programs are important, it is the people who lead and are involved in the implementation of these programs who make the difference.

Professional educators understand that, as teachers, they cannot stand in their own bio data. They have to vicariously enter into the bio data of the neediest of students. This takes imagination, a deep sense of charity, and humanitarianism. Professional educators understand the importance of “vicariousness” in the teaching and learning process and see dignity and

worth in every student.

Professional educators also understand the power and the importance of building and maintaining positive relationships with students and colleagues. They are about empowerment NOT control. They lead by example and are able to inspire others to do their best. They give hope and inspiration to those who lack self-esteem; they know how to challenge those who are afraid to come toward the learning process.

They inspire confidence. Their students and colleagues easily discern their authenticity or genuineness.

In a classroom they know the difference between noise and “purposeful” noise. They inspire confidence. Their students and colleagues easily discern their authenticity or genuineness. They are caring and giving individuals who are held in awe because of the impact of the good resulting from their work.

Finally, professional educators contribute without counting the cost and without waiting for recognition. In spite of all of the rhetoric about inadequate compensation and work quality that surfaces from time to time, professional educators continue to teach, to lead – to make a difference. The reward for them is the evidence of the cognitive and social growth and development they see in their students. For those in leadership positions, the reward is the growth and development of the individuals whom they nurture and mentor. Professional educators teach and lead quietly and without fanfare. The highest reward for them comes from the realization that somewhere there is a young person whose life was touched and changed and whose future is and will be better because of their humanitarian efforts.

About Dr. Williams . . .

Dr. Peyton Williams, Jr., is Deputy State Superintendent of Schools for Georgia. He has authored a number of articles and has served as a lecturer, consultant, and speaker across the country. He was a teacher, assistant principal, and principal and has been the highest ranking African-American in the Georgia Department of Education for the past 20 years.

As Deputy State Superintendent of Schools, Dr. Williams has primary responsibility for maintaining liaison activities with the colleges and universities in the state on matters relating to education and the business community. His office also serves as the State Superintendent of Schools’ official representative to the Georgia P-16 Council. The Council was established by Governor Zell Miller in 1995. Dr. Williams was appointed by the Governor as a Co-Facilitator of the P-16 Council.

Since joining the State Department of Education, Dr. Williams has received national and state recognition for his work in education. He was appointed by Governor George Busbee to the Governor’s Task Force on Education. In 1982, he received the Governor’s Award for Outstanding Service in State Government from Governor Joe Frank Harris. Citing Dr. Williams’ distinguished contributions to public education, the Fort Valley State College Alumni Association inducted him into their Hall of Fame. At its 2000 convention in Baltimore, Maryland, the National Dropout Prevention Network recognized Dr. Williams’ work with its Distinguished Leadership and Service Award.

Dr. Williams is a very active member and leader in the Association for Supervision and Curriculum Development. He served on the ASCD International Panel of Educators who are polled on significant issues in education each year and was a member of the Resolutions Committee. Dr. Williams was one of the founders of the African-American Critical Issues Network, currently serving as chair of that network. In 1995, he was elected to a three-year term on the Board of Directors and, in 1997, was elected to the Executive Council. Dr. Williams also served on the Associations’ Governance Evaluation Task Force and as a member of the Commission on Internationalization.

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PROFESSIONALISM IN AN AGE OF ACCOUNTABILITY

Barbara Christmas, Ed.D. • Executive Vice-President • Professional Association of Georgia Educators (PAGE)



Barbara Christmas

From Washington, D.C. to every state-house in the country, the latest political “cure” for most of the real and imagined ailments of our education system is “accountability.” Taxpayers, business people and parents, we are told, are tired of “social promotions,” “high school graduates who can’t read” and poor performance on national and international tests. They want school system administrators, principals and teachers held accountable for the success or failure of students.

Here in Georgia, the calls for accountability have sometimes been accompanied by rhetoric that exaggerates the failings of our schools and places virtually all of the responsibility for poor student performance on classroom teachers and administrators. Seemingly, no allowance is made for the effects of poverty, changing societal conditions, physical or mental challenges or an inability to understand the language of instruction. In fact, it is considered “whining” if educators attempt to point out that the challenges we face today are greater than in previous eras and that there are other people, such as parents,

who play a major role in the success or failure of students in school. The politicians aren’t interested in “excuses.”

Some educators have been wounded by this intemperate political rhetoric and feel hurt, insulted and indignant. While understandable, these feelings should not influence how professional educators react to the calls for accountability. What is needed is not emotionalism, but an extremely thoughtful response that demonstrates professionalism and a deep concern for the people who will ultimately be the

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Professional educators should recognize that we are not alone in being held accountable.

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ones most affected by this latest attempt at education “reform”—our children.

Professional educators should recognize that we are not alone in being held accountable. Indeed, the politicians calling for accountability are held accountable every two or four years for

what they have done, and many are unfairly removed from office for things outside their control. Similarly, business executives are held accountable by stockholders and boards of directors for the “bottom line” of their organizations.

Educators must also recognize that political rhetoric is just that—rhetoric with a political purpose. Very few, if any, politicians—or citizens—really believe that all of our public schools are terrible or that educators are entirely to blame for poor student performance. Politicians tend to exaggerate a problem in order to grab the public’s attention, and they oversimplify the problem in order to gain support for their “solution(s).” In this era of sound-bite journalism, it is quite common to offer sound-bite solutions to complicated problems.

