



Georgia Association for Supervision
and Curriculum Development

The Reporter

Issue Theme: Professional Development

Three-Time International Award-Winning Newsletter - Fall and Winter 1997 - 1998

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Past President's Remarks About Professional Development

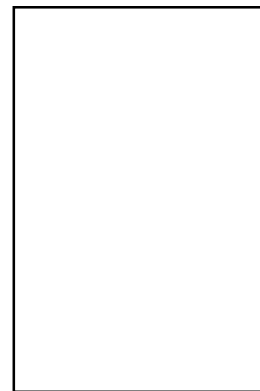
Cheryl Hunt Clements, Ph.D.

Six years ago, the Association for Supervision and Curriculum Development (ASCD) created the Issues Identification Process as a way to keep pace with educational issues that its members face daily in their work and communities. This process begins each fall with an extensive survey of the membership. Results are analyzed by the ASCD's Issues Committee who develop position statements on the most critical issues to present to the Board of Directors at the annual conference. During the conference the ASCD members discuss and debate issues at four Town Hall meetings concluding with discussions, position statement modifications, and a final vote by the Board as to whether or not to adopt any of the issues. The 1997 ASCD Board of Directors adopted three of the five issues presented: 1. Equity; 2. Early Childhood Education; and 3. Teacher Education and Professional Development. Action plans are currently being developed which will drive ASCD's actions on these issues for the next year.

Cheryl Hunt Clements

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President's Remarks



Jay Wucher

Our state has undergone significant changes and challenges across the entire educational spectrum. At our Annual Spring Conference the variety of topics presented in both the breakout sessions and the keynotes gave a clear indication of the numerous issues and areas that have been and are with us now, those that will continue to be with us, and those that are on the horizon. This presents an interesting dilemma for Georgia ASCD, much like you or me choosing where to go for dinner. Do we choose an elegant restaurant with a fixed menu, a buffet or family style location, or perhaps a fast food chain with the fastest drive through in the business. Now add to the mix an evaluation of our personal and professional budgets including time, resources, and priorities. Once those considerations have been made, add what we want to do, and what we have to do. A choice between McDonald's and Elizabeth's on 37th is clearly dependent on where we are, who is with us, how much time we have, and why we wish to go.

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The Reporter

Fall & Winter 1997-98

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As we look at the status of Georgia ASCD, we must have similar considerations and include numerous factors in what lies ahead for us. Our affiliate ranks most favorably when we are compared to other affiliates across the country and around the world. We are financially solvent, our membership is strong in numbers, and most important, we have the experience, diversity and dedication among our membership to truly make a difference. This reputation is a direct result of effective and consistent leadership by our past presidents and boards of directors. There has been a continuity and commitment by individuals who have been able to think collectively and collaboratively, work unselfishly, and give of themselves for the good of others. Georgia ASCD has established a foundation that allows us to be more proactive than ever before. Couple this position with so many directions we could take, the where, who, how and why, and we now ask the question, "So, where do we go for dinner?"

I suggest that we are at a point in our organizational development that we begin to focus on a few key areas, put our energies into those areas, and lend support through our resources and energies. Simply stated, that elegant fixed menu may be more costly in the short term, but long after the physical effects have passed, those memories associated with the total experience become long lasting, have greater meaning, and are spiritual in nature.

It is up to us to identify those experiences that have the potential to be long lasting, memorable and spiritual. Further, it is up to us to show our support through our actions and not just our words. As we develop our mission statement and as we continue to revise and refine our Strategic Plan, we should carefully choose what we can realistically do and what will make a difference if we do it well.

I ask your support in helping to identify meaningful and long lasting areas for growth, and once they have been identified to lend support through your actions, your energies and your resources. Because of our strengths, both individually and collectively, we have a great deal to offer. Let us choose our commitments wisely, and once chosen, let us act upon them with vigor, responsibility and determination.

Thank you for the privilege of serving as president of Georgia ASCD for this coming year.

Sincerely,



Jay R. Wucher
President, Georgia ASCD

What is ASCD Reed Printer has page

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Mrs. Wendy Hughes (770) 483-4239

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Dr. Ann Spears, Chair (706) 235-4695

Awards Committee —
Mrs. Jean Walker, Chair (404)448-2188

Affiliate Excellence Award Committee —
Dr. Ed Pajak, Chair (706) 542-4071

Nominations Committee —
Dr. Cheryl Hunt-Clements (404) 640-4815

Georgia ASCD Award Recognition Program

Georgia ASCD will present four Quality Educational Leadership Awards at the Spring Conference in April. The awards and nomination qualifications are as follows:

CHILDREN FIRST

This award recognizes an individual or group of individuals for initiative in developing and implementing a program consistent with the mission and beliefs of Georgia ASCD. This award includes a \$500 stipend. The program should reflect excellence according to the following stated goal of ASCD International:

ASCD will mobilize resources to ensure that schools serving children of the poor have access and appropriate opportunity to widely use, and effectively implement, our programs, products, and services.

One or more of the following criteria will be used in selecting the award recipient(s):

- Advocate good schooling for children of the poor.
- Use talent, commitment, and energy to positively influence the children of the poor.
- Champion increased financial support of strategies resulting in high achievement for children of the poor.
- 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 children of poverty (birth to 5 years of age) and their families.

INSTRUCTIONAL IMPROVEMENT (Leadership Kelly)

This award recognizes an individual or group of individuals for initiative in developing and implementing a program consistent with the mission and values of Georgia ASCD that 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.

CAREER PERFORMANCE (Career Kelly)

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

QUALITY CONTRIBUTION TO SCHOOLS AWARD (QUSIE)

This award recognizes an individual or group in the non-school community who has developed and sponsored an initiative which has substantially supported the mission and values of Georgia ASCD. Nominations must be submitted by Georgia ASCD members.

RAY BRUCE FELLOWSHIP FOR ADVANCED STUDY IN EDUCATIONAL LEADERSHIP

This fellowship recognizes one outstanding individual who is currently enrolled in a graduate program in educational leadership or instructional supervision at an accredited institution of higher learning in the state of 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 values 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.

Applications for the awards are available from Georgia ASCD District Directors or you may contact:

Jean Walker
Awards Chair
Gwinnett County Schools
150 Hunt Street
Norcross, GA 30071
(770) 448-2188

SAVE THIS DATE!!! SAVE THIS DATE!!! SAVE THIS DATE!!!

Georgia ASCD Annual Spring Conference

April 23-24, 1998

featuring

DR. HARRY WONG

“How to Create a Culture of Effective Teachers”

Harry K. Wong is one of the most sought-after speakers in education today. Dr. Wong regards himself as a “plain, old classroom teacher.” However, his record shows that he has been an excellent classroom teacher who has shared his successes with thousands of teachers internationally. ***In his over 35 years in the classroom, he developed methods that caused him to have no discipline problems, a zero dropout rate, a 95% homework turn-in factor, and the ability to demonstrate mastery learning for each of his students.***

Dr. Wong has given over 3000 presentations to some half-million people, including the Distinguished Lecture at the American Association of School Administrators Convention. He has lectured in all 50 U.S. states and every Canadian province. Additionally, Dr. Wong has presented in South America, Asia, Africa, Europe and Antarctica. He is scheduled to be a general session speaker at the international 1998 ASCD Annual Conference in San Antonio, Texas.

Dr. Wong has over 30 publications including a leading book in education on how to start the first days of school, a video and audio tape series, a science textbook series, three films, and numerous magazine and journal articles to his credit. His students have won over 200 awards.

In recognition of his achievements, Dr. Wong has been awarded the Outstanding Secondary Teacher Award, Science Teacher Achievement Recognition Award, Outstanding Biology Teacher Award and the Valley Forge Teacher’s Medal. He was also the subject of a story in Reader’s Digest.

Join us in learning from master teacher Harry Wong!

Early registration is encouraged. Team registration discounts available. Conference will be held at Clayton College and State University in Morrow, Georgia. For further information, please contact GASCD President, Jay Wucher [(404)763-6767], or GASCD President Elect and Conference Chair, John Jackson [(706)546-7721].

Section I: Professional Development

Professional Growth and Development of Practicing Teachers

Dr. Richard Skinner • President, Clayton College and State University

Conference Keynote: Annual Spring Conference, April 24, 1997

Good afternoon, welcome to our campus, and thank you for allowing me to share a few words with you today about an idea some of us on my campus have been exploring in recent months. The idea has to do with the professional growth and development of practicing teachers and a learning experience we think is worth considering.

Now, I am aware that a college president talking about teacher preparation may seem anomalous, if not

an outright oxymoron. I was invited, attended, and made a presentation at the February meeting of the American Association of Colleges for Teacher Education this year and did so, in part, because AACTE was rather forthright and almost plaintiff in seeking to involve presidents in serious discussions about preparing teachers. Candidly, not many presidents were there.

While I do not have a great deal of practical experience in dealing with the challenges of better serving teachers and prospective teachers when I assumed this presidency, I inherited a middle school program here at Clayton College and State University which was recognized recently as one of Georgia's best. And I was one of the people who launched the South Carolina Curriculum Congress, a statewide effort by more than 2,000 educators, business and industry representatives, and public and community leaders to reform the Palmetto State's K-12 system with an eye to national and international standards. I **did** have a hand as an academic vice president in fashioning three graduate degrees for persons either already teaching or seeking certification to teach. I chaired an organization known as the Rural Education Alliance for Collaborative Humanities (REACH) and with over \$2,000,000 of funding worked to improve the learning of rural and often neglected populations through a richer humanities-based education.

In short, I know and have done just enough to be really dangerous. And it is with just enough background, a pinch of old fashion curiosity and a streak of audacity that I bring before you today the crude outlines of a teacher education program some other persons and I would like to see tried here in Georgia.

My colleague, Jan Towslee, maintains that what we are talking about is a Master's degree in "interprofessional education," but while I agree with the idea that this "thing" is probably best offered at the graduate level, I am not yet certain of what name it should be called. So, for the moment, I will resist applying a moniker and, instead, sketch out some of the elements we have envisioned for this new program.

I begin with the acknowledgment that rethinking the preparation of new teachers here in Georgia merits much of our collective energy and imagination. Over the next several years, every projection of vacancies in the elementary and secondary teaching ranks foretells both an opportunity and a real challenge to prepare first-time teachers. The Department of Labor's study forecasts a need for more than 4,000 additional teachers annually by the year 2005. Whatever the merit of our current preparatory programs, they all can do with some careful re-thinking if we are to truly prepare teachers for the students and schools of the next century.

But that being said, I am concerned that we also reflect and act on the continuing professional development needs of practicing teachers here in Georgia. Moreover, I contend that in our thinking and acting we would do everyone a favor if we think in terms of national and international standards and be prepared to think outside the box.

I ask that you consider the following sketch of a program for practicing teachers. One: let's think of a program that dispenses with a focus on a grade level. The teachers are already certified for grade level or specialty and have experience, so why "box them in" by asking them to study and prepare within contexts they already know something and probably a great deal about. For example, a middle grades teacher may not need a post-baccalaureate degree in middle school education but may, instead, be better served with a graduate degree in reading or in technology or some other variation. Moreover, at least since 1993, certification rules in Georgia allow teachers to establish initial credentials in a teaching field and then require advanced degrees in other areas. And since the K-12 pay scale is based on highest degree earned, what we are proposing here is viable and responsible.

