

## Georgia ASCD Officers

Beverly Smith President Floyd County Schools 706/234-1031	Donna Butler Executive Director University of Georgia 706/542-3002
Connie Hoyle Past President Gwinnett County Schools 770/513-6619	Cathy Lord Geis Secretary Fayette County Schools 770/460-3990
June Kendall President-Elect White County Schools 706/865-2255	David Martin Treasurer Georgia Council on Economic Education 404/651-3280
Wendy Hughes Vice President for Membership Henry County Schools 770/957-6601	

## Executive Board Members-At-Large

Lyndal Webb Lowndes County Schools 912/245-2292	Cheryl Hunt Clements Cobb County Schools 770/640-4815
Jean Walker Gwinnett County Schools 770/513-6609	

## District Directors

Lyndal Webb Coastal Plains Lowndes County Schools 912/245-2292	Lynn Weaver North Georgia North Georgia RESA 706/276-1111
Freddie Gilyard First District Chatham County Schools 912/303-6300	Loretta Altman Northeast Georgia Walton County Schools 770/267-6544
Terri Gaspierik Griffin Fayette County Schools 770/460-3535	Linda Spivey Northwest Georgia Floyd County Schools 706/236-1835
Debbie Messer Chattahoochee-Flint Sumter County Schools 912/931-2613	Carliss Dollar Oconee Washington County Schools 912/552-2324
June Lewis Heart of Georgia Heart of Georgia RESA 912/374-2240	Larry Elbrink Okefenokee Okefenokee RESA 912/285-6151
Yvonne Frey Metro East Gwinnett County Schools 770/932-7400	Judy Hoberg Pioneer Pioneer RESA 706/865-2141
Rita Crawford Metro West Gwinnett County Schools 770/932-7400	Dorene Medlin Southwest Dougherty County Schools 912/431-1318
Angie Dillon Middle Georgia Monroe County Schools 912/994-7066	William Bass Central Savannah River Area Richmond County Schools 706/737-7232

## President's Remarks

As I write my last message as president of Georgia ASCD, the beauty of late spring is upon us. After a fairly mild winter, we are graced with greenery, an array of blooming flowers, a few refreshing showers, and the time for planting and envisioning growth.

When I became president in March 2000, this accomplished organization had just been awarded the *ASCD Affiliate Excellence Award in Communication* and *THE REPORTER* had been named an international award-winning newsletter for the *fifth* time. This year, at the 2001 ASCD Annual Conference in Boston, Georgia ASCD received the *Affiliate Excellence Award for Program*. Georgia ASCD also received its *sixth* Affiliate Publication Award for *Outstanding Affiliate Newsletter*. Truly the harvest has been good this year. We believe there is plenty of room in the 2002 storehouse to reap bountiful crops, also.

The Spring Conference 2001 theme was "Redefining Professionalism: Excellence with Accountability." The Georgia educators were excellent presenters, and the exhibits were informative. The general sessions were comparable to the general sessions at the ASCD International Conference. Dr. Carl Glickman, University Professor and Founder of the League of Professional Schools, served as our opening keynote speaker on March 1<sup>st</sup>. His presentation, titled "Dichotomizing American Education: Why No One Wins and America Loses," allowed us to see that there are many interpretations of democracy and its educational implementation. Dr. Peyton Williams, ASCD 2001 President-Elect and our Georgia Deputy Superintendent of Education, spoke about "Professional Excellence and Accountability." His speech was a talented delivery about ethics, passion, and quality in education. An outstanding, vigorous, and honorary presentation was given to Dr. Peyton Williams by the Soweto Street Beat Dancers. When Dr. Williams becomes ASCD President in 2002, Georgia ASCD will be honored to have a second Georgia Educator leading that organization. Dr. Gerald Firth, a former University of Georgia professor, was an ASCD president, also.

Alan November, a technology planner and senior partner with Educational Renaissance Planners, delivered his presentation with humor and insight. He suggested how technology may be used as a tool to improve student learning, and how important it is to plan for practical, productive use.

Did you know that Georgia ASCD was one of the eight founding affiliates of international ASCD? So it is no wonder that several educators from Georgia ASCD were among the record-breaking 15,000 attendees at ASCD's 56<sup>th</sup> Annual Conference and Exhibit Show in Boston at the Hynes Convention Center. The theme "Reaching for Balance: Resolving Educational Dilemmas" captured the many concerns in education today. Bertice Berry kicked-off the three days of meeting on Saturday, March 17 with "Healing the Village by Bridging the Gaps." She said, "It takes a whole village to educate a child, and



Beverly Smith

Spring 2001

## Contents

### Issue Theme: Another Very Good Year!!

President's Remarks Beverly Smith .....	Cover
Letter from the Editor Donna Q. Butler .....	2
What is ASCD? .....	3
Georgia ASCD Officers .....	4
2000-2001 in Review .....	5

### SECTION I Year in Review

Affiliate Receives Two International ASCD Awards .....	6
Community Building in a Diverse World: A Futuristic Perspective .....	7
Implementing Flexible Small Group Instruction in the Elementary Class- room: Strategies and Outcomes .....	10
Annual Spring Conference 2001 .....	14
A Special ASCD "Thank You" to Conference Exhibitors for 2001 .....	17
Georgia ASCD 2001 Awards .....	18
The Importance of Student Involvement in Professional Organizations .....	19

### SECTION II Professional Development Opportunities

2001 Georgia ASCD Fall Conference .....	20
<i>The Power of Latinos for a Stronger Georgia Conference</i> .....	22
PeachStar Targets State Curriculum Needs .....	23

Graphic Design by ~~Troy Bassett~~

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

## From The Editor



Donna Q. Butler

### Dear Georgia ASCD Colleagues,

It is hard to believe that another school year is behind us! It was a very good 58<sup>th</sup> year for Georgia ASCD.

This issue of THE REPORTER contains 24 pages of information about your Association. You will read about the international awards received by the Affiliate at the 2001 Annual ASCD Conference held in Boston, about accomplishments of educators from around the state, and about the excellent Georgia ASCD Conference held in Athens on March 1-2. Also included, you will find two very interesting and informative articles of importance to Georgia educators.

We hope that you enjoy reading this issue. Have a great summer and we look forward to working with you next year!

Sincerely,

Donna Q. Butler, Ph.D.  
Executive Director

### Continued from page 1

the village is sick." Rabbi Harold Kushner, the author of *When Bad Things Happen to Good People*, spoke about educators' need to learn how to nourish their own souls as well as students' minds. He said, "The school needs to be an emotionally safe place for students." Mae Jemison—astronaut, founder of Jemison Institute for Advancing Technology in Developing Countries, and professor of environmental studies at Dartmouth College—provided an informative and challenging close for the Conference on March 19. All of the speakers provided excellent food for thought and gave affirming messages to educators.