Understanding that most public officials do not consider educators “the enemy,” we must convince them that we are actually “partners” in the quest for better schools. In fact, we should demonstrate that we not only accept the concept of “accountability,” but welcome it. This train has already left the station, and we can either be on it, trying to influence the conductor about which track to take, or we can be on the side—watching the train go by.

In Georgia, the governor and other political, business and education leaders have developed the rough draft of

an accountability system. Mike Vollmer, the first director of the HOPE Scholarship program—and a great friend of educators—is the person who has been tapped to develop these initial concepts and begin implementation of a state-wide program. Professional educators can play a very important role in helping him achieve this difficult goal.

What we can contribute is a clearer understanding of the process of learning and the role of educators in this process. We need for the governor, Mr. Vollmer and members of the General Assembly to understand that if we are to be held accountable for results, we must be given the tools to succeed, and we must be evaluated on things over which we actually have some control. For example, should a teacher be held responsible for the failures of a student who is absent 50 percent of the time—or should the parents somehow share in this responsibility? Should a math teacher be held responsible for a student's lack of success if the student cannot read word problems?

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What is needed is not emotionalism, but an extremely thoughtful response that demonstrates professionalism and a deep concern for the people . . .

”

Most educators I know are more than willing to jump on the accountability train and to offer their expertise and suggestions to help develop a meaningful, workable accountability system.

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In fact, we should demonstrate that we not only accept the concept of “accountability,” but welcome it.

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They are concerned, however, because it doesn't seem that anyone with any influence cares what they think. They don't know how to make their voices heard.

As professionals, we must do everything possible to influence the current education reform efforts. Contact the professional organizations to which you belong, as well as the Governor's Office and the Office of Accountability. Write to your legislators. Talk to your principal and local school board members. Provide concrete examples and positive suggestions for how an effective accountability system should work.

Last, but by no means least, professionalism in an era of accountability means what it has always meant—doing our very best to make sure that every child receives the best education possible. Children should remain the number one focus of any accountability system.

Whining about education reform and accountability is not acceptable behavior for professional educators. As has been said in many situations by many people, “you are either part of the solution, or you are part of the problem.” As professional educators, we have a serious responsibility to be part of the solution. 

About Dr. Christmas . . .

Barbara Christmas is executive vice president of the Professional Association of Georgia Educators (PAGE), a position she has held since 1993. She has served as a teacher, principal, curriculum director, and local school board member. As a principal, Dr. Christmas led two schools which were named “Georgia Schools of Excellence.” Those schools were Stilson Elementary (Bulloch County) and St. Marys Elementary (Camden County). Under her leadership, St. Marys was named a 1992 National School of Excellence.

Various leadership roles have given Dr. Christmas a unique perspective of educational issues. She served as president of three state-wide professional associations: Georgia Association of Educational Leaders (GAEL), Georgia Association of Elementary School Principals (GAESP), and PAGE. She served as vice-chair of the School Improvement Panel, also. In 1996, she was one of 30 educators in the country, along with 41 governors and 49 leading corporate CEO's invited to participate in the National Education Summit in New York to discuss strategies for rigorous standards for the nation's schools.

Dr. Christmas holds degrees from Georgia Southern University and Nova University. She completed the Principal's Institute at Harvard University. In 1992, The School of Education at Georgia Southern University named Dr. Christmas “Alumna of the Year.” Recently, she was invited back to her alma mater to deliver the commencement address to the School of Education graduates.

School Accountability: A Catalyst for School Improvement

J. Alvin Wilbanks, Superintendent • Gwinnett County Public Schools • Lawrenceville, Georgia



J. Alvin Wilbanks

Accountability is a topic of much discussion in today's environment of changing conditions and rising expectations. At a time when there are fewer resources and more identified wants or needs, more is expected in terms of delivering the desired results. Those desired results are determined by the customer, and achieving them is the baseline expectation for all businesses, industries, and professions.

Education is not excluded in that regard, and I contend it should not be.

In Georgia, school accountability has taken center stage as a key component of Governor Roy Barnes' "A Plus Education Reform Act of 2000" (HB 1187). I agree with the Governor that the real key to school improvement is a credible, fair accountability system for schools, educators, and students. Done well, with a genuine commitment to improvement and to providing support for schools and teachers who face the biggest challenges, accountability will propel our schools to higher levels of student achievement.

Just what is accountability, however? Ask that question and you may get different answers depending on whom you ask and what role the person has in a particular organization. A simple and common definition is that accountability means being responsible for something-- something being done, being made, or being developed, whether it is a product, a process, or an idea. However you define it, accountability must be directly tied to an organization's purpose and mission.

An automobile manufacturer, for example, is expected to design, build, and market automobiles that provide reliable, safe, comfortable transportation at a price the customer

is willing to pay. When you purchase a new vehicle, you have no problem holding the manufacturer accountable for doing these things because that is the purpose and mission of a car company.

A school's purpose and mission is to educate students. If it is a public school, that means all students. Regardless of what a school's mission statement says, its core business is teaching and learning, with the emphasis on learning. We are expected to provide programs, instruction, and services that will ensure students learn so that they can be successful now and in the future. We are accountable to our customers and stockholders for delivering just that. Few if any educators would dispute the community's right to have this expectation of its schools. Why, then, do we seem to be

reluctant to accept accountability for educating all students?