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Two: let's build on the experience and success of learning cohorts to organize this new program. In our case, we would want five to six teachers from each of the school districts with whom we work to be selected by their respective superintendent to participate in this program and agree to do so as a cohort. Each school cohort would, in turn, be part of a larger cohort which would come into being in the first year of what we see as a two-and-one-half year program.

The selection of teachers from each district is of particular importance. We want the district to select teachers to make up each year's cohort group with an eye toward creating truly master teachers and mentors, not necessarily the next cadre of principals. The "master teacher" component is critical: the program would aim at preparing teachers to stand for and achieve national certification. At the same time, their individual achievements must be paralleled by their strengths as mentors to other teachers. In other words, they must not be only superb teachers in their own rights, they should also be effective guides, counselors, and colleagues to other teachers within their respective districts.

The selection by superintendents is also important since that represents a commitment by leadership to national standards but also to a collegial process for effecting professional growth. While we would like for school districts to invest some of their professional development funds in these teachers by paying tuition and fees, I am interested in seeing individual teachers who are selected and enrolled.

The curriculum of the program would, quite literally, be constructed by each district cohort working with what I refer to as a "community resource team."

This team would be made up of a college or university member, another educator from within the district, and a person from the county/city served by that district but not part of that district school system. Ideally, this third member of the team would be an individual who, by virtue of his/her role in the community, is the recipient of the school's graduates. A small business owner or the manager of a local industry, these are the sorts of people I see as taking on this role.

Each district cohort's proposed curriculum would be juxtaposed and synthesized with those of the other district cohorts to create an overall curriculum for the larger cohort made of all of the districts and their associated resource teams. Their individual and collective efforts would be informed and guided

by the goal of preparing teachers for national certification **and** the distinctive needs of their communities, their school systems, and, in our case, the Southern Crescent of Atlanta.

I anticipate that the curriculum that would emerge for each year's class would differ somewhat from its predecessors and successors. Nevertheless, I think it is possible to describe some common elements to all curricula for this imagined program, including an interdisciplinary approach that is rich in content, a

concern for both ethnic and learning technology and alternative learning formats, including out-of-class and out-of-school, community-based experiences. For the reasons noted above, I personally would also want some part of the curriculum to address the processes by which teachers can serve as effective mentors to their peers.

Were my institution to undertake to create such a program, we would capitalize on some existing resources and institutional initiatives. We are very fortunate that our middle school program has very strong support within six school districts and we would want to capitalize on those close working relationships. In addition, beginning next year, we will issue each student of ours a very powerful multimedia notebook computer, remote communications capabilities, and Internet access. We would do the same for this program, thereby creating the means for constant communication among and between the district cohorts and their respective resource teams.

But even beyond this, we are at present exploring a software system known as Learning Space and see it as having tremendous potential for use in the kind of program I am describing here. Learning Space is a software framework based on Lotus Notes, a product that enables multiple users to look at and work with the same document simultaneously or off-line and from as

many as seven different physical sites. This latter is important because while we want teachers to work collaboratively and simultaneously on projects and portfolios, we know that will not always be possible. Learning Space provides for a user to work off-line, then when he/she comes onto the network updates the shared document to reflect the work done off-line.

But Learning Space appeals to me for use in a program such as I am attempting to describe here because it provides a structure consisting of five modules: the media center, where a teacher (or, in the case of the program we are envisioning, teachers) can put multimedia reference materials such as Web pages and hyperlinks; the CourseRoom, where students and teachers "meet" to work on assignments, have discussions, and where the



Over the next several years, every projection of vacancies in the elementary and secondary teaching ranks foretells both an opportunity and a real challenge to prepare first-time teachers.



instructor can participate and monitor activity. The schedule is where students can learn about the classes, about assignments, due dates, and other kinds of information that support a class or course. The Profiles module contains personal home pages so that participants can get to know one another. The fifth module is called the Assessment Manager and is used to create, grade, and store tests and other materials and to provide feedback to students and teams.

I did not come here to do a commercial for Lotus or for Learning Space but, rather, to suggest that products are available now that build on the extensive networking that has or will soon take place in virtually every school, thereby making possible the kind of sustained and intensive communication and collaboration among teachers acting as a cohort that we see as essential to the program we would like to see implemented for practicing teachers.

You can see that distributed or distance learning would be an integral part of the program we envision, but we are also interested in traditional “congregate” learning experiences and formats for practicing teachers. Accordingly, we would make special use of intensive classes during summers when we could convene all of the teacher cohorts and, perhaps for a few days, members of all the community resource teams and put on display, if you will, the products of their respective labors. This opportunity to share and experience “best practices” is very important since it would serve as a practice setting for what we hope graduates of the program would go back to their school systems and do. And it is important because such a coming together of teacher cohorts and community resource teams has enormous potential for effecting systemic change.

The development of individual teacher and district cohort portfolios is another feature of the program I would like to see implemented. No doubt, there are Master’s theses that have made real contributions to some profession or field; mine was not one of those and my conversations with others suggests that there are a fair number of us who are glad that our theses are completed and behind us..., far behind us.

By contrast, a portfolio fashioned from the collective efforts of a cohort of practicing teachers would include some materials of value to others. Graduates of our middle school program produce an individual portfolio and I have been impressed by the quality and practicality contained therein. A portfolio that includes the fruits of a cohort of teachers who have spent years working together would, in my opinion, be even richer.

What would we try to accomplish with such a program? Our goals are ambitious. We seek to forge relationships among and within schools, their communities, and with a college or university that have at their heart a shared commitment to advancing teaching and teachers as professionals to and, perhaps, beyond national and international standards. We begin by

acknowledging that there are teachers in our schools who possess extraordinary potential to effect higher achievement in students and in other teachers if they are provided peer support and the opportunity to work with other teachers to construct learning experiences for themselves which are informed by the needs and aspirations of their communities and by the highest standards of professional education. “Empowered” (to use a good ole sixties’ word) to be leaders for other teachers but not necessarily their supervisors, these teachers are we believe, quite capable of effecting substantive and lasting change in their classrooms and the classrooms of other teachers, primarily because their voices and views have an authenticity for other teachers.

The change we seek is nothing less than world-class education for all children. As a native Georgian, I have listened for much of my adult life to calls for the Peach State to “catch up with the rest of the nation” or to “get to the top of the Southeast” or to compete with our neighboring states. But our competition is not South or North Carolina but Singapore and Japan and their children routinely outperform American and Georgian students on virtually every measure of educational achievement. Catching up with the rest of the U.S. is not particularly compelling when you consider that we as a nation continue to be bedeviled in our efforts to make real gains in the learning of children.

What we here in Georgia need is an education system composed of teachers who are prepared and are capable of helping students to learn at international levels. To that end, we in post-secondary education need to provide prospective

teachers or, in the case that I have addressed here today, practicing teachers with professional growth opportunities that are calibrated to international standards

What I have sketched here may not be the best way of addressing the needs of practicing teachers, but it does represent an effort on our part to reflect what teachers and schools and communities need and how we might go about addressing those needs. I welcome your comments and suggestions and encourage you and your colleagues to also explore new and different ways for those of us in colleges and universities to be more effective in our support of teachers.

I am fond of quoting Tracy Kidder from his book, *Among School Children*, where he writes that “Good teachers put snags in the river of children passing by, and over the years, they redirect hundreds of lives.” We are blessed with the efforts of many wonderful teachers here in Georgia and they do indeed snag and redirect children in good and positive ways. But more, much more needs to be done and we in post-secondary education have a responsibility to be creative and active partners in preparing and supporting teachers.

Thank you for your efforts. Thank you for allowing me to share these thoughts with you.

“
*The change we seek is
nothing less than
world-class education
for all children.*
”

BEYOND CURRICULUM ALIGNMENT

William Wraga, Associate Professor • Department of Educational Leadership
College of Education • The University of Georgia • Athens, Georgia

Dr. Wraga participated in our Annual Spring Conference as a panelist. This article is a continuation of the presentation he made in April.

Curriculum alignment is in.

In the winter of 1996, Fenwick English, the leading proponent of curriculum alignment, conducted workshops for administrators under the auspices of the Georgia Superintendents Association. In September 1996, at the annual gathering for curriculum directors sponsored by the State Department of Education, State Schools Superintendent Linda Shrenko advocated aligning county curriculums to standardized tests. During the past year, numerous school systems across the state embarked on aligning their local curriculums to standardized tests. Curriculum alignment is the latest silver bullet aimed at the problem of ratcheting up student achievement in the Peach State.

Dr. William Wraga

What, exactly, is curriculum alignment? What are the assumptions underlying curriculum alignment? To what extent are these assumptions valid or problematic? How does curriculum alignment square with the best available knowledge in the curriculum field? How can educators respond to high profile pressures to implement curriculum alignment practices?

What is Curriculum Alignment?

Fenwick English coined the term curriculum alignment and orchestrated it into a systematic administrative practice. English describes curriculum alignment in detail in his 1992 book, *Deciding What to Teach and Test: Developing, Aligning,*

and Auditing the Curriculum. He defines curriculum as “a document of some sort, and its purpose is to focus and connect the work of classroom teachers in schools” (English, 1992, p. 2, emphasis in original). English explains curriculum alignment in the following manner.

English presents his model of curriculum alignment as a triangle. “The curriculum” is located at the top. “The teacher” is located at the lower left. “The test” is located at the lower right. Curriculum alignment ensures that these three elements are connected, or “aligned.” English presents curriculum alignment as a form of educational “Quality Control.” In this model, the job of the teacher is to “deliver” the curriculum to pupils. Quality Control is assured by comparing what the teacher delivers to what is on the test. To be fair to the teacher, therefore, the content of the test and of the curriculum must be identical.

English identifies two methods for establishing a fit between the curriculum and the test; he calls these “frontloading” and “backloading.” Frontloading “means that the educator writes his or her curriculum first and then searches for an appropriate test to measure or assess whether or not students have learned what the curriculum includes” (English, 1992, p. 64). Backloading “refers to the practice of establishing the match [between the curriculum and the test] by working from the test ‘back to’ the curriculum. It means that the test becomes the curriculum” (p. 70, emphasis in original). Backloading the curriculum—that is, aligning the local curriculum to the content of standardized tests—is the modus operandi of curriculum alignment.

In summary, English (1992) defines curriculum alignment as “a process to improve the match between the formal in-

struction that occurs in the school and the classroom and that which any test will measure” (p. 63).

Underlying Assumptions of Curriculum Alignment

Several assumptions, both explicit and implicit, underlie English’s conception of curriculum alignment. He offers two arguments that hold great appeal for many parents, policy makers, and politicians: the equity and accountability arguments.

Paradoxically, English bases his rationale for curriculum alignment on a recognized shortcoming of standardized tests. He maintains that the socioeconomic bias in standardized tests favors majority culture students and concomitantly works against minority culture students, limiting the latter’s educational opportunities and life chances. English observes that the practice of norming a standardized test to a normal curve of distribution is based on the assumption that all test takers will enjoy equal access to the content tested through local school curricula. English argues correctly that this assumption is fallacious. His principal justification for curriculum alignment is that teaching to the test levels the playing field for minorities who are otherwise disadvantaged by the socioeconomic bias in standardized tests.