By participating in the ASCD Executive Board meetings, held on Friday and Monday of Annual Conference, we played a significant role by voicing our opinions on critical and relevant educational issues which direct ASCD work. The Issues Committee has identified three. Open Space Technology was used to explore the three issues under consideration: *educators and accountability, students and accountability, and educational*

Continued on page 24

### Southeast/Northeast Regional Networking Gala a Great Success in Boston!

Georgia ASCD joined other affiliates from the Southeast and Northeast regions to host a networking gala at the international ASCD Annual Conference in Boston. The gala was held on Sunday, March 18, from 8:00 pm till midnight at the Marriott.

This event proved to be one of the largest affiliate-sponsored activities at the conference, with over 400 attendees participating throughout the night. The Southeast and Northeast regions account for over thirty-eight percent of the affiliates in ASCD. The regions stretch from Maine to Louisiana to Ontario, Canada to Puerto Rico!

For the past six years, participants have enjoyed attending the annual networking events. They get to know other ASCD members, learn something new about the host-city, and spend the evening eating and dancing!

The Boston-based band, *The Touch*, provided live entertainment and dance music.

# What Is ASCD?

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

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

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

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

## Georgia ASCD Membership Application

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

## The Association at a Glance:

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

## Affiliates:

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

## Networks:

ASCD's 52 networks connect educators with similar interests and concerns on topics ranging from indigenous peoples' education to teacher leadership and school-university partnerships.

## Annual Conference:

ASCD's Annual Conference gathers over 13,000 educators each year to one of the most diverse and rewarding events in education.

**Next Year's Conference:  
San Antonio, March 9-11, 2002**

## Publications:

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

## Affiliate Action

### What is Georgia ASCD?

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

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

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

### What are the Benefits of Membership?

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

### Contact:

*Office of the Executive Director, Georgia ASCD • Aderhold Hall • The University of Georgia • Athens, Georgia 30602*

*Annual Dues: \$25.00*

### What is the Relationship Between Georgia ASCD and ASCD?

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

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

Please Return This Application & Check To:

Georgia ASCD, G-2 Aderhold Hall, The University of Georgia, Athens, GA 30602

# Georgia ASCD 2000-2001 Officers Executive Board & District Officers

## Officers

<b>President</b> - Beverly Smith	
Floyd County Schools .....	(706) 234-1031
<b>President-Elect</b> - June Kendall	
White County Schools .....	(770) 865-6935
<b>Past-President</b> - Connie Hoyle	
Gwinnett County Schools .....	(770) 513-6619
<b>Vice President for Membership</b> - Wendy Hughes	
Henry County Schools .....	(770) 957-6601
<b>Secretary</b> - Cathy Lord Geis	
Fayette County Schools .....	(770) 460-3990
<b>Treasurer</b> - David Martin	
Georgia Council on Economic Education .....	(404) 651-3280
<b>Executive Director</b> - Donna Butler	
University of Georgia .....	(706) 542-3002

## Members-At-Large

Lyndal Webb	
Lowndes County Schools .....	(912) 245-2292
Jean Walker	
Gwinnett County Schools .....	(770) 513-6609
Cheryl Hunt Clements	
Cobb County Schools .....	(770) 640-4815

## District Directors

<b>CENTRAL SAVANNAH RIVER AREA</b> — William Bass	
Richmond County Schools .....	(706) 737-7232
<i>Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Screven, Taliaferro, Warren, and Wilkes</i>	
<b>CHATTahoochee FLINT</b> — Debbie Messer	
Sumter County Schools .....	(912) 931-2613
<i>Chattahoochee, Clay, Crisp, Dooly, Harris, Macon, Marion, Muscogee, Quitman, Randolph, Schley, Stewart, Sumter, Talbot, Taylor, Webster and Americus City</i>	
<b>COASTAL PLAINS</b> — Lyndal Webb	
Lowndes County Schools .....	(912) 245-2292
<i>Ben Hill, Berrien, Brooks, Cook, Echols, Irwin, Lanier, Lowndes, Tift, and Turner Counties and Valdosta City</i>	
<b>FIRST DISTRICT</b> — Freddie Gilyard	
Chatham County Schools .....	(912) 303-6300
<i>Appling, Bryan, Bulloch, Camden, Candler, Chatham, Effingham, Evans, Jeff Davis, Liberty, Long, McIntosh, Tattnall, Toombs, and Wayne Counties and Vidalia City</i>	
<b>GRIFFIN</b> — Terri Gaspierik	
Fayette County Schools .....	(770) 460-3535
<i>Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding and Thomaston-Upson</i>	
<b>HEART OF GEORGIA</b> — June Lewis	
Heart of Georgia RESA .....	(912) 374-2240
<i>Bleckley, Dodge, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Wheeler, and Wilcox Counties and Dublin City</i>	
<b>METRO EAST</b> — Yvonne Frey	
Gwinnett County Schools .....	(770) 932-7400
<i>DeKalb, Gwinnett, Newton, and Rockdale</i>	
<b>METRO WEST</b> — Rita Crawford	
Gwinnett County Schools .....	(770) 932-7400
<i>Clayton, Cobb, Douglas, and Fulton</i>	

<b>MIDDLE GEORGIA</b> — Angie Dillon	
Monroe County Schools .....	(912) 994-7066
<i>Bibb, Crawford, Houston, Jones, Monroe, Peach and Twiggs</i>	
<b>NORTH GEORGIA</b> — Lynn Weaver	
North Georgia RESA, Consultant .....	(706) 276-1111
<i>Cherokee, Fannin, Gilmer, Murray, Pickens, and Whitfield</i>	
<b>NORTHEAST GEORGIA</b> — Loretta Altman	
Walton County Schools .....	(770) 267-6544
<i>Barrow, Clarke, Elbert, Greene, Jackson, Madison, Morgan, Oconee, Oglethorpe and Walton</i>	
<b>NORTHWEST GEORGIA</b> — Linda Spivey	
Floyd County Schools .....	(706) 236-1835
<i>Bartow, Catoosa, Chattooga, Dade, Floyd, Gordon, Haralson, Paulding, Polk, and Walker Counties and Bremen, Calhoun, Cartersville, Chickamauga, Rome and Trion Cities</i>	
<b>OCONEE</b> — Carliss Dollar	
Washington County Schools .....	(912) 552-2324
<i>Baldwin, Hancock, Jasper, Johnson, Putnam, Washington and Wilkinson</i>	
<b>OKEFENOKEE</b> — Larry Elbrink	
Okefenokee RESA .....	(912) 285-6151
<i>Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce, and Ware (and Glynn by mutual choice)</i>	
<b>PIONEER</b> — Judy Hoberg	
Pioneer RESA .....	(706) 865-2141
<i>Banks, Dawson, Forsyth, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, Union, and White Counties, Gainesville City</i>	
<b>SOUTHWEST</b> — Dorene Medlin	
Dougherty County Schools .....	(912) 431-1318
<i>Baker, Calhoun, Colquitt, Decatur, Dougherty, Terrell, Thomas, and Worth Counties, and Pelham and Thomasville Cities</i>	
<b>WEST GEORGIA</b> —	
<i>Carroll, Coweta, Heard, Meriweather, and Troup Counties and Carrollton City</i>	