Let me say before going on that I agree there is a big difference between making a car and teaching a child! Certainly there are different processes, methods, strategies, and raw materials that distinguish auto-making from teaching. When it comes to accountability, however, you can legitimately contrast the two since both the manufacturer and the school are responsible for doing what each one's mission states is the

reason for the organization's existence.

So why all the fuss about school accountability? For one thing, there are many questions. Who is really being held accountable? What are we being held accountable for, and to whom? How will we be evaluated, rated, or judged? What is the criteria or standard of performance? What are the consequences going to be? All these questions and more are being asked. For us in education, they may be new questions, and the answers may make us uncomfortable. Those who make the car are accustomed to accountability. The public perceives that those who teach the child are not — at

“ . . . accountability must be embraced as a value that is central to the day-to-day functions of the organization.”

least not yet. Nonetheless, the expectation that the educator, like the manufacturer, be held accountable for results is not an unreasonable one.

Accountability is here to stay, as well it should be. Despite the rhetoric and sometimes heated discussions around the topic, I believe most educators agree that they should be held accountable. In fact, most would contend that they have always been accountable to, or responsible for, their students. How that accountability is defined and put into practice, however, may vary from school system to school system, from school to school, even from classroom to classroom, leading to some confusion and contradiction among educators when accountability is written about and debated.

To be effective, accountability must mean the same thing to all educators. Every Georgia school and school system, and the state itself, must have an accountability model in place that consistently holds everyone responsible for ensuring that students are educated-- and educated well. Such an accountability model must be built on the following assumptions:

- Accountability must be viewed as a core value of the organization.
- The accountability model must be fair for all students and all schools.
- It must provide for improvement.
- It must distinguish between the schools that are getting results and those that are not.
- It must promote and facilitate communication of the results that have been achieved.

To elaborate . . . accountability must be embraced as a value that is central to the day-to-day functions of the organization. Employees at all levels of the school system must see the connection between their work and the mission of the organization. They must know the expectations for their individual performances and that of the school system as a whole, and be willing to assume responsibility for the results they do or do not achieve. The latter can be said for students as well. They must know the expected levels of performance and accept their share of the responsibility for reaching them.

“Accountability also must be viewed, both inside and outside the school system, as an agent for improvement.”

Employees and students also must understand and accept that everyone in the organization will be evaluated against a performance standard. That standard must be fair-- to the students, to the teachers, to the school itself. It must take into account the unique characteristics of the learners in a school and the particular challenges facing their teachers. In the name of fairness, the accountability system must allow for differences among schools, but it must do so without advocating different levels of expectations.

Accountability also must be viewed, both inside and outside the school system, as an agent for improvement. Being accountable requires knowing where you are and where you want to be in raising student achievement. An accountability system gives schools and teachers the necessary information to identify where improvement is needed. It provides the means for determining progress along the way, and informs the changes needed to attain the desired results. It justifies funding the necessary resources to accomplish them and it validates the wise expenditure of tax dollars. Accountability, then, is a catalyst for improvement, not punishment, as is sometimes the misperception.

Accountability will, however, distinguish between the schools that are getting results and those that are not. An effective model calls for systems to do the following:

- set high but reasonable standards;
- communicate those expectations to everyone involved;
- provide teachers the training and materials they need;
- measure progress toward the standards; and, then,
- reward in meaningful ways not only good performance, but also improvement, and compassionately assist those who have not yet made the grade.

Continued on page 27

“An accountability system gives schools and teachers the necessary information to identify where improvement is needed. . . . Accountability, then, is a catalyst for improvement, not punishment, as is sometimes the misperception.”

Becoming the Ultimate Professional in an Age of Accountability

S. Wayne Huntley, Ed.D. • Assistant Superintendent • Floyd County Schools



In recent years, there have been many efforts to make educators more accountable for student achievement. Educational malpractice has been litigated on several occasions. These cases are usually an outgrowth of the belief that teachers have failed to educate their students "appropriately." Accountability for something has been in place throughout the history of public education. Quite often we have not been sure of the measurement of accountability.

There is an assumption by many people that the performance of schools is not as good as it used to be. In the early 1900's, a mere 3 percent of the U.S. population graduated from high school. In the late 1920's, the graduation rate climbed to 25 percent. By 1945, just after World War II, the graduation rate increased to 45 percent. Today, the percentage of our country's population graduating from high school is approaching 85 percent. (Schlechty, 1990)

In the 1950's, schools took on a role other than just producing graduates; they became the focus of preserving our national security. Because of the cold war and the launching of Sputnik, mathematics and sci-

ence excellence became prominent as the country planned space exploration and developed technological expertise.

During the 60's and 70's, social problems became the dilemma facing schools. In fact, schools were blamed for many of the problems and, therefore, were expected to be the solution. During this twenty year period, schools were assigned the responsibility of solving such problems as health issues, drug abuse, teenage pregnancies, segregation, and many other pressing social issues. This is not unlike the current problem of violence and weapons in the schools.

During the 80's and 90's, different types of assessment became quite popular in measuring school success. *Scholastic Aptitude*, *norm referenced*, and *criterion referenced* are some examples of assessments that came to be used in judging school performance. These results were used to compare states, districts, and local schools.