English presents curriculum alignment as an effective tool for managing teachers. Under a curriculum alignment scheme, “Supervision involves an estimate of the adherence or fidelity of what is taught (not necessarily how it is taught) to what was supposed to be taught” (English, 1992, p. 6). In a discussion of which comes first, the curriculum or the test, English rejects frontloading (the curriculum comes first) not only on grounds of inefficiency (admittedly, it takes more time), but also in

the name of accountability. As he puts it, “The real agenda in frontloading curriculum revolves around defining the work to be done without also providing the means to enable closer supervision and evaluation from occurring simultaneously” (p. 70, emphasis in original). That is, English cynically suggests that the educational argument in favor of first developing a curriculum to suit the local community and then finding a suitable assessment instrument is really no more than an surreptitious maneuver on the part of professional educators to dodge public accountability.

In addition to English’s explicit commitment to equity and accountability, several implicit assumptions underlie the practice of curriculum alignment. Curriculum alignment rests on the assumption that any given standardized test appropriately serves as the principal source of curriculum content. In the process of “backloading,” the test simply becomes the curriculum. The answer to the famous curriculum question, What knowledge is of most worth?, is found in the standardized test. Additionally, by making a standardized test the primary means of assessment, curriculum alignment assumes that any single instrument yields sufficient valid information to make accurate decisions about the nature and extent of student learning. Further, curriculum alignment recognizes the exercise of teaching to the test as a legitimate educational practice. In effect, curriculum alignment offers policy makers and educators an agreeable rationalization for teaching to the test in the name of equity and accountability.

Analyzing the Assumptions

In an age marked by shrill calls for improved student achievement evidenced by higher test scores, English’s message can come as welcomed relief to educators besieged by heightening public pressure. Yet, the assumptions underlying curriculum alignment raise a number of critical issues. These issues can be categorized under the topics of testing and evaluation and curriculum development and implementation. Nearly a century of theory and research in the curriculum field suggests that the assumptions underlying curriculum alignment are highly problematic.

Issues of Testing and Evaluation

Enduring principles of curriculum evaluation and the recent record of research on high-stakes testing undermine assumptions underlying curriculum alignment. The heavy reliance on standardized tests as the principal source of curriculum content and as the primary means of assessment inherent in curriculum alignment reinforces their high-stakes status. In effect, by investing so much authority in standardized tests, curriculum alignment paradoxically raises the already high stakes attached to these instruments. Under a curriculum alignment scheme, the effects of high stakes tests may be aggravated, as well.

Substantial evidence suggests that high-stakes tests exert a less than salutary effect on curriculum, teaching, and learning. Madaus (1988) defines high-stakes tests as “those whose results are seen—rightly or wrongly—by students, teachers, administrators, parents, or the general public, as being used to make important decisions that immediately and directly affect them” (p. 87). Madaus regards the proposition that tests influence the curriculum as a truism. Indeed, policy makers often intend the test to influence curriculum and teaching. From research in the U.S. and abroad, Kreitzer and Madaus (1995) identified three ways that high-stakes testing impacts teaching:

- Teachers will teach to the test if important decisions are perceived to be related to the results.
- When the stakes are high, the tradition of past exams defines the curriculum.
- When teaching to the test, teachers attend to form as well as content. (p. 26)

Curriculum alignment condones all three of these principles. Despite English’s rejection of standardized test norms, in effect curriculum alignment unquestionably accepts high-stakes testing as a necessary and valid means of assessing educational effectiveness.

What is the impact of high-stakes testing on the curriculum and on learning? Kreitzer and Madaus (1995) report that under the influence of high stakes testing the curriculum narrows in terms of both content and learning experiences: “instruction becomes little more than extended test practice.” Teaching and learning stall at low cognitive levels (Kellaghan, Madaus,

& Raczek, 1996, pp. 49-50). Skill-drill exercises become the norm. Areas not tested are neglected (Madaus & Kellaghan, 1992, pp. 144, 145). Significantly, the resulting low-level instruction is prevalent especially with marginal students and leads to increased low level instruction for many urban and rural students. Students already disaffected with the prevailing “academic” tone of most classroom experiences become increasingly disaffected when subjected to relentless rote skill-drill routines. Experience and research in other countries that rely on high-stakes tests suggests that under such conditions, the drop-out rate among these student populations can rise (Madaus & Kellaghan, 1992, p. 146; Kellaghan, Madaus, & Raczek, 1996, pp. 23, 48).

Curriculum alignment violates key principles of curriculum evaluation (see Tyler, 1949, ch. 4). One of these principles stipulates that human behavior is too complex to reduce to a single performance indicator. Multiple sources of information are necessary. Further, at least one source must have face-validity—that is, it must present direct evidence of student learning. Indicators that do not manifest face validity, such as standardized tests that rely heavily on multiple-choice questions, must be corroborated with indicators that do. The more corroboration among multiple indicators, the more valid the profile of student learning. Curriculum alignment places over-reliance on standardized test scores as the most important if not the sole source of information about learning. Unless standardized test results, or any other data, are corroborated by face-valid information, they cannot be considered valid indicators of student learning.

Curriculum alignment, and the policies and politicking that spuriously regard standardized tests as appropriate and sufficient sources of information about student learning (and teacher performance), represent a misuse of most standardized tests, as well. Standardized tests typically are norm-referenced. They are designed to compare students with each other. They are not designed to indicate how much a student knows or has learned (Madaus & Kellaghan, 1992, p. 135). Their role is to sort. Aside from their comparative pow-

Continued on page 12

ers, however, standardized tests are best used for diagnostic purposes. When corroborated with other sources of information, they can serve as tentative indicators of student strengths and weaknesses that can suggest appropriate changes in curriculum and instruction. Combined with other indicators, they can reveal previously unrecognized student potentialities. The diagnostic power of any assessment instrument is defeated, however, when we teach to that instrument (Madaus & Kellaghan, 1992, p. 145; Kellaghan, Madaus, & Raczek, 1996, p. 53). Put another way, teaching to the test is like preparing for an eye exam—you may pass the examination, but knowledge of your powers of vision remains obscured.

Warnings about possible misuses of standardized test scores are closer at hand than many educational leaders may realize. The *Interpretive Guide for School Administrators* for forms K and L of the Iowa Tests of Basic Skills (Hoover, et al., 1994) states, “Many of the common misuses [of standardized test results] stem from depending on a single test score to make an important decision about a student or class of students” (p. 12). The *Guide* lists six “inappropriate uses of the results from the ITBS batteries”:

1. To screen children for school enrollment.
 2. To retain students at a grade level.
 3. To select students for special instructional programs.
 4. To evaluate the effectiveness of an early childhood program.
 5. To evaluate the effectiveness of the entire school program.
 6. To decide which instructional objectives should be taught at a certain grade level.
- (pp. 12-13).

The *Guide* states that the first five inappropriate uses are problematic because they fail to corroborate ITBS scores with other sources of information about student learning. The *Guide* states that the sixth inappropriate use is problematic because deriving instructional objectives from test content “would destroy our ability to . . . generalize about the extent of each student’s . . . development” (p. 13), using vocabulary acquisition as an example.

In summary then, from the perspective of curriculum evaluation principles and research on high-stakes testing, the likelihood that the practice of curriculum

alignment will make good on its promise of boosting student achievement in any genuine sense is slim. Without corroboration with sources providing face validity, we cannot be sure that actual learning has taken place. If we teach to the test, we invalidate that instrument, rendering it virtually useless as a diagnostic tool. Under these circumstances, any appearance of improved achievement in the guise of higher test scores could merely be an illusion.

Issues of Curriculum Development and Implementation

Curriculum alignment represents the managerial-technical approach to curriculum development that appealed to many educational administrators earlier in this century (Callahan, 1962). Curriculum alignment reflects traditional management practices that prevailed and continue to prevail in the business world and that are often imposed upon schools by school boards and a public that values the purported efficiency of the traditional management approach. During the 1920s and 1930s, however, leaders of the curriculum and supervision fields distanced themselves from the top-down management practices that appealed to their colleagues in educational administration (Callahan & Button, 1964). Curriculum and supervision scholars advocated democratic, collaborative forms of teacher participation in instructional improvement and curriculum development (Pajak, 1993; Whipple, 1926; Caswell & Campbell, 1935; Hopkins, 1941). Since at least the 1920s, mainstream curriculum literature has advocated constituent participation in curriculum development.

Research on curriculum implementation has revealed that substantive teacher participation in curriculum development is related to improved student learning (Snyder, Zumwalt, & Bolin, 1992). Top-down approaches to curriculum implementation are least likely to impact student learning. Rensis Likert’s research on systems of organization found similar results; the more participatory the organization, the more successful the organization was at meeting its goals (Bowers, 1977). Recent research in the micropolitics of educational administration has yielded similar findings.

Curriculum alignment obviously ignores these findings and works outside the tradition of the mainstream of the fields of curriculum and supervision. Instead, curriculum alignment expects compliance on

the part of teachers to the authoritative content of standardized tests. Supervision operates in a monitorial and inspectional mode, enforcing teacher fidelity to test contents. The role of teachers in curriculum “development” is limited to installing content from exams into the local curriculum guide. Teachers enjoy professional discretion only in selecting teaching activities. Curriculum alignment conceives of the teacher as a technician who “delivers” curriculum content to pupils. Curriculum alignment practices best resemble the “fidelity approach” to curriculum implementation—the approach least likely to result in improved student learning (Snyder, Zumwalt, & Bolin, 1992).

Curriculum alignment reduces the complex endeavor of curriculum development to the simple mechanical task of lifting content and skills from the preferred exam. Ethical and legal matters of test security notwithstanding, curriculum alignment offers a simplistic answer to the deceptively simple curriculum question—What knowledge is of most worth? Important deliberation about the nature of the society, the subject matter, and the student, about overriding ideals and purposes of the local educational program, is abandoned in favor of cut and dried test content. Local responsibility and authority for curriculum making are in effect abrogated as decisions about curriculum matters are surrendered to test makers.

In 1926, the famous Committee on Curriculum-Making advised, “To serve a useful purpose, tests must be fitted to the requirements of the curriculum and to the requirements of method. They must be determined by the purposes set up in the curriculum for the group of children being tested” (Whipple, 1926, p. 25). Curriculum alignment obviously turns this foundational principle of curriculum development on its head. In short, to the extent that curriculum alignment displaces or even dominates curriculum development, a century of approved practice in the curriculum field is disregarded.

Political Realities

From the perspective of experience and research in the curriculum field, then, curriculum alignment nearly represents an educational debacle. In the case of curriculum alignment, we may be shooting ourselves in the foot with a silver bullet. Yet the appeal of curriculum alignment outside the curriculum field is powerful.