## Liaisons

<b>Principals</b> — Robert Clark .....	(770) 931-5644
<b>RESAs</b> — Kathy Leverett .....	(706) 556-6225
<b>Georgia Department of Education</b> — Davis Nelson .....	(404) 656-2804
<b>ASCD</b> — Peyton Williams, Jr. ....	(404) 657-7410
<b>Teachers</b> — Carol Montesinos .....	(770) 969-6080
<b>Professors</b> — Barbara Holmes .....	(912) 430-4715
<b>Student Chapter</b> — Barbara Holmes .....	(912) 430-4715

## Standing Committees

<b>Program Committee</b>	
June Kendall .....	(706) 865-2255
Wendy Hughes .....	(706) 957-6601
<b>Governance Committee</b>	
Cheryl Hunt Clements .....	(770) 640-4815
<b>Issues Committee</b>	
Jay Wucher .....	(404) 669-4942
<b>Affiliate Excellence Award Committee</b>	
John Jackson .....	(706) 453-7688
<b>Georgia ASCD Awards Committee</b>	
Jean Walker .....	(770) 513-6609
<b>Vendors/Sponsors</b>	
Terri Gaspierik .....	(770) 460-3535

# Section I

## 2000-2001 IN REVIEW

IT WAS A VERY GOOD 58th YEAR FOR GEORGIA ASCD! Highlights include. . .

In the following pages, you will read about Georgia ASCD activities and successes for the past year and read articles written by presenters who joined members at conferences and special events.

---

### MEMBERSHIP

---

Georgia ASCD is almost 800 members strong! During the year, our membership brochure was revised and distributed.

---

### TWO ASCD INTERNATIONAL AWARDS

---

Georgia ASCD was recognized with the *2001 Affiliate Excellence Award for Programs* and *Outstanding Affiliate Newsletter Awards* at the ASCD Annual Conference in Boston, Massachusetts.

---

### ANNUAL SPRING CONFERENCE

---

Georgia ASCD held its Annual Spring Conference in Athens on March 1-2. Key-note speakers for the conference included Carl Glickman, Alan November, and Peyton Williams.

---

### ANNUAL FALL CONFERENCE

---

The Georgia ASCD Annual Fall Conference was held at the Crowne Plaza Macon. The conference featured Bobbie Krause and Carol O'Connor sharing effective strategies to provide differentiated instruction and a framework for understanding poverty. The theme was "Meeting Student Needs: Teaching for Results".

---

### STRATEGIC PLAN

---

Georgia ASCD's first Strategic Plan was written in 1995. It has been evaluated and refined several times since then, including this year's revisions to support the ASCD Student Chapters in Georgia through the mini-grant program and to include the chapter representatives in Executive Board Meetings.

---

### COLLABORATION

---

Georgia ASCD supported the work of the Georgia Staff Development Council at the National Staff Development Conference held in Atlanta.

---

### STUDENT CHAPTER

---

Georgia ASCD formalized its affiliation with the ASCD Student Chapter at Albany State University. Members of the Chapter attended board meetings, the Fall Conference, and the Annual Spring Conference.

---

### ASCD ANNUAL CONFERENCE

---

Georgia ASCD members presented at the ASCD Annual Conference in Boston. The affiliate provided support for this effort.

---

### ASCD AFFILIATE LEADERSHIP CONFERENCE

---

Two Georgia ASCD Executive Board Members presented "Communications: Best Practices for Community Collaboration and Effective Outreach" at the Affiliate Leadership Conference in Chantilly, Virginia, April 2000.

---

### FISCAL CONDITION

---

Georgia ASCD's Strategic Plan drives the allocation of its fiscal and human resources. We have accomplished many services this year and are still fiscally sound.

---

### THE REPORTER

---

Georgia ASCD's six-time international award winning newsletter, *THE REPORTER*, will continue its quality and excellence in soliciting, selecting, and publishing information important to Georgia educators.

---

### BOARD ORIENTATION

---

The Georgia ASCD Board of Directors and Officers provided orientation for new board members to assist them in preparing for their roles and responsibilities.

---

### WEBSITE REVISION

---

Georgia ASCD's website (<http://www.coe.uga.edu/gascd>), created in 1996, has been updated and contains information about: Georgia ASCD and ASCD; membership information; Annual Spring Conference; Annual Fall Conference; Awards and Recognition Program; Board of Directors and Officers (under construction); Georgia ASCD Past Presidents; and Past Issues of *THE REPORTER* (under construction).

---

### GEORGIA ASCD ANNUAL AWARDS

---

Georgia ASCD presented the following awards for 2001:

#### *Career Performance Award*

Carl Glickman, Founder League of Professional Schools and University Professor, (The University of Georgia)

#### *Children First Awards*

Jane Watkins, Martha Brown, Maryanne Jones, Jackie Beasley and Gwen Gantt (Gwinnett County Schools); Debra Phelps (Dougherty County Schools)

#### *Quality Contributions to Schools Award*

Bob and Mable Standridge, Standridge Color Corporation (Greene County)

#### *Ray Bruce Fellowship For Advanced Study in Educational Leadership Award*

Ellen M. Sabatini (Clarke County Schools)

## Georgia ASCD Does It Again!!!

# AFFILIATE RECEIVES TWO INTERNATIONAL ASCD AWARDS

For the second time in two years, Georgia ASCD has received two major awards from ASCD. The awards include:



Georgia ASCD 2001 President **Beverly Smith** (left) accepts the *Affiliate Excellence Award for Program* from **Gene Carter** (center), ASCD Executive Director, and **Kay Awalt Musgrove** (right), ASCD 2002 President.

### **Affiliate Excellence Award for Program**

Georgia ASCD received one of the top six international ASCD awards for 2001—the Affiliate Excellence Award in Communications! Dr. John Jackson, Georgia ASCD past president, prepared the dossier and submitted the application for the award. President Beverly Smith accepted the award on behalf of the Affiliate at the Annual Conference Recognition Luncheon in Boston.