Finally, when the *Nation at Risk* report was published in 1983, schools took on yet another role-- responsibility for our economic well being. According to this widely read and oft quoted report, "poor schools are producing a poor work force." (p. 5) This same sentiment has been stated in more recent years by businessmen and politicians to further describe the woes of public education.

A major hurdle for the public school today is increasing accountability for all students. Success for a few is not acceptable. This expectation comes at a time when students are

much more mobile and diverse and many families are increasingly dysfunctional. This does not preclude schools getting better. Governor Barnes has stated that mediocrity will no longer be tolerated and excellence will be rewarded.

Historically, public schools have done a poor job of communicating to the public what educators do. In fact we have had a difficult time explaining our purpose and what criteria should be used to measure our performance.

Education in the year 2000 is focused almost totally on outcomes, with little concern for process. The public is looking at student achievement scores with a critical eye. Decisions as to the quality of a school or school system are shaped by these data. What measurements are being used by the public to gauge school success? We are all too familiar with standardized tests such as SAT/ACT, ITBS, High School Graduation, and other similar competency assessments. Further, the public looks at dropout rates, number of graduates, and failures. Some look at discipline referrals and attendance. Others look at college attendance, developmental program

"We should aspire to be the ultimate professional, always seeking to improve. Often, by continuing to improve, we not only silence our critics, they become ardent supporters."

participants, and technical school enrollments. Most of these assessments are externally imposed.

How can we maintain professionalism when so many have criticized us for not performing well those things rightly assigned to schools? Further, are we being criticized for things over which we have little control? We must be diligent in describing to all stakeholders what we have done and are doing well. This must be done in layman's terms, not "educationese." We must demonstrate that we believe in success for all, but there are several barriers to overcome.

Educational research over the past 50 years has revealed to us that there are several factors that impact student achievement. Primary factors, or what we call input, such as student ability and previous achievement, as well as age and psychological development are outside our control. We can make instruction developmentally appropriate. This would assist students who must mature before they will master more academically challenging material.

Things that we can and should seek to capitalize upon are: quality of instruction, curriculum, and materials; motivation; time on task; positive school climate; increasing student morale; democracy in the classroom; and curriculum alignment. The written, taught, and tested curriculum should be the same.

Further, we should seek to involve parents in the school by sharing meaningful information with them. We should inform parents of the negative effect of television viewing on academic performance and we should work with parents to reduce the impact of negative peer groups.

In summation, we should increase our quality use of time. Activities that are relevant and worthwhile to the student will certainly encourage better use of time. Purchasing high quality, student-focused materials will enhance mastery of curriculum.

What does the ultimate professional do for continued growth in an age of accountability? Consider these ten guidelines:

- Honor the profession in everything you do...Be honest and keep promises;

- Do the right thing...Doing things right is admirable, but always do the right thing;
- Keep student achievement as the centerpiece of all you do;
- Give students work they will do in order to learn that which we want them to know;
- Be sensitive to others' wishes and keep your stakeholders informed, by helping them to "understand what is going on"...Educators must communicate the vision, mission, strategies, and outcomes to those outside the school;
- Continue to solicit community involvement..Help them to help you;
- Continue studying and utilizing educational research, particularly those studies that have a "continuous stream of support" for the findings;
- Continue to look for exemplary programs and seek ways to transport them to your district;
- Continue to report the data regarding student achievement and failures...Use this data to establish goals for improvement; and
- Join or remain members of professional organizations...Be active and utilize the network to become the best you can be.

The above suggestions are only a few of the things that have potential to help educators maintain professionalism. We should aspire to be the ultimate professional, always seeking to improve. Often, by continuing to improve, we not only silence our critics, they become ardent supporters.

I close with a quote from Aldous Huxley:

"There is only one corner of the universe you can be certain of improving, and that's your own self."

About Dr. Huntley . . .

Dr. Huntley is assistant superintendent for curriculum and instruction in Floyd County Schools. He has been a curriculum supervisor, teacher, assistant principal, principal, and coach.

Under Dr. Huntley's leadership, many innovations and improvements have emerged in his areas, including: introduction of site-based decision-making, increase in site-based school improvement initiatives, infusion of total quality as a philosophy for continuous improvement, focus on professional development for teachers, and emphasis on technology.

Dr. Huntley is a member of the Georgia Association of Educational Leaders, Association for Supervision and Curriculum Development, Georgia Council of Staff Development, National Staff Development Council, and Georgia Association for Supervision and Curriculum Development.

Dr. Huntley holds degrees from Shorter College, State University at West Georgia, and Nova University.

References

National Commission of Excellence in Education (1983). *A nation at risk: A report to the nation and the secretary of education, United States Department of Education*. Washington, D.C.:The Commission: [Supt. of Docs., U.S. G.P.O. distributor].

Schlechty, Phillip (1990). *Schools for the twenty-first century: Leadership imperatives for educational reform*. San Francisco: Josey-Bass Publishers.

ANNOUNCING...



ANNUAL SPRING CONFERENCE March 1-2, 2001

“Redefining Professionalism: Excellence with Accountability.”

In the following pages, you will find information about the Annual Spring Conference including:

- Conference Program Announcement
- Call for Presentation Proposals
- Descriptions of Awards and Application Forms

Conference brochures will be mailed in January 2001.