Many Americans believe, however mistakenly, that test scores are absolute indicators of student learning, reflecting what historian Michael Kammen calls an “American propensity for precise calculation.” Raising test scores constitutes an expedient way for politicians and policy makers to appear to be doing something about the “problem” of education. Add to these conditions English’s appeal to equity and accountability and the attraction of curriculum alignment can become irresistible. Amidst the resulting pressure from politicians, policy makers, and the public, the administrative convenience of teaching to the test, of “backloading” the curriculum, may appear as the only acceptable alternative. In the face of such pressures, what are thoughtful educators to do? Realistically, besides capitulation, what are our options?

One form of response would be to practice “professional disobedience,” to coin a term. This concept borrows from Thoreau’s idea of “civil disobedience” and is roughly analogous to a physician refusing to be a party to medical malpractice. Professional disobedience is a matter of simply refraining from a practice that lacks a sound basis in theory and research of the professional field. Since such a response involves high levels of personal risk for educators working in the public sector, a more proactive response is in order.

A Professional Response

Recognizing that the main attraction of curriculum alignment lies in its appeal to the exalted value most people assign to standardized tests, the best professional response to curriculum alignment is to establish and maintain a substantive evaluation program as a component part of the local curriculum development process.

An evaluation program of this type would conceive of curriculum development as an ongoing problem-solving process that treats curriculum problems not as fodder for public vilification, but as opportunities for program improvement and professional growth. It would involve the continuous, systematic evaluation and reevaluation of the purposes, practices, and results of the local educational program. It would draw from a variety of sources of information about student learning, employing preassessments, formative and summative evaluations, and follow-up studies of students who have left the program. In fact, locally-developed, low-

stakes tests have been found to exert a positive impact on student learning (Madaus & Kellaghan, 1992). The evaluation program would be closely related to the improvement of curriculum and instruction, recognizing that curriculum, instruction, and evaluation are component parts of a whole process. Local authorities would dedicate to the evaluation program adequate resources, including the necessary time, money, materials, and personnel. Teachers would enjoy a central role in the curriculum development process and in the evaluation program.

In 1935, John Dewey exhorted educational leaders to play an active role in educating the public about “the needs and opportunities of the creative education of the young” (Dewey, 1935, p. 10). Perhaps in no area more than in curriculum evaluation is such a leadership role needed today.

As part of the evaluation program, educational leaders would foster an open, rational climate for discussion of test scores and all evaluation information. Public forums would facilitate dissemination of and deliberation about evaluation and improvement efforts. Standardized test data would be presented in a comprehensive and professional manner. Published test results would include not only mean scores, but also would specify the number of scores, the proportion of the student population the scores represent, the range of scores, and the margin of error of the instruments in use. Inappropriate uses of standardized test results, such as those identified in the *ITBS Interpretive Guide*, would be avoided. On a periodic basis, officials from testing companies would be invited to discuss valid and appropriate use of their instruments.

A program of this kind would provide more and better information about student learning and program effectiveness and improvement. In this context, standardized tests would assume their rightful place in educational evaluation—as useful but fallible tools. Possibly, such a context could mitigate the hysteria that surrounds test scores by providing the public with a balanced picture of the utility and the limitations of standardized tests. In this setting, curriculum alignment would be appropriately eclipsed by substantive curriculum development.

Earlier versions of this article were presented to: the Northeast Georgia Curriculum Directors’ Meeting, Winterville, GA, March 1996; Faculty and Students in the Department of Curriculum, Foundations, and Research at Georgia Southern University, Statesboro, GA, January 1997; and the Annual Spring Conference of GaASCD, Clayton College and State University, Morrow, GA, April 1997.

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Fanning Leadership Center Offers Staff Development Activities

Norma Q. Reed • Public Service Assistant • The University of Georgia

Many avenues exist for staff development in Georgia's public schools. A resource that offers unique and challenging staff development opportunities is the Fanning Leadership Center. The Center is a public service/outreach unit of The University of Georgia. Initially created in 1982 and expanded in staff and direction in 1992, the Center's mission is to develop effective leaders for the betterment of Georgia communities. Those leaders include school personnel, not limited to administrators.

The Center was named for the University of Georgia's first Vice President for Services, Dr. J.W. Fanning. He was considered by many to be the "father of leadership" in Georgia. In keeping with his philosophy of leadership, the Center's vision is to build the capacity and resources to ensure that knowledgeable, skilled, and committed leadership is in place in Georgia. The Center prepares citizens to realize their full potential and responsibility as community leaders in identifying, addressing, and meeting the challenges of the 21st century and beyond.

Leadership Training for Educators

Service to public schools by the center began with a collaboration with the Southern Regional Educational Board (SREB) Leadership Academy in the early 1990's. Center faculty produced three of the modules used to realize Academy Director Alton Crews' vision for the Next Generation Schools project. Center faculty piloted those modules with Next Generation classes, modified units appropriately, and provided replicable modules to the SREB for future use.

The SREB relationship led to various partnerships with the Georgia Department of Education (GDOE) Leadership Academy. GDOE asked the Fanning Leadership Center to create a Georgia

adaptation of the SREB Next Generation concept. The resulting curriculum is a two-year program for school building-based leadership and lead teachers. The school

"The Center collaborates with a wide variety of local, state, and national organizations and individuals with expertise and interest in leadership development."

team is enhanced by representatives from the parent/teacher organization, the board of education, and a community representative such as a partner in education. The core of the *High-Performance School Team Leadership Institute* is the Acumen, a 360-degree computer-based profile instrument. Each year begins with an intensive three-day summer workshop followed by a training day in the fall and spring. During the months between workshops, school teams meet monthly with a provider of technical assistance from GDOE or their local Regional Education Service Agency to work on various school improvement projects.

Leadership Training for Students

Another partnership with GDOE was the development of a 180-day two-semester curriculum in leadership development, *Youth Leadership in Action: A High School Focus*, which may be used in the Social Skills I state-approved elective. Initially written at the request of the Elbert County school system, and piloted there in the 1994-95 school year, the curriculum was field-tested in 10 public, private and alternative schools during the 1995-96 school year and made available statewide in the fall of 1996. Materials include a

detailed Instructor Guide with fully-explicated objectives and lesson plans and sample tests, and a Student Workbook containing all worksheets and background material for the lessons. The content begins with the individual, moves to working in groups, and culminates with community action. Suggested resources for community projects are included. An evaluative session was conducted this summer with field-test teachers and the curriculum will be modified slightly for the 1998 school year based on their feedback.

In response to on-going requests for an out-of-school youth leadership curriculum, Center faculty created an 18-hour series of two-hour modules for use by local chambers or other sponsors interested in youth leadership development during the mid-teen years called *Youth Leadership in Action: A Community Focus*. The curriculum has been adapted in some settings for such purposes as training student council members and other school club officers, but its primary use is in community settings. The core curriculum is enhanced by suggested field trips and community projects to round out the youth experience. The materials are packaged as a detailed Instructor Guide, a Participant Workbook and Planning Guide.

About the Fanning Leadership Center

Serving as a central source of University-based information about leadership, the Center concentrates on: 1) program development; 2) instructional delivery in support of local programs; 3) development and dissemination of individualized leadership curricula and publications; 4) identification of leadership needs and trends; and 5) data collection, program evaluation, and applied research on leadership.

The Center collaborates with a wide variety of local, state, and national organizations and individuals with expertise and interest in leadership development. These include chambers of commerce, state agencies, the Kettering Foundation, the National Association for Community Leadership, the Association for Leadership Educators, and five other public service/outreach units of the University of Georgia: Business Outreach Services, Carl Vinson Institute of Government, Cooperative Extension Service, Georgia Center for Continuing Education, and Institute of Community and Area Development.

Audiences served include potential, emerging, and established community and

youth leaders and such special audiences as educators, high school students, grassroots neighborhood leaders, public housing tenants, local, state, and federal governmental employees, and persons with disabilities. Curricula and resource materials are available for both basic and advanced leadership skills and often include participant workbooks and planning guides in addition to instructor guides. Train-the-trainer workshops for local implementation of most curricula are also offered. Three times each year, the Center publishes its newsletter, Leadership INSIGHTS, distributed to more than 13,000 individuals and organizations nationally and internationally. The Center is the only organization dedicated solely

to the development of individual community and youth leader capacity within Georgia. Its programs and services are neither duplicative or competitive with other leadership programs in the state.

The preparation of leaderful public educators within a community is one of several approaches the Fanning Leadership Center takes to "people development" at the local level statewide. For more information about programs and services, contact the Fanning Leadership Center at:

PHONE: 706/542-1108

FAX: 706/542-7007

E-mail: leadership@fic.uga.edu

ArtsConnect: Integrating the Curriculum with Integrity

Deanna Prosser • Visual Arts Specialist • R.L. Norton Elementary • Gwinnett County Schools

"We always talked about integrating the curriculum, but really didn't know how to start. Thanks to ArtsConnect, we are doing it and providing great support for each other." This comment from a Gwinnett County teacher sums up the effectiveness of a comprehensive program entitled, "ArtsConnect," a team approach to arts-integrated learning. The purpose of ArtsConnect is to reinforce the importance of basic arts education and utilize integrated arts instruction strategies in teaching all children. Elementary school teams consisting of classroom and special education teachers, visual art, music, physical education and technology specialists, collaborate with an ArtsConnect dance or theatre teaching artist to design and implement units based on information processing themes found in each discipline. Some examples of these conceptual themes are learning how to "compare and contrast," to identify "cause and effect," or to examine aspects of "change" from different perspectives.

An essential ingredient to the success of ArtsConnect is staff development. All participants receive in-depth training in arts integration methods during a one-week summer institute. Intensive teacher training in these summer institutes begins with establishing a common dialog for communicating in the language of the arts. Common-

alities in the elements and principles of line, color, rhythm, and form are explored in visual art, music, dance, and theatre. Empha-

"An essential ingredient to the success of ArtsConnect is staff development."

sis is continually placed on problem solving and discovery as participants explore concepts basic to all arts disciplines. The ArtsConnect integration model seeks to preserve the integrity of each discipline. Teams learn that integration should only occur when connections are both abundant and pervasive. Proper theme selection ensures that student learning is less fragmented and more relevant when teaching in one class is reinforced by instruction in others. By teaching in and through the arts, teachers reevaluate and reject arts projects that simply decorate another discipline in favor of more in-depth experiences.

All teachers attend theatre and dance workshops at introductory or advanced levels

depending on past experiences with ArtsConnect. Workshop instructors are chosen for expertise in their art form and their ability to nurture originality, risk taking, creativity, and experimentation. Teachers learn that each of the eight in-school sessions with the teaching artist will involve the historical perspective of theatre or dance, an introduction to the wide variety of theatre or dance style, as well as aesthetic judgment and critical thinking.

The summer institutes include other workshops in creative writing, poetry, and technology. Additionally, presenters address Howard Gardner's Multiple Intelligences Theory and encourage teachers to identify *how* their students are smart, not how smart they are. ArtsConnect teachers present their own units that address different student learning styles. In one presentation, classroom teachers reported that student writing from a "same and different" unit with an emphasis in dance was much more descriptive than in the past. Administrators in this particular school also credit arts-integrated teaching for the leap in social studies standardized test scores. This documentation has clarified the need for educators to design more arts-integrated

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methods of curriculum development to enhance every student's achievement in reading and writing.