The ASCD citation read, in part: *...Responsive, quality programming is one of the Affiliate's top priorities... Georgia ASCD continually expands ways to identify membership needs by consulting with the state's 17 district directors and performing regular assessments and surveys of conference topic relevance, session and presentation quality, and convenience of conference locations. Georgia ASCD uses membership feedback to determine future professional development events.*

*Innovative approaches and creative mind set are the pillars of Georgia ASCD's programs. Georgia ASCD conducts timely, relevant, well-organized conferences and workshops. Its Annual Spring Conference has been recognized by educators throughout the state as a premier educational event... Finally, Georgia ASCD uses its award winning newsletter THE REPORTER to keep everyone abreast of upcoming events and cutting-edge information on education and trends in Georgia education.*

A special thank you to all of the members who work so hard each year to make the conferences successful. Your feedback and attendance ensure successful professional development activities!

### **Outstanding Affiliate Newsletter Award**

Georgia ASCD newsletter, *THE REPORTER*, received its SIXTH international award during the 2001 Affiliate Publication Awards competition when it was chosen as the Outstanding Affiliate Newsletter! Donna Butler, Georgia ASCD Executive Director, served as editor-in-chief for the Winter 2000 issue submitted for consideration. The issue, *Character Education*, was produced in collaboration with the Georgia Humanities Council.

The ASCD citation read, in part:

*This newsletter has impressive editorial content, including perspectives on character education from a diverse array of people. Among the writers are the governor of Georgia and several state legislators, the state superintendent of schools, well-known experts on character education, and practicing educators (including a school psychologist). A great deal of effort and thought has obviously gone into soliciting articles from all of these people.*

Georgia ASCD is grateful to the Georgia Humanities Council for their work in helping to make the issue an excellent Character Education resource for Georgia educators. Requests for multiple copies of the issue were received from school districts, U.S. legislators, and associations from around the state.

# COMMUNITY BUILDING IN A DIVERSE WORLD: A FUTURISTIC PERSPECTIVE

**Gene R. Carter • Executive Director • Association for Supervision and Curriculum Development**

“The world is changing—it used to be so neat and tidy. The lines of demarcation were clearly drawn. Now the rules have changed and to borrow an agricultural metaphor—the future is now an open range, not fenced farms” (Butterfield). Today, we are living in what Peter Drucker refers to as the “age of social transformation,” when old rules are being turned upside down and a new social order is being created.

If the era we are leaving behind was defined by progress grounded in the physical sciences and the powerful machines of the manufacturing age, “the new age we are entering will almost surely be marked by *diversity*, marvels of *biological science* and *medicine*, a fully integrated *global economy*, progress dependent on the power of *human intelligence*, and an explosion in the use of *information technology*” (Wheatley).

Although the full dimensions of this new age are impossible to define, its boundaries can readily be discerned. Record levels of migration now bring diverse people into closer proximity. Population growth dynamics are creating new forms of inter-generational and interracial interdependence. Demands are sharpening for democratic accountability and fair treatment. Women’s and human rights movements are becoming more prominent. This implies that finding ways to promote power sharing and reconciliation between individuals, groups, and divergent interests is essential to community building. A new world is emerging—and it is all about diversity. Appreciating cultural diversity enables us to tap more broadly into the *creativity*, *energy*, and *enthusiasm* of more people.

We are also living during a time with more generational categories alive simultaneously than we have previously experienced. The generally accepted prediction is that the large cohort of aging baby boomers will continue to transform all elements of our society. Given that this group is serving in or moving into most associations’ ranks, the effects of this transformation are on an immediate horizon.

The shorthand theme that captures the essence of these different periods is that “matures” and “baby boomers” represent periods of stability, incremental change, and general social order, while “Generations X and Y” represent periods characterized by dramatic increases in choices, greater flexibility, and more revolutionary change. It is this fundamental difference in orientation to the world that calls on association leaders (i.e., “matures” and “boomers”) to rethink their strategies for engaging younger generations (“X’s and Y’s”) in our associations, organizations, and communities. Challenging issues, all raising the question amidst the stresses and demands of a new age, of what it means to build community in a diverse world.



Gene R. Carter

Against this backdrop, my remarks tonight are about the future—the future quality of our lives, our Association, our Affiliates, our society—and the community we must build as we move into the tenuous unknown.

## **What is community?**

When we think of the word “community,” what images does the word suggest? To Aristotle and Confucius, we come into this world as part of something bigger—a family, a community, a nation. “Like it or not, we have obligations to them. More than that, to be fully ourselves, we need them. We need other people in order to be ourselves” (Gardner).

In no way can we stand alone and pretend that what we do affects no one else and that no one else affects us. To this end, Geoff Mulgan has coined the word “connexity” for this new age. He argues that the big question of our times is whether we combine the freedom and opportunities which are thrown open to us with the necessity of interdependence.

Continued on page 8

On the other hand, John Gardner further suggests that “community is not a universe, nor a world, nor a nation. . . it is not a race, a class, a gender, or an occupation. It is a group you know in a place you know. That group also knows you. . . and that place has a place for you.”

But the traditional model of community will not serve our present purposes. Why? It had a homogeneity that will not be a part of any predictable future. It had little understanding of change and how to cope with it. It demanded a degree of conformity that contemporary individuals would regard as confining. It did not find it easy to deal with strangers—a major handicap in today’s transient world. And it depended on generations of history and tradition, in contrast to contemporary communities that must continuously rebuild their framework of shared values.

However, the traditional community did create a web of interdependency and mutual obligation in which individuals gave and received support—all giving, all receiving. We must reweave such networks of interdependency, for nothing builds community more surely than engagement in shared tasks. Whatever the specifics may be, the images always evoke a more involved sense of ourselves in relationship to a larger whole. “Change or exchange, shared by all,” is close to the sense of community in organizations today.

Therefore, community for our purposes involves people, you and me, who have the potential to interact with one another while having a shared experience. The experience focuses on connection. It emphasizes a sense or feeling that we are all in this “thing” together. And while the “e” word continues to explode, community must be based on the assumption of a virtual and physical world, not a virtual or physical world.

But, first Joseph Jaworski reminds us that our “mental model of the way the world works must shift from images of a clockwork, machine like universe that is fixed and determined, to a model of a universe that is open, dynamic, interconnected, and full of living qualities.”

In facing these circumstances, we are challenged to move from a rearview mirror perspective to a fast forward thinking approach. As technology use continues to explode, John Naisbitt’s reference to technology and Peter Senge’s reference to learning loom large. Naisbitt reaffirms that “the greater the technology, the greater the need for the human touch,” while Senge pronounces that “the greatest learning

takes place in dialogue between people—learning as a social process and not just an intellectual event.”