Specific questions about the conference and registration should be addressed to Ms. June Kendall, at jkendall@white.k12.ga.us or (706)865-2255. If you are not on the Georgia ASCD mailing list for the conference, please e-mail your name and address to Dr. Donna Butler, at dqbutler@coe.uga.edu, and she will add your name to the list.

For more information about Georgia ASCD and the conference, visit our website at <http://www.coe.uga.edu/gascd>.

“Redefining Professionalism: Excellence with Accountability”

Join us in Athens, **March 1-2, 2001** for the Georgia ASCD Annual Spring Conference! We have an exciting and informative conference planned and hope that you will include it in your professional development plans for the upcoming year.

Keynote speakers for the conference are internationally-known educators **Alan November** and **Carl Glickman**.



Alan November

Dr. November is a senior partner with Educational Renaissance Planners and a nationally known leader in technology. As author, designer, and practitioner, he has guided schools and industry in planning for the use of technology in their environments. Dr. November has successfully guided schools to use technology to improve student learning and has worked with schools and school districts on information communication and technology planning across the curriculum, staff development for technology, and long-range planning and community coalition building. His use of humor, practical stories, and engaging style challenges people to see the big picture. Colleagues say of Dr. November, “With knowledge, wit, and insight, he inspires his audience to pack up the school bus and venture out onto the information superhighway.”



Carl Glickman

Dr. Glickman is University Professor, professor of social foundations of education, and chair of the Program for School Improvement at the University of Georgia. His book *Renewing America's Schools: A Guide for School-Based Action* has been cited as a standard for all those involved in site-based reform efforts. For the past twelve years, Dr. Glickman has been the founder and head of various university-public school collaborations, including the League of Professional Schools. His collaborations focus on school renewal through governance, action research, and democratic education. These efforts have been cited as some of the most outstanding educational collaborations in the United States by the National Business-Higher Education Forum, the U.S. Department of Education, and the Merrow Group of the U.S. Public Broadcast System. In addition to his work in collaboration, Dr. Glickman has been principal of award-winning schools, author of many articles on school leadership, recipient of the outstanding teacher award in the UGA College of Education, chair of policy

task forces to revitalize the public purpose of higher education and public schools, and the recipient of several national leadership awards.

The conference also will feature **over 70 presenters from across Georgia**—presenters who will share their expertise in improving student achievement, educational reform, community collaboration, and many other topics important to Georgia Educators.

So join us for two days of **professional development and networking** at the Georgia Center for Continuing Education on the University of Georgia campus. We look forward to seeing you there!

Call for Proposals

Dear Georgia Educator,

Proposals are now being accepted for presentations at the Georgia Association for Supervision and Curriculum Development (Georgia ASCD) Annual Conference scheduled to be held at the Georgia Center for Continuing Education in Athens, March 1-2, 2001. The conference theme is "Redefining Professionalism: Excellence with Accountability." Related strands are as follows:



June Kendall

- ✿ Global Citizenship in the Information Age
- ✿ Quality Classroom Leadership
- ✿ Safe and Nurturing Learning Communities
- ✿ Data Based Decision-making
- ✿ Enhanced Achievement Through Standards
- ✿ Creative School Renewal

Keynote speakers will include internationally-known educators, Alan November and Carl Glickman. Please refer to the conference announcement on the preceding page for detailed information about our speakers.

In addition to the keynote addresses, presentations will be held in one-hour concurrent sessions during the conference. If you wish to report on a successful practice or an innovative idea relating to the conference theme or supporting strands, please complete the proposal form found on our website and return it to me no later than Friday, December 15, 2000. Visit the Georgia ASCD web site located at <http://www.coe.uga.edu/gascd> to obtain further information about the conference, or to print the proposal form.

Submit proposals to:
June Kendall
Curriculum Director K-5
White County Schools
113 N. Brook Street
Cleveland, Georgia 30528

Sincerely,

A handwritten signature in cursive script that reads "June Kendall".

June Kendall
Conference Chair
Phone: 706-865-2255
e-mail address: jkendall@white.k12.ga.us

Georgia ASCD's Quality Educational Leadership Award

CAREER PERFORMANCE AWARD

Georgia ASCD is sponsoring the Career Performance Award. This award recognizes an individual member of Georgia ASCD whose cumulative accomplishments show exemplary professional dedication and good works consistent with the mission and beliefs of Georgia ASCD. Nominations must be submitted by Georgia ASCD members.

To nominate an individual for the Career Performance Award:

1. Complete the nomination cover sheet (on next page).
2. Send a letter of nomination (must be typed) containing the following information about the nominee:
 - A) Education (Dates and Degrees)
 - B) Employment History
 - C) Major Career Accomplishments
 - D) Community Involvement
 - E) Professional Involvement

Send the nomination form and letter, postmarked on or before Friday, January 5, 2001 to be received no later than Monday, January 8, 2001 to:

Mrs. Jean Walker
Gwinnett County Public Schools
School Improvement Office
P.O. Box 343
Lawrenceville, GA 30046

**The Career Performance
award will be presented at the
2001 GEORGIA ASCD ANNUAL SPRING CONFERENCE.**

**Georgia ASCD's
Quality Educational Leadership Award**

CAREER PERFORMANCE AWARD
Nomination Cover Sheet

Names of Two Georgia ASCD Nominators

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

Individual Nominee

Name: _____ Phone: _____

Position: _____ District/Institution: _____

Address: _____

Local Newspaper

Name: _____

Address: _____

A typed letter of nomination containing information detailed on previous page must accompany this cover sheet.