During the school year, team planning sessions have proven to be crucial to the success of each team effort. Teachers, artists, and administrators recognize the need for strong collaborative planning in order to meet and exceed expectations. Teams have the option of meeting after school or during school with substitutes provided. Opportunities are also provided for visual art, music, and physical education teachers to attend classroom sessions with teaching artists and for classroom and special education teachers to observe all special area teachers.

Let's take a closer look at one fourth grade unit on "cause and effect." Classroom teachers worked with the theme in social studies lessons concerning the American Revolution. Special education teachers worked with cause and effect in literature. The visual art teacher explored the effect on technology on printmaking. The music teacher examined how a composer is able to elicit an emotional response from a listener. The focus of instruction by the physical education teacher involved aerobic and anaerobic exercise. The teaching artist assisted the classroom and special education teachers in integrating grade level appropriate skill building activities in theatre. The use of this parallel interdisciplinary delivery model facilitated student comprehension of the conceptual theme in every discipline.

Over this eight-week session, the teacher in the classroom gained proficiency in theatre teaching methods. The teaching artist offered support as teachers took a leading role in facilitating arts-integrated instruction. Similar scenarios were repeated in the other theatre and dance schools. A participating second grade teacher offered this encouragement to other teachers in a workshop: "My kids keep going back to our theme of "compare and contrast," even outside of social studies. I originally thought we were going to bring in all kinds of fluff as I had always looked at arts that way. Now I realize it is not fluff. The arts teachers are teaching the same thing, just in a different way."

In order to enrich and enhance school-wide experiences in the arts, ArtsConnect in-

cludes professional dance and theatre performances at each of the participating Gwinnett County schools. Multiple performances are scheduled to accommodate large school populations. Companies are selected from the Alliance Theatre Company and Young Audiences of Atlanta. The teams at

**“
Experience has illustrated
that teacher training and
common planning time
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arts-integrated
instruction to flourish.
”**

each school also coordinate an evening Family Workshop that serves as a family enrichment program, an arts advocacy event and an opportunity to celebrate the superior arts education program in the individual schools. Parents endorse Family Workshop "informances" as they can actually observe how their children are being taught.

Experience has illustrated that teacher training and common planning time have enabled arts-integrated instruction to flourish. These components will continue to be an integral part of the process. A by-product is that participants exhibit a new respect for the ability of every educator to accept responsibility for student learning. Collaboration and communication build on the strengths of each team member.

The Gwinnett County Public School System is eagerly awaiting year three of the project. While certain guidelines must be followed, flexibility is built into the project to allow for ease in adaptation by individual schools. By the end of the 1997-98 school year, forty-two teams in twelve elementary schools in Gwinnett County will have received staff development in institutes, workshops, planning sessions, as well as in "on-the-job" training with the theatre or dance teaching artist in their own classroom. No matter how geographically, socioeconomically or ethnically diverse schools may be, ArtsConnect works.

While the Gwinnett County Fine Arts Department funds all teacher training, financial assistance is supplied by the Georgia Challenge Grant for administration and artists' salaries. The Georgia Challenge is a K-5 arts education program of the Georgia Council for the Arts funded through appropriations from the Georgia General Assembly with the support of the Coca-Cola Company.

ArtsConnect provides for permanent systemic change in arts education in Gwinnett County elementary schools. Replication of this multidimensional project is progressing on schedule. As local needs continue to exceed available funding, schools and their business Partners-in-Education also assume part of the financial responsibility of the project. ArtsConnect is a long-term investment in the education and involvement of the entire community in realizing the basic necessity of arts education in the life of every child.

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Northeast Georgia P-16 Initiative

Raises the Bar for Area Students

Nancy Vandergrift • Outreach Associate
The University of Georgia • College of Education

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The University of Georgia • College of Education

The Georgia P-16 Initiative is a statewide effort created to improve the effectiveness of Georgia's entire system of public education by connecting university faculty, public school professionals, and community leaders. In March 1995, the Board of Regents approved the **Pre-School — PostSecondary Education (P-16) Initiative**. The P-16 Initiative aims to fulfill Governor Zell Miller's intention to "bring about cohesive, coordinated reform from pre-kindergarten through college and technical institute" (Governor Zell Miller, Georgia P-16 Council, 7-26-95).¹ In other words, P-16 is expected to improve the learning experiences and opportunities of all students in Georgia, from pre-school through college and university.

Five Purposes of P-16

P-16 has five purposes:

1. To improve student achievement from pre-school through postsecondary education;
2. To help students move smoothly from one educational system to another;
3. To ensure that all students who enter post-secondary education are prepared to succeed, and far more actually do so;
4. To increase access and success of all students in post secondary education, especially from minority and low income groups; and
5. To focus the co-reform of teacher education, preparation programs for other educators, and the public schools towards practices that result in all children youth meeting high academic standards.²

P-16 is founded on a collaborative process that brings together education systems (teachers and administrators in public schools,

colleges, universities, technical and other post-secondary institutions), businesses, human service agencies, parents, and the community to establish common, higher standards of performance and achievement for *all* students. Further, these community collaboratives are charged with increasing the numbers of students who do succeed through 16 years of education, and seeing that they are prepared to enter the world of work. P-16 is also about changing current ineffectual institutional policies to create structured pathways of learning. Smoothing transitions, for example, from one grade to the next, one school to the next, and from a post-secondary institution to work in a rewarding career, will ensure no artificial "barriers" interrupt or interfere with student aspirations and progress.

Implementing changes in teacher education programs and improving links to K-12 schools in cooperative learning experiences forms still another major commitment for P-16. Intra-institutional collaboratives have been created that focus on the simultaneous and reciprocal improvement of teaching and learning in colleges of education and K-12 schools, or "co-reform."

The Northeast Georgia P-16

The Northeast Georgia P-16 Initiative, one of 15 regional groups across the state, is committed to the five purposes stated above. Its mission, "*to ensure success for all students through shared community responsibility and collaborative action*," is addressed by identifying and prioritizing common, regional needs and developing objectives and strategies to create effective, lasting change in the educational systems of Athens-Clarke, Jackson, Madison, Oconee, and Oglethorpe Counties. Collaborative relationships are being built to help strengthen community ownership, link resources for community services and programs, and strengthen teacher-education co-reform efforts designed to enhance the academic success of all students.

Continued on page 18

Recommendations from these collaboratives are made to the proper authorities and governing boards in local and state public educational systems to ensure that control remains with the appropriate designated authorities. The program's director and a professor at the University of Georgia (UGA) College of Education, Dr. Edward Pajak, facilitates local efforts to transform the P-16 vision into program activities for northeast Georgia. Informational exchange among constituencies and networking on the state level are also priorities for Dr. Pajak and other regional P-16 directors.

Working Together for Student Success

Activities of the Northeast Georgia P-16 include events dating from its initial funding of co-reform efforts (purpose 5) in 1996 to current plans to expand its funded work to embrace all five purposes. The following brief descriptions of activities are among the works-in-progress of the Northeast Georgia P-16.

- A Deans' Forum was established at UGA during the 1996-97 academic year that brings together the faculty from the College of Education and the College of Arts and Sciences in an unprecedented intra-institutional collaboration focused on the improvement of teaching and learning. On-going discussion throughout the year concentrates on shared responsibility for teacher education. In future gatherings, this group has committed to explore issues such as: 1) the nature and quality of instruction in university courses; 2) course and curriculum design; 3) learning theories relevant to college-age learners; and 4) the role of the university in teacher preparation and enhancement.

- UGA and local public schools have implemented and are expanding co-reform initiatives designed to facilitate constructive change in teacher-training programs, teacher education programs, and the implementation of academic standards at all levels. Meetings are being held with teachers and principals from K-12 partner schools and faculty from the School of Teacher Education to strengthen their co-reform partnerships.

- * The *Language Education Department* is collaborating with 10 area schools to redesign the role of experienced teachers serving as mentors to teacher candidates. Professional development for mentor teachers and planning workshops on more effective support for teacher candidates are the selected issues for the fall.

- * Other co-reform project faculty are working with teacher liaisons in eight schools to discuss how teacher education might be improved in *Early Childhood* and develop ways to provide teachers leadership roles in education.

- * The *Middle School Teacher Education Department* held an institute this past summer for area principals and teachers to discuss how to supervise student teachers in innovative ways and how to revise field experiences for student teachers. The group also made plans to work together to implement the K-12 schools' vision — the other side of co-reform.

During the coming year, all groups will continue to identify for discussion special areas of interest related to co-reform. Additionally, general issues of concern for teachers such as student apathy/alternative assessment, block scheduling, standards, and developing student teacher portfolios will be reviewed. The Language Education P-16 co-reform project has been showcased in the Georgia Partnership for Excellence in Education bus tour in October, 1997.

- P-16 co-sponsored the *Summer Opportunities Program*, an intervention strategy created to address one of the collaborative's top priorities — to decrease the dropout rate. The Summer Opportunities Program was piloted in one county for selected rising ninth graders. These students, who were identified as potentially at-risk for dropping out of school, toured worksites in the Athens area and shadowed individuals who are employed at those sites. The program spanned a four-week period during the summer, with support and follow-up services provided for these students by many local organizations and businesses. The specific purpose of the project is to provide at-risk students with the skills, attitudes, and support they need to succeed academically in high school. Plans are already underway to expand the program next summer with official sponsorship and coordination by the Clarke County School District, based on whether the evaluation proves its effectiveness. The UGA's College of Education Department of Rehabilitation Counseling is studying the program to measure its effects on participants.

P-16: Raising the Bar

The Northeast Georgia P-16 Initiative continues to expand its involvements and efforts in pursuit of its mission: "to ensure success for all students" in the northeast Georgia region. As more people embrace the P-16 vision, further collaboration will lead to "raising the bar" in terms of higher expectations for all students: higher standards, better teacher preparation, and improved learning opportunities for all students.

Notes:

- 1 Georgia P-16 Initiative, Origination/Decisions/Current Directions, March, 1997.
- 2 Georgia Pre-School Through Post-Secondary Education (P-16) Initiative Request for Proposals, Round II Challenge Grants for Local/Regional P-16 Councils; April 21, 1997; Board of Regents of the University System of Georgia.

ON-LINE RESOURCES FOR PROFESSIONAL DEVELOPMENT

Dr. Larry C. Elbrink • Okefenokee RESA

In the Fall 1997 issue of the National Staff Development Council's *Journal of Staff Development* is included "A Primer on Professional Development." In the Q&A section it is noted that "Effective staff development focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels." It is clear that student achievement is the primary goal of what we as educators are all about. If we do indeed want students to continually perform at higher and higher levels, how can this be achieved? Since most of us believe that if we keep on doing the same things we keep on getting the same results, it seems evident that we must either do different things or do things differently. For the in-service teacher, the what, where, when, and how of acquiring new knowledge, skills and attitudes is a distinct challenge. In the same *Primer*, the NSDC recommends that school systems dedicate at least 10% of their budgets to staff development. In addition they recommend that at least 25% of educator's work time be devoted to learning and collaboration with colleagues. In Georgia we may be closer to the budgetary goal than the time allotted for professional development. As we work towards these goals, what avenues are open for a teacher or administrator for professional development at work or at home? One possibility is the explosion of resources we call the Internet. Using on-line resources can address the what, where, and when for many teachers and administrators. The following represents only a small fraction of the possibilities.