Reflection on these core processes leads us to this question. What creates self-organization in living systems? In response, Margaret Wheatley has made it clear that “self-organization in natural systems will emerge from the dynamic interconnectedness of three domains: *identity*, *information*, and *relationships*. If we want to build the resiliency and adoptive capacity of everyone in the organization; if we want the organization to increase its collective intelligence, potential for relatedness, and shared sense of meaning; and if we want to ensure long-term sustainability, we must be engaged in new community-building work, we must create the conditions whereby *identity*, *information*, and *relationships* are dynamically connected around the system’s larger purpose.”

Through the paradigm of the new sciences, we must not be fearful of creating transformational communities that learn their way into the future by inviting, engaging, and developing the fullness of human capacities. As John McKnight writes in his book *The Careless Society*, it is only when we are able to relate to others in our community that we will be liberated by the possibilities of knowing how to help each other.

Communities are the moral reinforcing rods of our society. In the new age, organizations like ours will be in the business of building communities. The wise use of new communications technology can help us build communities of interest by improving the quality of our interactions across time and space, creating teams, knocking down walls, and bringing people closer together.

How do we become a catalyst for community-building? People want to associate around four basic areas: *location* (where you are?), *discipline* (what you do?), *interest* (what you care about?), and *issues* (what confronts you?). Today they increasingly need to associate on the “fly,” but structures don’t allow them to do that easily. In the next few years, as technology moves us from text to voice and video, and from personal computers to handheld computers and other devices (i.e., palm pilots and cellular phones that provide Internet access), there will be an escalation of the immediacy and richness of the dialogue. These conversations can spawn new virtual and face-to-face groups.

The new Internet technology is also washing away old doctrines in organizations and communities. From e-tailing to e-trading, from e-mailing to e-reading and writing, the Internet has had a profound impact on our society. But the



Internet differs from computers in one key respect: the Internet is about communication, while computers are about information. As a result, schools and communities are no longer isolated islands with sporadic real-world ties. These changes impel us to reach beyond the walls of tradition and inertia, and seek ways to tap into the opportunities through shared leadership and building partnerships. These are the formal tools for building community.

With our rich history of community, credibility, content, and commerce, who better to get others associating freely than associations like ours? The following practices may assist us in community building:

- Forge a strong and distinct identity.
- Establish clear rules of inclusion.
- Share information across boundaries.
- Create serial reciprocity.
- Use symbols, myths, and stories to create and sustain values.
- Manage enough similarity so that the community feels familiar.

Against the realities of our times, it is clear that the dream of cohesive community will remain a dream until we move beyond the barriers we have built, consciously or unconsciously, around race, gender, equal access, and the composition of the work force. The old answers do not fit the new questions and challenges, so all of us who care about building and renewing community must work to create the new community—the inclusive community that embraces all its people.

In the Masai culture a common greeting is “how are the children?” The common answer is “all are well.” In building community we must think about how “all are well.” In building community we must think about how “all” in our shared existence can be well. We must care enough to dare to take the lead. Those who do will be the real heroes and heroines of the future.

As Cisco Systems asks in its TV commercials: “Are you ready?”

To all of you—leaders in education—go in hope and do so with dispatch, dazzle all with your boldness, think imaginatively, transform indifference into action, move things to the next level, ask the “why not” questions, challenge all on the quiet dogmas of the past, and be unrelenting idealists without illusions when it comes to people of all ages.

In conclusion, remember “the task is not so much to see what no one yet has seen, but to think what nobody yet has thought about that which everybody sees.”



Recently, Dr. Carter (far right) visited Gwinnett County's Parkview High School to share his thoughts about the importance of nurturing diversity in our schools. He is pictured above with fellow panelists (left to right) Rosa Santiago-Zimmerman, David Seago, Frances Davis, and Suttiwan Cox. Dr. Robert Clark, Parkview High principal and Georgia ASCD past president (not pictured), organized the event and served as moderator for the panel.

## References and Bibliography

- Butterfield, B. (2000, April). *Preparing for an open range future*. Association Management, 52 (4), 32-34.
- Cafaude, J. (2000, January). *Cultivating new leadership*. Association Management, 52 (1), 74-75.
- Gardner, J. (1996, Autumn). *A call to build community*. The Johnson Foundation, Inc., 18 (4), 8.
- Handy, C. (1999, November). *Shaping your future*. Executive Excellence, 16 (11), 11.
- Handy, C. (1998). *The hungry spirit*. New York: Broadway Books.
- Jaworski, J. (1996). *Synchronicity: The inner path of leadership*. San Francisco: Berreth-Koehler Publishers.
- Joyce, M. (1996, Autumn). *Toward one another: Reclaiming civil community*. Wingspread Journal, 18 (4), 8.
- Schmidt, P. & Koch, T. (2000, April). *Community building: Enhancing member value and organizational loyalty*. Executive Update, 11.
- Senge, P. (1999). *The dance of change*. New York: Doubleday.
- Smith, J.W. & Clurman, A.S. (1998, April). *Rocking the ages: The Yankelovich report on generational marketing*. New York: Harperbusiness Publishing.
- Wheatley, M. & Kellner-Rogers, M. (1996). *A simpler way*. San Francisco: Berreth-Koehler Publishers.

**Learn more about community building  
at the 2001 ASCD Annual Conference  
and Exhibit Show!**

**San Antonio, Texas**

**March 9-11, 2002**

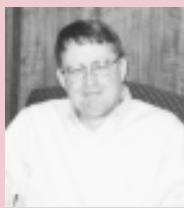
**For more information,  
contact ASCD at (800) 933-2723.**

# Implementing Flexible Small Group Instruction in the Elementary Classroom: Strategies and Outcomes

**Joseph M. Wisenbaker • Associate Professor • University of Georgia • College of Education**

**April Cooper • Teacher • Chatahoochee Elementary School • Duluth, Georgia • Gwinnett County Schools**

**Denise Vandament • Teacher • Chatahoochee Elementary School • Duluth, Georgia • Gwinnett County Schools**



Joseph Wisenbaker

*In the fall of 1998, I began working as an evaluator with April Cooper and Denise Vandament. They had been awarded a small grant from Georgia's State Department of Education. The purpose of the grant was to develop a project to help teachers confront the difficulties posed by the immense academic diversity of their students. Their solution to this challenging issue was imminently successful, yielding benefits nearly as large as an **extra year of instruction per academic year** when implemented by teachers experienced in its use. Just as impressive, the **benefits are equally shared** by students regardless of their initial level of achievement.*

*In nearly 30 years of working with educational research and evaluation, I have not seen another program as profoundly effective or with the potential for so fundamentally improving educational outcomes for children. April and Denise have brought into existence an educational environment that, if thoroughly implemented at the elementary grades, would truly change what defines excellence in education!*

**Joseph Wisenbaker • joe@coe.uga.edu**

## Background

One of the greatest challenges faced by classroom teachers in Georgia, or any state, is dealing with the degree of academic diversity among their students. Adapting instruction for classes which differ in terms of their **average** is not very difficult for most teachers; however, accommodating a great deal of **variation** within a classroom is a very different matter. Take almost any third grade classroom and look at, for instance, students' reading level. Regardless of where the average may be, there are likely to be some students whose reading level is several grade levels above their peers and others several grade levels behind. The same with respect to mathematics is likely to be nearly as

Using whole group instruction in such settings creates a multitude of difficulties for both teachers and students. If a teacher directs instruction to the middle, students at the upper end will have to endure the repetition of what they already know. At the same time, students at the lower end will be exposed to instruction for which they are not yet prepared. Any other targeting strategy employed in whole group instruction will, inevitably, be of direct benefit only to a subset of the students in any one class, unless all students are exactly at the same level of achievement.