Submitted by: Name: _____ Phone: _____

Address: _____

E-mail: _____

Signature: _____

Georgia ASCD's Quality Educational Leadership Award

CHILDREN FIRST AWARD

Georgia ASCD is sponsoring the Children First Award. A cash award, in the amount of \$500, recognizes an individual or group of individuals for initiative in developing and implementing a program consistent with the mission and beliefs of Georgia ASCD and international ASCD.

One or more of the following criteria will be used in selecting the award recipients:

- ✿ Advocate good schooling for “at-risk” children.
- ✿ Use talent, commitment, and energy to positively influence the schooling of “at-risk” children.
- ✿ Champion increased financial support of strategies resulting in high achievement for “at-risk” children.
- ✿ Enhance the capacity of districts and schools to recruit and retain the “best and brightest” personnel.
- ✿ Identify, develop, and support programs that serve the needs of “at-risk” children (birth to 5 years of age) and their families.

To nominate an individual or group for the Children First Award:

1. Complete the nomination cover sheet (on next page)
2. Send a letter of nomination (must be typed) and/or supporting information addressing the following descriptors:
 - a) Program Summary
 - b) Development of the Program
 - c) Program Description
 - d) Evaluation Outcomes
 - e) Impact of Program Beyond School or System

Send the nomination form and letter, postmarked on or before Friday, January 5, 2001 to be received no later than Monday, January 8, 2001 to:

Mrs. Jean Walker
Gwinnett County Public Schools
School Improvement Office
P.O. Box 343
Lawrenceville, GA 30046

**The Children First Award
will be presented at the
2001 GEORGIA ASCD ANNUAL SPRING CONFERENCE.**

**GEORGIA ASCD's
Quality Educational Leadership Award**

CHILDREN FIRST AWARD
Nomination Cover Sheet

Names of Two Georgia ASCD Nominators

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

Individual Nominee

Name: _____ Position: _____

Address: _____ Phone: _____

Program Title _____

Group Nominee

Group Name: _____ Phone: _____

Contact Address: _____

Program Title: _____

Group Members

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Names of individual(s) who should be invited to accept the award, if chosen

Name: _____ Phone: _____

Local Newspapers and Addresses

Name: _____

Address: _____

Name: _____

Address: _____

A typed letter including program summary, program development, description, evaluation outcomes, and impact must accompany this cover sheet.

Submitted by: Name: _____ Phone: _____

Address: _____

E-mail: _____

Signature: _____

Georgia ASCD's Quality Educational Leadership Award

INSTRUCTIONAL IMPROVEMENT AWARD

Georgia ASCD is sponsoring the Instructional Improvement Award. This award recognizes an individual or group of individuals for initiative in developing and implementing a program which is consistent with the mission and beliefs of Georgia ASCD. The program must have and has had a powerful impact on the improvement of instruction in Georgia.

Nominations must be submitted by Georgia ASCD members; however, the individual or group does not have to hold Georgia ASCD membership.

To nominate an individual or group for the Instructional Improvement Award:

1. Complete the nomination cover sheet (on the next page).
2. Send a letter of nomination (must be typed) containing the following information about the work of the nominee(s):
 - A) Program summary
 - B) Development of the program
 - C) Program description
 - D) Evaluation outcomes
 - E) Impact of program beyond school or system

Send the nomination form and letter, postmarked on or before Friday, January 5, 2001, to be received no later than Monday, January 8, 2001 to:

Mrs. Jean Walker
Gwinnett County Public Schools
School Improvement Office
P.O. Box 343
Lawrenceville, GA 30046

**The Instructional Improvement Award
will be presented at the
2001 GEORGIA ASCD ANNUAL SPRING CONFERENCE.**

**GEORGIA ASCD's
Quality Educational Leadership Award**

INSTRUCTIONAL IMPROVEMENT AWARD
Nomination Cover Sheet

Names of Two Georgia ASCD Nominators

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

Individual Nominee

Name: _____ Position: _____

Address: _____ Phone: _____

Program Title: _____

Group Nominee

Group Name: _____ Phone: _____

Contact Address: _____

Program Title: _____

Group Members

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Names of individual(s) who should be invited to accept the award, if chosen:

Name: _____ Phone: _____

Local Newspapers and Addresses

Name: _____

Address: _____

Name: _____

Address: _____

A typed letter including program summary, program development, description, evaluation outcomes, and impact must accompany this cover sheet.

Submitted by: Name: _____ Phone: _____

Address: _____

E-mail: _____

Signature: _____

Georgia ASCD's Quality Educational Leadership Award

QUALITY CONTRIBUTIONS TO SCHOOLS AWARD

Georgia ASCD is sponsoring the Quality Contributions to Schools Award. This award recognizes an individual or group, in the non-school community, for the development and sponsorship of an initiative which has substantially supported the mission and beliefs of Georgia ASCD. Nominations must be submitted by Georgia ASCD members.