Sites of interest to all educators

Georgia Department of Education

•<http://www.goe.k12.ga.us>

This site is a must for all Georgia educators to keep abreast of what is happening in education in our state. The DOE page contains current information on policies, programs, and procedures including the QCC, Report Cards, State Board information, access to all divisions and direct e-mail links to department personnel. We have access to more information in one place than at any time in the past.

Association for Supervision and Curriculum Development

•<http://ascd.org>

The web page of GaASCD's parent organization contains information related to curriculum and supervision. Includes a newly developing link to PD-OnLine, professional development courses to be taken on-line. A sample course Planning for Technology Lessons is available for evaluation. There is a link under affiliates to the GaASCD web page, <http://viihills.nwgeorgia.resa.k12.ga.us/>

Georgia Public Broadcasting

•<http://www.gpb.org>

The programs and services and resources offered by Georgia Public Broadcasting, including GPTV, PSPR, and Peachstar. Professional

development opportunities abound over satellite networks. Keep up with all of this through Georgia Public Broadcasting

American Association of Colleges for Teacher Education ATE

•<http://www.aacte.org>

A great way to keep current with pre-service and in-service preparation of teachers. Administrators will find especially useful the **Academy for Leadership Development** and the ERIC Clearinghouse on Teaching and Teacher Education.

National Staff Development Council

•<http://www.nsd.org>

The National Staff Development Council site contains information related to professional development in general and to the professional development of staff developers in particular. They have a new initiative for the Middle grades: Increasing student achievement through Teacher Learning including a list of web sites for middle grades reform. A listing of sites for staff development and school improvement is in the growing/budding stage (includes a link to **Pathways to School Improvement**).

Education World

•<http://www.ebig.com/>

A commercial but very valuable site for educators. The site is sponsored by American Fidelity Educational Services but contains a minimum of advertising. They have organized a data base of over 50,000 sites. Included are news about schools, lesson planning, curriculum development and information for administrators. Well worth your time.

Britannica Internet Guide

•<http://www.ebig.com/>

Also a commercial site that is packed with useful information and links to over 65,000 sites organized into 14 categories. Under Education some example subcategories are World Education or Education Reform. Educators wishing to compare what they do with what happens elsewhere or with what others believe should be happening will find a jumping off place here.

Off-ramps of particular interest to classroom teachers

Busy Teachers' Website

•<http://www.ceismc.gatech.edu/BusyT/>

A support site for teachers developed at Georgia Tech. The site is designed to provide teachers with direct source materials, lesson plans classroom activities with a minimum of site-to site linking and to provide an enjoyable and rewarding experience for the teacher who

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is learning to use the Internet. Professional development at the grass roots level.

Kathy Schrock's Guide for Educators

•<http://www.capecod.net/schrockguide/>

A semi-commercial site. Kathy is a local system technology coordinator who has worked hard at organizing "the net" for use by educators. Kathy also has a guide "to sell." Included are teaching tools about the net and a great set of links to other sites in a well organized listing. Contains slide presentations in which a teacher may learn about the Internet and download to use in helping students learn about the Internet.

INSTRUCT

•<http://instruct.cms.uncwil.edu/>

A source for "Implementing the NCTM School Teaching Recommendations Using Collaborative Telecommunication." This site provides opportunities for teachers to learn from other teachers about the NCTM standards and what they are doing to implement these standards.

Online Internet Institute

•<http://OII.org/>

According to their home page, "(T)he Online Internet Institute is a results driven organization, which offers professional development workshops to help students and teachers improve classroom achievement." An emerging body of ideas for integrating the Internet through projects. Contains a process for empowering teachers to create student centered classrooms.

See http://OII.org/html/prof_development.html

International on-ramps of interest

Computing Across the Primary Curriculum (CAPC)

•<http://www.serct.schnet.edu.au/capc/capchome.htm>

As indicated this site is from Australia and is "an organi(z)ed net work which aims to promote the organi(z)ation and dissemination of information, to locate experience and organi(z)e and provide school based professional development for teachers for teachers." Modules are presented that assist a teacher in acquiring knowledge and skills in using specific software packages and to implement those packages in the primary curriculum. A Facilitator's Guide is also available although the project restricts who may be a facilitator. An e-mail link is available.

Teachers, Educational Computing and Professional Development

•<http://www.oltc.edu.au/crt/index.htm>

An interesting overview and history of instructional computing. Contains a tri-level plan for Professional Development for Teachers and Strategies for providing Professional Development. Although these are geared to educational computing they contain information useful for professional development in general.

CWA Education Web

•<http://www.cwa.co.nz/index.html>

A commercially sponsored site from New Zealand. New Zealand is the home of *Reading Recovery* that has been so successful as an

early intervention program and has been shown to be making a difference in Georgia. This site also includes a great listing of "Kid Safe Sites."

--<http://www.cwa.co.nz/edu.kidsafe.html>

On-ramps to information for administrators and other instructional leaders

Georgia School Superintendents Association (GSSA)

•<http://snow-white.gac.peachnet.edu/talk/org/edu/gssa/main/main.html>

Includes information concerning legislation, State Board of Education, professional development for superintendents and other administrators.

NASSP

•<http://www.nassp.org/main.htm>

National Association of Secondary School Principals homepage contains information of interest to high school and middle school administrators.

NAESP

•<http://www.naesp.org/>

National Association of Elementary School Principals

GAEL

•<http://www.com/hpi/gaelnet/>

Georgia Association of Educational Leaders homepage including information and links to sites of interest to Georgia school/system administrators. Provides tracking of legislation during the legislative session.

Developing Educational Standards

•<http://putwest.boces.org/Standards.html#Section3>

An annotated list on Internet sites with K-12 educational standards and curriculum frameworks and other documents. Sponsored by the Putnam Valley Schools, Purman Valley, N.Y.

Specific content rest areas

NCTE

•<http://www.ncte.org/>

National Council of Teachers of English homepage includes information of interest to teachers of English and to parents and community members interested in English education.

NCTM

•<http://www.nctm.org/>

National Council of Teachers of Mathematics home page for teachers of mathematics at all levels.

NCSS (National Council for Social Studies)

•<http://www.ncss.org/>

This web site provides information of what is current in the social studies. Contained are sections for educators, parents, and kids. Links to many sites are available.

Continued on page 26

Section II: Education in Georgia

1996-97 IN REVIEW

It was a very good fifty-third year for Georgia ASCD! Highlights include...

MEMBERSHIP

The association is more than 750 members strong and growing, while international ASCD has more than 200,000 members residing in the 50 state affiliates plus 18 affiliates representing foreign countries and U.S. territories.

GASCD AWARDS

The association presented the following awards:

Ray Bruce Fellowship for Advanced Study in Educational Leadership

Dr. Sheila Carr— Teacher, Russell Middle School, Winder, GA

Career Performance (Career Kelly)

Ellen Marie Moore — Retired Curriculum Director, Dade County, GA

Instructional Improvement (Leadership Kelly)

Dr. Sandra S. Williams — L.W. Burnett Elementary School, Douglasville, GA, for Douglas County's Enrichment Program for Students to Feel Successful

Children First

Sandra Whiteside and Ann Boswell — faculty sponsors, Rome Middle School's Mentoring Program

Quality Contributions to Schools (QUSIE)

John and Lanie Stephenson — Rome, GA, for work with at-risk students and the Godfather's ministry

FIVE-YEAR STRATEGIC AND DIVERSITY PLAN

The five-year strategic and diversity plan, founded upon GASCD's mission and belief statements, was revised, focusing on the areas of curriculum and instruction, governance, communication, awards/recognition/minigrants, research, and liaison partnerships.

TECHNOLOGY

A GASCD Home Page was created on the Internet at:

<http://168.31.220.17/GA-ASCD>

SPECIAL INITIATIVES/GLOBAL EDUCATION MINI-GRANT

GASCD supported and expanded multicultural educational programs, for example, continuing ASCD networks for Women's Leadership Issues and African American Critical Issues. The Global Education ASCD mini-grant was continued for the "Georgia-Netherlands-Flanders Supervisor Exchange."

DRIVE-IN CONFERENCES

Drive-In Conferences were conducted in districts all over the state on topics such as "School Improvement and State-Wide School Report Cards," "Legislative Issues Affecting Education," "Alternative Scheduling for Maximum Instructional Time," "Improving Achievement through the Arts," and "A Coalition for Health and Human Services."

ANNUAL SPRING CONFERENCE

The theme, "Mission Impossible: Making Connections for Learners," was established for coordination of this year's Annual Spring Conference and the various Drive-In Conferences throughout the state. Our theme was based on the ASCD theme, "Leading the Vision: Connecting World Communities of Learners" and the ASCD Conference strands.

More than 160 people registered for Mission Impossible: Making Connections for Learners." The conference was held at Clayton College and State University and featured internationally known keynote speakers. Also included were some of Georgia's brightest and best as session speakers.

PRESENTATIONS

Several GASCD members were chosen to present sessions at the international ASCD Annual Conference in Baltimore, Maryland. GASCD partially sponsored their participation.

PUBLICATIONS

GASCD continued to improve communication of promising programs for better education through *THE REPORTER*, a three-time international award-winning newsletter. A membership directory and GASCD folder were mailed to members early in the fall. Additionally, membership materials were distributed to local school superintendents at their annual fall Bootstrap Meeting so that they could become more familiar with our association. Similar information was sent to college deans, inviting participation of staff and graduate students.

COLLABORATION

Georgia ASCD continued its active involvement with ASCD:

- One member served as chair of the entire international ASCD Annual Conference in Baltimore, part of a three-year stint as a member of the Conference Committee;
- Two GASCD elected and four appointed members served on the ASCD Board of Directors; and
- One appointed member served on ASCD's Governance Evaluation Commission and a new committee working for internationalizing ASCD.

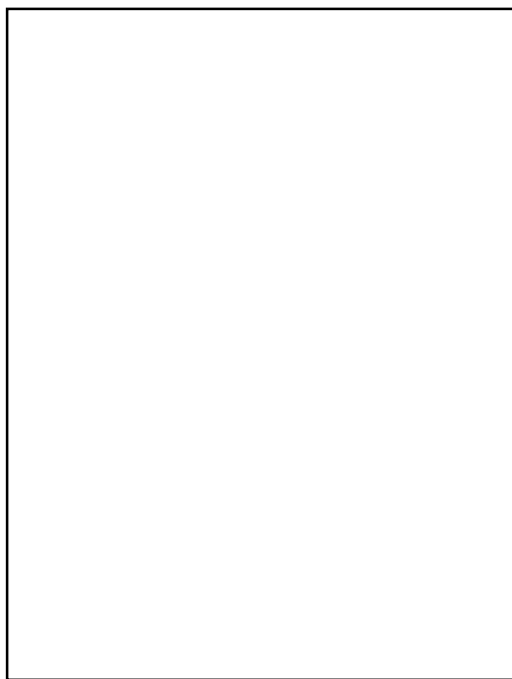
GASCD co-sponsored a conference on "School Alternatives: Making Successful Choices" in collaboration with the National Dropout Prevention Center/Network at Clemson University and the State University of West Georgia.