To some extent, there are programs in place to deal with some aspects of this problem. *Pull-out programs* for students labeled as having special needs allow for some accommodation to student differences; however, potential pernicious effects from such programs have fueled a call for greater efforts to be more inclusive in terms of providing instruction for those students within the regular classroom. If anything, this will exacerbate the problems that regular classroom teachers face in coping with student variation.

Just over four years ago, teachers April Cooper and Denise Vandament began developing and implementing a strategy to deal with these challenges. The program that they created is based on an eclectic combination of ideas growing from a wide variety of efforts to improve educational outcomes for at-risk, regular, and gifted students. It also echoes many of the concepts inherent in differentiated instruction being actively advocated by Carol Ann Tomlinson and many of her colleagues around the country<sup>1</sup>. In a sense, both sets of ideas grow out of the same needs for accommodating a wide range of academic diversity in classrooms increasingly subject to demands for inclusiveness and ever increasing insistence on accountability.

As they worked to develop their program, Cooper and Vandament consulted the elementary education literature for ideas and examples of successful programs to increase academic success of at-risk, regular, and gifted students in reading, language arts, and math. Several particularly promising ideas were extracted from that literature. One focused on giving students a meaning-based, integrated language arts curriculum<sup>2</sup>. Another program emphasized providing large amounts of time for actual reading: time for students to talk to each other, the

teacher, and others to reinforce language development<sup>3</sup>.

Van Kraayenoord and Paris's writing about Australian primary schools<sup>4</sup> led to the incorporation of small group instruction, independent centers, flexible groups, and student portfolios in reading and language arts instruction. In addition, they focused on ideas involving flexible student grouping based on achievement, the rotation of teachers to capitalize on individual teaching strengths, and spending more time in direct instruction while minimizing *pull-out programs*<sup>5</sup>.

The approach they adopted is known as the *Clustering to Help Individual Differences Project* (or *ProCHILD*, for short). In what they have done thus far, there are five critical components which are outlined below.

### Program Details

**First**, teachers at a given grade level work together to select particular components of the curriculum to emphasize. This involves both a review of the curriculum and an appraisal of the kinds of needs experienced by the students. While historical results from standardized testing have some place here, the clinical judgments of the teachers are even more important.

**Second**, within each curricular area that has been identified for emphasis, the teachers work to identify logically-linked skills that might reasonably comprise 2 to 3 week instructional units and to create lesson plans appropriate for small group instructional settings. At the same time, the teachers cooperatively develop skill specific tests that can be used both to place students into appropriate units of instruction, based on their instructional needs, and to assess each student's mastery of the material at the end of a particular unit. In addition, appropriate small group instructional activities are identified, or created, that can be reasonably delivered by someone other than a certified teacher.

**Third**, at the beginning of the year students are assessed using their performance on skill specific pre-tests. This helps teachers make judgments about the beginning unit appropriate for each student. Based on those results, students within a given class are organized into from 2 to 4 small groups within any

## Small Group Instruction Model in Action . . .



April Cooper



Denise Vandament

Together we have nearly 30 years of experience in the classroom — ranging from teaching in grades 1 through 4 to special education in both primary and middle grades. In spite of the relatively high level of performance our students have typically attained on standardized tests, we felt that we could foster much higher levels of student achievement if we could just change what we were doing in the context of traditional classroom organization.

Teaching using the flexible **small group instruction model** comes as close as possible to allowing students to work at their own pace. Furthermore, the collaborative planning that takes place among the teachers using that model allows for exploring various strategies to help students succeed.

Of all the things we have done in our classrooms, we have found this approach to be the most successful in fostering student achievement. Since we implemented this model, we have been amazed at the level at which our students perform. The advantages that we see are as follows:

### Teacher Perspective:

- more direct teaching time
- small group/individualized student instruction
- sharing of ideas and resources with other teachers
- ability to group students with similar strengths and weaknesses
- use flexible groups
- develop close working relationships with students and parents
- provide stronger knowledge of curriculum
- ability to provide students and parents with immediate feedback

### Student Perspective

- work with peers with similar strengths and deficits
- work at own pace
- improved self-concept (due to students working in small groups at their instructional level)
- more direct teacher contact
- exposure to various teaching strategies and different teachers
- challenged due to pre and post-testing
- peer interaction increased
- all students are successful

April Cooper • [April\\_Cooper@gwinnett.k12.ga.us](mailto:April_Cooper@gwinnett.k12.ga.us)

Denise Vandament • [Denise\\_Vandament@gwinnett.k12.ga.us](mailto:Denise_Vandament@gwinnett.k12.ga.us)

particular curricular area (reading, language arts, math, etc.). Teachers working cooperatively at a given grade level share students from the standpoint of forming groups. This effort is crucial for ensuring that students receive instruction geared to what they need to learn in a given area.

**Fourth**, 'helpers' are identified and trained to provide the extra hands necessary for staffing the small groups. Thus far, this aspect of the program has been implemented using several different models, none of which have required hiring personnel over and above what would otherwise be necessary in a regular setting. The adults participating in this have included parent volunteers, volunteers involved with school business partners, existing classroom paraprofessionals, elementary education interns from a teacher preparation program, and college

Continued on page 12

undergraduates fulfilling required school experience hours mandated for a general educational psychology course.

**Finally**, the fifth component deals with the instructional day. It is organized to include a mix of appropriate large group instructional experiences, as well as small group instruction. To some extent, the timing of these activities has to be coordinated among teachers who are participating and with the others who are assisting with instruction to guarantee that the small groups can be appropriately staffed. Small group instruction in any one curricular area may range from 1 to 1.5 hours per day with one other adult assisting the teacher. Within those times, and in each classroom, students rotate through a number of instructionally appropriate activities. Some of the activities are coordinated by an adult (the teacher, paraprofessional, volunteer parent, etc.) and other activities may involve independent work with relatively little adult supervision.