To nominate an individual or group for the Quality Contributions to Schools Award:

1. Complete the nomination cover sheet (on next page).
2. Send a letter of nomination (must be typed) containing the following information about the work of the nominee(s):
 - A) Program summary
 - B) Development of the program
 - C) Program description
 - D) Impact of initiative on schools

Send the nomination form and letter, postmarked on or before Friday, January 5, 2001 to be received no later than Monday, January 8, 2001 to:

Mrs. Jean Walker
Gwinnett County Public Schools
School Improvement Office
P.O. Box 343
Lawrenceville, GA 30046

**The Quality Contributions to Schools Award
will be presented at the
2001 GEORGIA ASCD ANNUAL SPRING CONFERENCE.**

**GEORGIA ASCD's
Quality Educational Leadership Award**

QUALITY CONTRIBUTIONS TO SCHOOLS AWARD
Nomination Cover Sheet

Names of Two Georgia ASCD Nominators

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

Individual Nominee

Name: _____ Position: _____

Address: _____ Phone: _____

Program Title: _____

Group Nominee

Group Name: _____ Phone: _____

Contact Address: _____

Program Title: _____

Group Members

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Names of individual(s) who should be invited to accept the award, if chosen:

Name: _____ Phone: _____

Local Newspapers and Addresses

Name _____

Address _____

Name _____

Address _____

A typed letter including program summary, program development, description, evaluation outcomes, and impact must accompany this cover sheet.

Submitted by: Name: _____ Phone: _____

Address: _____

E-mail: _____

Signature: _____

Georgia ASCD's Quality Educational Leadership Award

EXCELLENCE IN EDUCATION *MINI GRANT AWARD*

Georgia ASCD is sponsoring the *Excellence in Education Mini Grant Award*. A cash award in the amount of \$250 will be awarded to the individual who implements an innovative program that is research based and supports the ten (10) belief statements of the Georgia ASCD. The program should be based on the best instructional practices.

One or more of the following criteria to be used in selecting the award recipient:

- 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.
- All students should become responsible for their own learning. Schools should emphasize self discipline and teach students how to learn and think for themselves.
- Leaders make decisions and achieve group and individual goals more fully by developing collective vision and by practicing shared leadership.
- All students should be treated equitably. Schools should demonstrate and foster in their students respect for the dignity and worth of all persons.
- Cultural diversity in schools and in the curriculum helps prepare students for life in our multicultural society and interdependent world.
- Every child should have access to the highest quality instructional practices, methodology, and resources possible.
- All educators should be accountable and responsive to their publics and their colleagues.
- 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.
- All educators should rely on and use sound educational research to promote quality educational practices.
- And, 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.

To nominate an individual for the *Mini Grant Award*:

1. Complete the nomination cover sheet (on next page).
2. Send a letter of nomination (must be typed) containing:
 - a) Education - (Dates and Degrees)
 - b) Employment History
 - c) Major Career Accomplishments
 - d) Community Involvement
 - e) Professional Involvement

Send the nomination form and letter, postmarked on or before Friday, January 5, 2001 to be received no later than Monday, January 8, 2001 to:

Mrs. Jean Walker, Gwinnett County Public Schools, School Improvement Office
P.O. Box 343, Lawrenceville, GA 30046

**The Excellence in Education Mini Grant Award will be presented at the
2001 GEORGIA ASCD ANNUAL SPRING CONFERENCE.**

**Georgia ASCD's
Quality Educational Leadership Award**

EXCELLENCE IN EDUCATION *MINI GRANT*
Nomination Cover Sheet

Names of Two Georgia ASCD Nominators

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

Individual Nominee

Name: _____ Phone: _____

Position: _____ District/Institution: _____

Address: _____

Local Newspaper

Name: _____

Address: _____

A typed letter of nomination containing information detailed on previous page must accompany this cover sheet.

Submitted by: Name: _____ Phone: _____

Address: _____

E-mail: _____

Signature: _____

Georgia ASCD's Quality Educational Leadership Award

RAY BRUCE FELLOWSHIP FOR ADVANCED STUDY IN EDUCATIONAL LEADERSHIP

Georgia ASCD is sponsoring the Ray Bruce Fellowship for Advanced Study in Educational Leadership. This fellowship recognizes one outstanding individual, currently enrolled in a graduate program in Educational Leadership, at an accredited institution of higher learning Georgia. A \$250.00 cash award, to go toward graduate study, will be presented to an individual who has demonstrated initiative and commitment to education consistent with the mission and beliefs of Georgia ASCD.

Nominations may be submitted by a college dean, department chair, advisor, or any Georgia ASCD member. An individual does not have to hold Georgia ASCD membership to be nominated.

To nominate an individual for the Ray Bruce Fellowship for Advanced Study in Educational Leadership:

1. Complete the nomination cover sheet (on next page).
2. Send a letter of nomination (must be typed) containing the following information about the nominee:
 - A) Education (Dates and Degrees)
 - B) Employment History
 - C) Major Career Accomplishments
 - D) Community Involvement
 - E) Professional Involvement

Send the nomination form and letter, postmarked on or before Friday, January 5, 2001 to be received no later than Monday, January 8, 2001 to:

Mrs. Jean Walker
Gwinnett County Public Schools
School Improvement Office
P.O. Box 343
Lawrenceville, GA 30046

**The Ray Bruce Fellowship for Advanced Study in Educational Leadership
will be presented at the
2001 GEORGIA ASCD ANNUAL SPRING CONFERENCE.**

**Georgia ASCD's
Quality Educational Leadership Award**

**RAY BRUCE FELLOWSHIP FOR
ADVANCED STUDY IN EDUCATIONAL LEADERSHIP**
Nomination Cover Sheet

Names of Nominators

Name: _____

Address: _____

Phone: _____

Name: _____

Address: _____

Phone: _____

Individual Nominee

Name: _____

Position: _____

Address: _____ Phone: _____

Name of Institution: _____

Degree Sought: _____ Expected Date of Graduation: _____

Local Newspapers and Addresses

Name: _____

Address: _____

Name: _____

Address: _____

A typed letter containing a description of education, employment history, major career accomplishments, community and professional involvement must accompany this nomination.