Improvement of instruction was fostered by providing leadership in initiatives that impact curriculum and instruction in the state of Georgia, specifically the P-16 Initiative and the revision of the Quality Core Curriculum.

FINANCIAL STATUS

GASCD continued to remain a financially solvent organization, with a flawless annual audit.

Annual Spring Conference



Georgia School Superintendent, Linda Schrenko (left),
and
GASCD Past President, Cheryl Hunt Clements (right)

1997-98 Georgia ASCD Officers

President

Mr. Jay Wucher
Fulton County Schools

Past President

Dr. Cheryl Hunt Clements
Cobb County Schools

President-Elect

Dr. John Jackson
Clarke County Schools

Secretary

Dr. Connie Hoyle
Gwinnett County Schools

Treasurer

Dr. David Martin
Georgia Council on Economic Education

Executive Director and Vice President for Research and Publications

Dr. Donna Q. Butler
University of Georgia

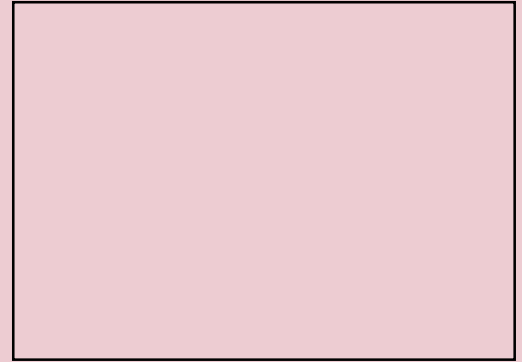
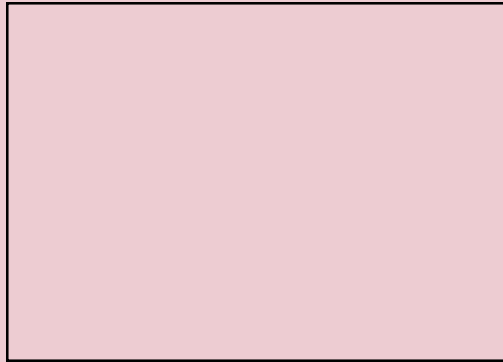
A Special "THANK YOU" to Our EXHIBITORS . . .

The Association wishes to thank the following exhibitors for their participation in the Annual Spring Conference. We appreciate their support and expertise.

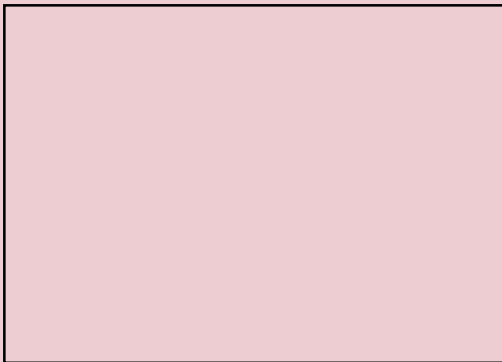
<u>Company</u>	<u>Contact Person</u>	<u>Phone Number</u>
Academic Book Services	Gordon Unger	800/252-6657
Amsco School Publications	Fred Sprouse	770/962-7018
Atlanta Journal & Constitution	Ann McEvoy	770/509-4111
BCLS - The Reference Group	Kyla Law	770/975-8852
College Board	Paula Potter / Tom O'Rourke	404/636-9465
Compulab	Kyla Law	770/248-0085
Econoclad Books	Jim Boon	770/516-4601
Educational Learning Systems	Virginia Stoner / Ken Hodges	404/252-5966
Everbind Book Company	Glenn Hodges	800/842-4234
Houghton Mifflin Company	Becky Barlow	770/998-7731
MacMillan McGraw-Hill	Brian Pollard	770/448-7997
McDougal Littell	Franco Reeve	770/425-7184
Modern Curriculum Press	Tenna Chakalos	404/636-6883
National Textbook Company	Jutta Hanchey / Pete Jacobsen	847/769-5500
Perma-Bound	Gloria Norris	770/594-2546
Rand McNally	Mark Klein / Don Klein	770/922-0626
SRA/McGraw-Hill	Kim Vining	770/887-5862
Winnebago Software Company	Denise Veal	507/724-5411

Another Georgia ASCD Success!!

GASCD Spring Board of Directors Meeting 1997 (left to right): Connie Hoyle, Ginny Mickish, Johnnie Mae Welch, John Jackson, Beverly Johnson, Larry Elbrink, Robert Clark, and Robert Bellemy.

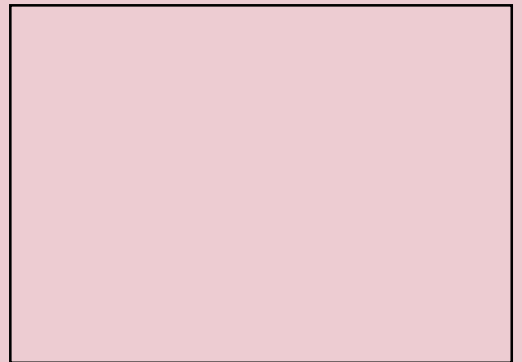


Presidential Leadership, GASCD and beyond... (left to right): Cheryl Hunt Clements, GASCD 1996-97; Edward Pajak, GASCD 1994-95; Francis Faircloth Jones, ASCD 1996-97; Robert Clark, ASCD International Conference Program Chair 1997 and GASCD Past President; and Thomas O'Rourke, GASCD 1993-94



Jim Turner (left)
and
Fred Sprouse (right)

Pete Jacobsen



Glenn Hodges (left)
and
Johnnie Mae Welch (right)

Jimmy Still (left)
and
Teena Chakalos (right)



Georgia ASCD Awards: 1996-97

RAY BRUCE FELLOWSHIP FOR ADVANCED STUDY IN EDUCATIONAL LEADERSHIP

Georgia ASCD awarded its 1997 Ray Bruce Fellowship for Advanced Study in Educational Leadership to Dr. Sheila Kahrs. Dr. Kahrs is the choral teacher at Russell Middle School in Winder.

The fellowship is awarded to an outstanding individual who is currently enrolled in a graduate program in educational leadership at an accredited institution of higher learning in Georgia. A \$250.00 cash award goes to the recipient to help defray the expenses associated with graduate study.

Dr. Kahrs holds a doctorate in curriculum and instruction from the University of Georgia, and she is currently completing courses at the UGA to meet the requirements for the leadership certificate in Georgia.

QUALITY EDUCATIONAL LEADERSHIP AWARD: Instructional Improvement (Leadership Kelly)

Dr. Sandra S. Williams, Principal of L.W. Burnett Elementary in Douglasville, received the 1997 Georgia ASCD Instructional Improvement Award. The award recognizes an individual or group of individuals for initiative in developing and implementing a program consistent with the mission and beliefs of Georgia ASCD that has had a powerful impact on the improvement of instruction in Georgia. Dr. Williams received the award for her participation in the development and implementation of the Enrichment Program at L.W. Burnett Elementary.

The Enrichment Program was established through the vision and leadership of Dr. Williams. The program provides an opportunity for students to broaden their knowledge skills in a variety of areas. Since the inception of this program, the major areas of enrichment have included classes in art, music, physical education, civics, creative writing, foreign languages and science.

Students in low socioeconomic situations are often mistakenly assumed to be less interested or less capable of creative endeavors; however, Dr. Williams challenges this notion. Her philosophy is that all children should be taught as though they are gifted. The Enrichment Program is based upon this philosophy.

QUALITY EDUCATIONAL LEADERSHIP AWARD: Career Performance (Career Kelly)

Georgia ASCD awarded its 1997 Career Performance Award (Career Kelly) to Mrs. Ellen Marie Moore. She is an adjunct professor at Covenant College in Lookout Mountain, Georgia. The award recognizes an individual for his or her lifelong commitment to instructional improvement in Georgia's public schools.

Mrs. Moore's career accomplishments include: graduating magna cum laude from Carson Newman College in 1956; founding and directing an experimental environmental education project involving students in grades 7-11 from three counties; founding and directing the Dade County Child Development Program; being named Dade County's Star Teacher in 1960, 1967 and 1968; and consulting with the Georgia Department of Education on several science education initiatives.

QUALITY EDUCATIONAL LEADERSHIP AWARD: Contributions to Schools (QUSIE)

John and Laney Stevenson, founders of the Godfather's Ministry and Youth Empowerment Program, were recipients of the 1997 Georgia ASCD Quality Contributions to Schools Award. The award is given to an individual or group in the non-school community who has developed and sponsored an initiative supporting GASCD's mission to provide quality educational opportunities for every child in Georgia. The Godfather's Ministry can be described as a program that ascribes to the fundamen-

tals of life. Mr. Stevenson and his group devote countless hours helping the "godfather boys" in all areas of their lives. They provide mentoring workshops on a myriad of subjects and field trips that are both fun and educational. Many of these children are students in Rome City Schools.

The Youth Empowerment Program was designed to foster and facilitate the attainment of a high school diploma by "at-risk" students in grades seven through 12 in Rome and Floyd County. The program focuses on functional math, science, technology, social studies, test-taking skills and the performing arts. The program's success is evidenced by the fact that the program has increased from 36 (at its inception) to a current enrollment of 85.

QUALITY EDUCATIONAL LEADERSHIP AWARD: Children First

Georgia ASCD awarded its 1997 Children First Award to the Rome Middle Schools Mentoring Program. Each year, the award is presented to an individual or group that serves the needs of children in poverty, and provides them access and appropriate opportunity to community-based programs and services.

The Rome Middle School Mentoring Program meets these objectives by using the talents, commitment and energy of its staff and the community. The mentoring program currently serves 150 students who are considered at-risk, due to poor attendance, poor grades, or lack of motivation to perform in an academic setting. Students are paired with a community or school mentor. The mentors visit students on a weekly basis and work on building relationships while attending to their mentoree's academic or personal concerns.

News about Rome Middle School's mentoring program also reached the desk of Georgia Governor Zell Miller. He thought the program was innovative enough to make a site visit and to use the school's ideas as a model for other mentoring programs throughout the state.