At the end of a particular unit, students are posttested to assess their mastery of the material using the same or similar tests as those involved in placing the students into their groups. Those who are successful proceed to the next unit in a given curricular area. Those not successful are *reinstucted* in the next cycle; however, the teachers are mindful of what the student has and has not yet fully learned. This component is what contributes to the flexibility of the small groups: students continually are *remixed* in different small group situations depending on what they have and have not learned.

All of this obviously demands that teachers and school administrators alter their approach to classroom instruction and staffing. What makes this program worthwhile is the kind of effect that it has on student achievement.

## Evaluation

During the 1998-99 school year, this instructional approach was implemented at Jackson Elementary in Gwinnett County. It was funded through a Georgia State Department of Education Innovation Grant supported, in part, by Federal Title II funds. Wisenbaker served as the program evaluator for that grant, assisting with the design and implementation of the evaluation.

At each of grades 2, 3, and 4, a group of three collaborating teachers was identified to work with the approach in the areas of reading, language arts, and mathematics. Student performance on the Iowa Tests of Basic Skills (ITBS) in these same areas was used as pretest and posttest assessments. These assessments were contrasted with those of other students in the school who were at the same grade level but were not involved with the program. Because this was done in a very large school, there were roughly a dozen other classrooms at each grade level for comparison.

Initially, both program participants and non-participants scored quite high. For example, the average reading percentile rank for second grade participants was 70 and for non-participants was 59. This was entirely consistent with the nature of the

population attending Jackson Elementary at that time. As student participation was, in part, a function of parental choice, there were also initial advantages in favor of program participants that became particularly pronounced for students in the fourth grade. This made adjusting for those differences very important in the final analysis.

The analyses yielded statistically significant results for seven of the nine tests related to program effects. The only two exceptions were for Language Total at grades 3 and 4. The results were clearly in favor of the program. At the same time, the magnitude of those effects did vary. The largest differences occurred among the 2<sup>nd</sup> graders (where Vandament and Cooper were present), with smaller but still important differences for 3<sup>rd</sup> and 4<sup>th</sup> graders.

The ITBS scale scores were particularly important from the standpoint of characterizing just how large the program's effects were. Because they were designed to permit explicit comparisons across both test form and grade level, it was possible to look at something the authors are calling **added program benefit**. This relates the advantage attributed to program participation to what might be expected in terms of a year's growth in test performance. For instance, the extra benefit from being in the program in second grade amounted to nearly an **extra year of performance gains** (.79, .99 and .81 years for math, reading and language, respectively). While those gains were smaller in the other grades (.44 and .27 years for math and reading in third grade, and .77 and .32 years for math and reading in fourth grade), they clearly reveal large and meaningful differences.

Given the level of interest in seeing that students gain a year's 'growth' for each academic year, we also looked at the proportion of students who attained at least that much of an improvement in their scale scores. As might be expected, the greatest differences here were for the 2<sup>nd</sup> graders. In math, 97% of program participants gained at least a year's growth compared to 75% of the non-participants. In reading, the corresponding results were 83% for participants and 51% for non-participants. In language, 88% for participants and 73% for non-participants. Those differences dwindled markedly for 3<sup>rd</sup> graders and were nearly absent for 4<sup>th</sup> graders: however, it is important to remember that the 3<sup>rd</sup> and 4<sup>th</sup> grade teachers were entirely inexperienced in using the *flexible small group instruction model*.

Of nearly equal importance, other more detailed analyses indicated that the benefits from the program were equally shared by students regardless of their initial level of achievement. This was neither a compensatory program benefitting only the most disadvantaged nor an enrichment program benefitting only the most advantaged. In the rising tide of achievement, all boats were effectively lifted.

The variation observed across grade level in the effects of program participation was likely related to variation in the implementation of the program activities across classroom clusters. Such implementation variation might be expected given that Cooper and Vandament were two of the three teachers on

the 2<sup>nd</sup> grade instructional team, while the teachers involved in the 3<sup>rd</sup> and 4<sup>th</sup> grade were newly recruited to participate. Cooper's and Vandament's experiences strongly suggest that, over a longer period of time, those differences would likely diminish as teachers become more experienced with the approach.

### Recommendations and Current Developments

Based on the extraordinary success of the program in the 2<sup>nd</sup> grade and the substantial benefits in reading and math noted in the 3<sup>rd</sup> and 4<sup>th</sup> grades, it would seem that the complete implementation of this model would radically improve students' mastery of the essential skills making up a large part of the elementary curriculum in those grades. Likewise, it has the same potential for changing the outcomes of schooling for other grades at the elementary level.

What probably makes this all work is the very large reduction in the teacher-pupil ratio afforded by small group instruction<sup>6</sup>—along with making good instructional decisions based on students' performance on curriculum specific testing. These are elements that nearly anyone would say are just 'common sense.' What is uncommon, is their being successfully implemented as thoroughly as has been seen here.

This model is now being implemented in another school in Gwinnett County where Cooper and Vandament are currently working as first grade teachers. There is substantial administrative support there for it being extended to other teachers and grades. To facilitate that, Wisenbaker's department, Educational Psychology at the University of Georgia College of Education, is providing standardized tests, and support for their scoring, as part of an action research effort involving all of that school's first grade teachers.

The model is also being implemented in the first grade of an elementary school in Clarke County where there is a very different student and parent population. Once again, the UGA College of Education is providing testing support to help the administrators and teachers make well informed decisions relative to expanding the program into other grades in coming years. At the same time, staffing for implementing the small group instruction model there is being provided by university students as part of course and internship requirements. The administrators and teachers involved there are already contemplating extending the model into other grades and even allowing for small group instruction with students across grade levels.

Given the large variation across Georgia's schools in student achievement and the potential for involving volunteers of various sorts to make implementing small group instruction possible, a uniform application of the Cooper-Vandament model across the state would probably require an approach based on the use of paraprofessionals. To some extent, the amount of such help necessary may also vary as a function of student characteristics related to their ability to work independently. Our experiences in Clarke County suggest that each small group may need its

own adult leader in many instances. The cost of accomplishing this under a model using paid paraprofessionals would likely be somewhere under \$500 per student per year - a fairly substantial investment indeed but still less than 10% more than the total per pupil expenditures currently supported<sup>7</sup> and yielding outcomes deemed unacceptable by many.

Individually, these aspects of *flexible small group instruction* can make substantial differences in educational outcomes for students. Over time, their combined effect would be to provide a truly more individualized form of education for our children, making real the promise of an effective system of public education. Sustained implementation across grades in any school would effectively redefine the meaning of excellence in education to the point where a public education would become something that all parents would demand for their children and not simply accept as the only thing they could afford.