Submitted by: Name: _____ Phone: _____

Address: _____


E-mail: _____

Signature: _____

I believe that is what Governor Barnes envisioned in crafting HB 1187. And, I believe it's a sound formula for improving our schools and, consequently, the reputation of public education in Georgia.

“We should be eager to share our intended results and how we've done in achieving them. Only through frank disclosure and discussion of our results can we engage the community in the work of strengthening its public schools.”

Finally, an accountability system provides a vehicle for telling the school's and the system's story. In this age when report cards on school performance are rampant, issued by organizations and news media with their own agendas, public education must do a better job of communicating its successes, its challenges, its plans for improvement, and its progress in reaching its improvement goals. The public is no longer willing to let tax-supported schools off the accountability hook. Nor should we want them to. We should be eager to share our intended results and how we've done in achieving them. Only through frank disclosure and discussion of our results can we engage the community in the work of strengthening its public schools.

As we work in local districts and at the state level to implement a quality system of school accountability, we must keep the focus on the results we want to achieve for our students. An effective accountability system that includes the components I've described holds great promise for improving public education in significant and meaningful ways. What's needed now is for us to get down to the business of making it happen. Georgia's children are waiting. 

About Mr. Wilbanks . . .

Mr. Wilbanks is Superintendent and Chief Executive Officer (CEO) for Gwinnett County Public Schools. He has held that position since March of 1996. Gwinnett County Public Schools (GCPS) is the largest school district in Georgia with over 110,000 students in grades K-12, over 12,400 employees and a FY01 Budget of \$961 million. In his role as Superintendent, Mr. Wilbanks has guided the efforts of the school district in implementing the ten Strategic Goals and three System Initiatives that provide the structure, direction, and focus on local school improvement, producing results measured in higher academic achievement for all students. His vision for the GCPS is to be a system of world class schools.

Since joining the GCPS in November of 1982, Mr. Wilbanks has served in various leadership positions including director of technical education, assistant superintendent for occupational and continuing education, and assistant superintendent for human resources and continuous improvement. He also served as the founding President of Gwinnett Technical College, the largest technical school in Georgia. Gwinnett Technical College was recognized as the premier two year technical institution in the Southeast.

Mr. Wilbanks is a member of many professional and civic organizations including: Board of Directors, Northeast Georgia Council of Boys Scouts of America; Board of Directors, Gwinnett Board of Public Health; Lawrenceville Rotary Club; Gwinnett Chamber of Commerce; American Association of School Administrators; Georgia School Superintendents' Association; Leadership Gwinnett Alumni Association, Member of the Class of 1985; and International Organization for the Promotion of Training and Vocational Education, having served as the Technical Representative for the United States from 1980 to 1985.

Mr. Wilbanks holds degrees from the University of Georgia and Georgia State University.

For up-to-date information about the Georgia Association for Supervision and Curriculum Development, visit our website at <http://www.coe.uga.edu/gascd>.

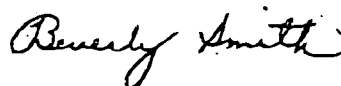
- Inclusion of all teachers in a professional learning community that stands for equity and quality and that incorporates collaboration and mutual support.
- The creation of educational environments that bear witness to continuous growth and that empower educators to contribute **our own** knowledge and apply current research and inquiry to **our** work.
- Professional development that includes opportunities to examine research and engage in inquiry that directly relates to creative problem-solving around the **factors that can impact** improvement efforts. Such **factors may** include time, curriculum, family and community expectations, externally imposed standards and mandates, and necessary resources.
- Greater attention to the moral and ethical grounding of the education profession. Moral and ethical imperatives, not simply economic utility, pervade the education profession. These imperatives arise out of responsibility of enculturating young people into democratic societies, ensuring access to knowledge for all students, and improving teaching and learning, which is the key role of all educators.

I believe we are fortunate to live in a time when legislators are supportive and concerned about the profession that has far-reaching effects on the future. In that vein, it is wise to reason that when we take care of our teachers in a professional manner, then teachers are accountable for taking care of our students' learning with integrity.

I trust that you will find this issue to be stimulating reading. It would be informative for you to visit our website (<http://www.coe.uga.edu/gascd>). In the future we will provide our membership with professional development information and an opportunity to post issues on this website.

The Georgia ASCD Board of Directors and Officers look forward to working with you this year as you work with the children of Georgia!

Sincerely,



Beverly Smith
President, GASCD

Continued from page 6

Dr. Williams is a member, and past chairperson, of the Executive Board of the National Dropout Prevention Network, a member of the Board of Trustees of the Georgia Humanities Council, a member of the Executive Committee of the Georgia Council on Economic Education, and a member of the Board of Directors of the Georgia Partners in Education Association.

Dr. Williams received degrees from Fort Valley State University, Tuskegee Institute, University of Georgia, and Georgia State University.