Another Special “THANK YOU” to Our Conference Speakers

Keynote Speakers:

Jay McTighe - Director, Maryland Consortium
Richard Alan Skinner - President, Clayton College
and State University

Frances Faircloth Jones - President, ASCD
Linda C. Schrenko - Superintendent of Schools,
State of Georgia

Concurrent Sessions:

Raymond Akridge, Northeast Georgia RESA
Glen Blankenship, Georgia Council on Economic Education
Lori Brandman, Cobb County Schools
Connie W. Burch, Gwinnett County Public Schools
Keri Burpee, Piedmont College
Margaret Carriere, Cobb County Schools
Teena Chakalos, Modern Curriculum Press
Robert Clark, Parkview High School
Lynne Entekin, Georgia Department of Education
Sherri Garrett,
Phyllis Gould, Pope High School
Karen Greenfield, Modern Curriculum Press
Ginny Gregor, Pope High School
Lisa Hawkins, Morgan County Schools
C.J. Hertzog, Valdosta State University
David Hill, Douglas County Schools
Ken Hodges, Educational Learning Systems, Inc.
Cherrie Kassem, Piedmont College
Cindy Loe, Gwinnett County Public Schools
Terry Lonegran, Cobb County Schools
Christine Long, Morgan County Schools
Charles Lucado, Piedmont College

Phyllis A. McCraw, Piedmont College
Ann L. McEvoy, Atlanta Journal-Constitution
Karen L. McGinnis, Gwinnett County Schools
Linda Mitchell, Gwinnett County Public Schools
Lena Morgan, Valdosta State University
Angela Nunally, Piedmont College
Carol O’Neal, Henry County Schools
Brenda Opie, Cobb County Schools
Edward Pajak, University of Georgia
Larry Parker, La Fayette High School
Paula Potter, The College Board
Kim Puckett, Cobb County Schools
Rochelle P. Ripple, Columbus State University
Cindy Scheidt, Cobb County Schools
Ann Snead, Pope High School
Betsy Stafford, Independence High School
Gail Stewart, Georgia Department of Education
Virginia Stoner, Educational Learning Systems, Inc.
Russell Studevan, Independence High School
Christine Waldo, Fulton County Schools
Sandra Wilkes, Pope High School
Capricia Williams, Morgan County Schools

GEORGIA ASCD Vision Statement Adopted

During the annual summer retreat held in June 1997, the GASCOD Officers and Board of Directors adopted the following vision statement:



The Georgia Association for Supervision and Curriculum Development is dedicated to serving educators by providing resources to establish programs and instructional practices to improve student achievement. Our association serves as a state leader in promoting quality improvement strategies in curriculum and instruction. We lead in the development of learning environments which are cooperative, interactive, rigorous, and responsive to the needs of diverse learners. Our vision is one of educational excellence for all students.

Going to the ASCD Annual Conference?
Join us for the

Third Annual
**Networking
Gala**

Sponsored
by the
Southeast Regional Affiliates

**Talking, eating,
dancing, eating,
playing, eating,
etc. . .**



EVENT:
NETWORKING GALA

PLACE:
**DON STRANGE DUDE RANCH
SAN ANTONIO, TEXAS**

DATE:
MARCH 23, 1998

TIME:
7:00 PM-10:30 PM



This promises to be an exciting event for all. The cost is \$51.50 per person which includes food, transportation, live band, etc...

The Southeast Affiliates would like for you to take this unique opportunity to network with the people who make ASCD the great organization that it is.

Registration will be limited to the first 1000. Send your name, address, phone number and check to Milton Baxter, c/o Networking Gala, P.O. Box 13576, Jackson, MS 39236, or call 601-982-6296 for more information.

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NSTA (National Science Teachers Association)

•<http://www.nsta.org/>

If it is of interest to teachers of science you can find it here.

NMSA (National Middle School Association)

•<http://www.nmsa.org/>

A great source of information including professional development opportunities for middle level teachers and administrators. Links to other related sites.

Lest we forget-certification and renewal

Georgia Professional Standards Commission (PSC)

•<http://gapsc.com>

Information about teacher certification and teacher testing in Georgia. Includes objectives and study guides for Praxis examinations.

Report Card for Parents

•[http://168.31.216.65/4d.acgi\\$build_Par](http://168.31.216.65/4d.acgi$build_Par)

This report card includes information about any Georgia public school for the 95-96 school year. It also includes summary data about all the schools in Georgia.

Daily Report Card

•<http://yn.la.ca.us/drc/hypermail/0057.html>

Newsletter of the National Education Goals Panel. Contains updates on each of the national goals. Spotlights effective and/or innovative programs throughout the nation with specific ties to the national goals.

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Working in conjunction with ASCD, Georgia ASCD provides information, current research, and ideas for action on the 1997 ASCD issues through themes in *The Reporter*. Always an advocate for equity, Georgia ASCD entitled its Fall 1995 issue of *The Reporter* "Equity in Education," offering articles from educators representing diverse job roles across Georgia, who shared their perspectives regarding a changing school population and society. A forthcoming 1998 issue of *The Reporter* will target "Early Childhood Education," while the articles in this current issue focus on Teacher Education and Professional Development, covering higher education teaching preparation programs and continuing professional development aligned to curriculum and increased student achievement.

Responsibility for teacher education and continuing professional development is shared among school systems,

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institutions of higher education, and the professionals themselves. Like ASCD, Georgia ASCD offers membership to students in teacher education programs, but focuses primarily on continuing professional development. In a vision statement created by Georgia ASCD this past spring, the association dedicated itself “to serving educators by providing resources to establish programs and instructional practices to improve student achievement...” Georgia ASCD no longer views the success of professional development in terms of participants’ satisfaction with the experience or their judgment of its usefulness in their daily work. Rather the focus should be on increased student achievement in quantifiable terms, mapping backward to determine what professional development is needed by the educator to accomplish this goal.

Yes, there is a paradigm shift taking place in the nation’s schools. According to Dennis Sparks and Stephanie Hirsh in their book *A New Vision for Staff Development*, concepts such as “results-driven education, systems thinking, and constructivism are producing profound changes in how staff [professional] development is conceived and implemented.” In the first concept, results-driven education, success is determined not by the courses a student takes or the grades received but by what the student actually demonstrates he/she has learned or can do as a result from the time spent in school. In results-driven education, attitudes of teachers and administrators are altered to reflect the belief that virtually all students can achieve the school’s performance goals (specified in quantifiable terms) given sufficient time and appropriate instruction, rather than meet a set of prescribed standards, meaning grades regulated by the bell curve. The second concept, systems thinking, when applied to professional development, means involving all levels of the school system within the organization (the community, school board members, superintendent, certified and classified employees, and students) in understanding the nature and power of systems to change based on participatory decision making in the establishment of performance goals defined from student achievement and contextual data in quantifiable terms. Finally, in constructivist

classrooms, rather than receiving “knowledge” from “experts” (i.e., utilizing the traditional “sit and get” approach), educators select professional development which offers attainment of sufficient knowledge, backed by research-based theories, models, and strategies. They validate what they learn through their own experiences, having adequate opportunities to practice and receive feedback. This type of support is necessary to make new knowledge part of their classroom/administrative repertoires.

Implications for constructivism for staff development include less traditional methods such as action research, system and cluster school networks, local school improvement councils, study groups, and peer coaching (Sparks & Hirsh, 1997).

The following are conditions which help educators move toward results-driven education (actual attainment of performance goals), systems thinking (participatory decision making to determine a goal-directed school improvement action plan), and constructivism (staff selection of professional development, transferring new practices into the classroom for the achievement of the school’s targeted goals):

- strategic planning at district, school, and department levels (Sparks & Hirsh, 1997);
- clear, compelling mission statements and articulated school and system performance goals defined in measurable terms (Henderson & Lezotte, 1998; Sparks & Hirsh, 1997);
- performance goals correlated to specific curricular implementations and activities with related professional development, i.e., the school improvement action plan;
- site-based norms that support school improvement through participatory decision making, collegial problem solving, flexible scheduling, released planning (Joyce & Showers, 1998; Richardson, 1977); and
- organizational structures that support learning: group merit pay, cadres for training, community support, parental involvement, and corporate partnerships (Joyce & Showers, 1998; Richardson, 1997).

School performance goals are not attained through practices of individual teachers, but through what the faculty

(school system employees) does as a whole. Moving from the individual teacher innovations learned through professional development, to the department implementation, then to the total school institutionalization stage requires a school staff so focused on the school’s performance goals that the goals themselves become the filter to screen out unrelated curricular programs, instructional activities, and staff development plans. Staff “buy in” of articulated performance goals comes from the staff’s creation of actual goals through the development of the school improvement action plan based on participatory decision making, consensus-building processes, and secret ballot voting.

In a personal interpretation as a school principal in illustrating a model of school improvement, I use the metaphor of a pyramid. The pyramid’s four corners are represented by: 1. The targeted performance goals; 2. various specific curricular programs; 3. related professional development; and 4. the articulated school improvement action plan. All corners of the pyramid are connected by the foundation of *expected* measurable results. This square floor of the pyramid ties together the school improvement action plan; the performance goals of increased learning for all students; the institutionalization of various, specific curricular programs taught to maximize achievement of goals; and related professional development to ensure the teaching practices for institutionalizing the curricular programs. The walls of the pyramid are shaped by site-based decision-making, consensus-building processes through which the school improvement action plan is developed and achieved. The vertex or the highest point, analogous to *documented* increased student learning, is formed as the four sloping, triangular sides meet at the top. This pyramidal model for school improvement is not just theory at our school, since through it we qualified as one of the ten first successful state Pay-for-Performance schools in 1993-94, and have once again had our application approved for Pay-for-Performance for this school year. Working with the school community to achieve extraordinarily

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high performance goals in reading, language, and mathematics, we have significantly increased standardized test scores for three consecutive years, recording 100% faculty involved in related staff development, ensuring 100% institutionalization of 18 curricular programs (beyond system and state requirements) to maximize achievement of goals, and identifying nearly 100% of parent participation at curricular nights and daytime events pertaining to the school's performance goals. This thrust on school improvement has resulted in our being ranked sixth in the state by the Georgia Public Policy Foundation (1997). All of these achievements, however, are just byproducts of the achievement of our primary goal, which is increased learning for all students. Some of the professional development activities selected by our staff to aid in this accomplishment include Jan Turbill, Andrea Butler, and Brian Cambourne's "Frameworks" (a year-long study in developing a school-wide consistent philosophy/approach to teaching reading and

language arts); the TALENTS UNLIMITED Students Assessment Profile (a new authentic assessment tool used to denote students' growth in critical and creative thinking); the Harcourt Brace Assessment Workshop (a writing assessment rubrics model); RISE (a reading intervention program used to improve the reading skills of remedial readers); technology (numerous hours devoted to the teaching and learning of the reading and writing process through the use of networked computers); and learning how to compact the curriculum in the teaching of mathematical concepts.

In closing, no longer in striving for school improvement can we allow educators the luxury of identifying goals with no tie in to student learning. No longer in planning for professional development can we allow participants the luxury to "sit and get" in which educators are passive recipients of received wisdom. In the age of results-driven education, systems thinking, and constructivism, it is incumbent upon us to act responsibly for our students. In quoting former Vice President Dan Quayle, "It's a question of whether we're going to go forward into the future, or past to the

back." With Georgia's students at stake, we have no choice. Targeting student achievement as the bullseye of professional development is certain to propel our schools into the future with no chance to fall behind.

Henderson, A., & Lezotte, L. (1988). School based improvement and effective schools: A perfect match. *Network For Public Schools*, 13 (5), 2-5.

Joyce, B. & Showers, B. (1988). *Student achievement through staff development*. New York: Longman.

Richardson, J. (1997). Putting student learning first put these schools ahead. *Journal of Staff Development*, 18 (2).

Spark, D. & Hirsh, S. (1997). *A new vision for development*. Alexandria, VA: Association for Supervision and Curriculum Development.

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