---

### Footnotes:

<sup>1</sup> See the issue devoted to differentiating instruction in *Educational Leadership*, Vol. 58 (1), September 2000.

<sup>2</sup> See Bergman, J.L. and Schuder, T. Teaching at-risk students to read strategically, *Educational Leadership*, Vol. 50 (4), December 1992 and VanVleck, C., Fritzsche, E., Joiner, Lorvig, L., and Lentz, L. South Bay Elementary School, *The Reading Teacher*, Vol. 48 (3), November 1994.

<sup>3</sup> See Fielding, L.G. and Pearson, P.D. Reading comprehension: what works, *Educational Leadership*, Vol. 51 (5), February 1994.

<sup>4</sup> See van Kraayenoord, C.E. and Paris, S.G. Literacy instruction in Australian primary schools, *The Reading Teacher*, Vol. 48 (4), November 1994.

<sup>5</sup> See Canady, R.L. Parallel block scheduling: a better way to organize a school, *Principal*, Vol. 69 (3), January 1990 and Parallel block scheduling: an alternative structure, *Principal*, Vol. 72 (3), January 1993.

<sup>6</sup> Although with vastly greater effects than the recent reanalysis of the STAR project data in Tennessee would suggest. See Nye, B., Hedges, L.V. and Konstantopoulos, S. The effects of small classes on academic achievement: the results of the Tennessee class size experiment, *American Educational Research Journal*, Vol. 37 (1), Spring 2000.

<sup>7</sup> Based on the 1998-99 Georgia Public Education Report Card, the per FTE total cost amounted to just over \$5,500.

**LEARN MORE ABOUT INDIVIDUALIZED  
INSTRUCTION AT THE GEORGIA ASCD  
2001 ANNUAL FALL CONFERENCE!**

**"MEETING STUDENT NEEDS:  
A BRAIN-BASED APPROACH  
TO  
TEACHING AND LEARNING"**

**SEPTEMBER 17, 2001 • MACON, GEORGIA**

**SEE PAGES 20-21 FOR DETAILS.**

# Annual Spring Conference 2001

Georgia educators participating in the 2001 Annual Spring Conference joined colleagues from across the state in addressing important issues in education. They attended keynote sessions given by Carl Glickman, Peyton Williams, Alan November, and Linda Schrenko; enjoyed the performance of the Soweto Street Beat Dancers, a South African dance company; and spent time conversing with leaders in education about the latest in educational research and best practices.

Conference highlights are presented for your consideration. Details about the 2002 Annual Spring Conference will be posted to our website at <http://www.coe.uga.edu/gascd>.



**Carl Glickman**, University Professor, University of Georgia, delivered the opening keynote address titled "Dichotomizing American Education: Why No One Wins and America Loses."



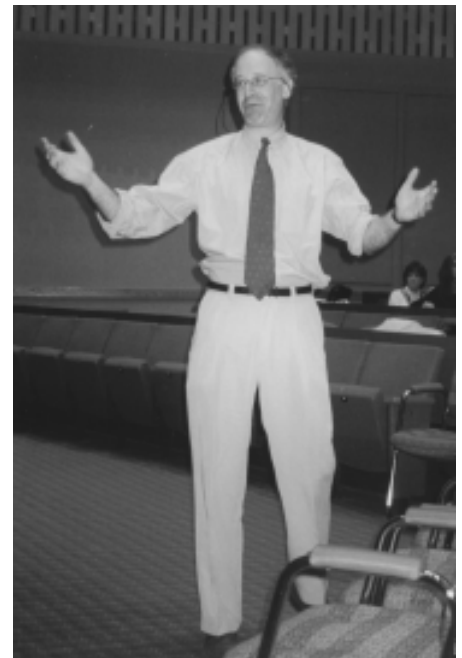
State Superintendent of Schools **Linda Schrenko** gave the luncheon address as an informative closing for the 2001 conference. Pictured are **President Beverly Smith**, **Superintendent Schrenko**, and **President-Elect June Kendall** (left to right).



Georgia ASCD President **Beverly Smith** and ASCD President-Elect **Peyton Williams** paused for a quick newsletter picture prior to Dr. Williams' Thursday evening keynote presentation.



As Allen made last-minute adjustments to his computer program, Georgia ASCD Past-President **Connie Hoyle** introduced him as a speaker that the audience would find creative and inspiring.



**Allen November**, Educational Renaissance Planners, challenged participants to think about the linkages between education and technology in new ways.

# Another Georgia ASCD Success!!!



Coastal Plains District Director **Lyndal Webb** (right) received a Georgia ASCD Leadership Award for her contribution to the Association. President **Beverly Smith** (left) presented the award.



An important part of the annual business meeting, held each year at the spring conference, is the election of officers for the upcoming year. Above, **Cathy Lord Geis, David Martin, Jean Walker, Connie Hoyle, Judy Hoberg, Loretta Altman, and Dorene Medlin** take part in the swearing-in ceremony for 2001-02 officers and district directors.



Northeast Georgia District Director, **Loretta Altman**, and **Tommy Richardson** took time to discuss important points of the keynote address before joining their next session.



Vice President for Membership **Wendy Hughes** (center), Griffin District Director **Terri Gaspierik** (right), and Membership Services Assistant **Carolyn Taylor** (left), were available to answer questions about joining Georgia ASCD— and about becoming an active member of the organization.



Past President **Pricilla Doster** discussed important issues in Georgia education with colleagues during the closing luncheon on Friday.



After her luncheon presentation, State Superintendent of Schools **Linda Schrenko** answered questions and greeted Georgia ASCD members.



# Spring Conference (continued) . . .



Jason Wetzel and Beverly Smith paused between sessions to discuss Jason's work at the Georgia Center for Character Education.



Georgia ASCD and the Georgia Department of Education have a long history of collaboration and cooperation. State Superintendent of Schools **Linda Schrenko** (second from right) is pictured above with Georgia ASCD officers (left to right) **Cathy Lord Geis, Terri Gaspierik, June Kendall, and Wendy Hughes.**



Past President **Robert Clark** congratulated **Wendy Hughes** on her selection as president-elect for 2002.



Past President **John Jackson** (left) joined Okefenokee District Director **Larry Elbrink** (right) in providing support for the success of the 2001 Annual Spring Conference.



During his annual report to the membership, Treasurer **David Martin** stated that the Association is in strong fiscal condition.



**The Soweto Street Beat Dancers**, one of the only South African dance companies currently performing in the U.S., entertained participants at the evening general session on March 2<sup>nd</sup>. Members of the dance company spoke about their country's language and music — and even encouraged audience volunteers to join them on stage to better learn about the dances. Georgia ASCD invited the University of Georgia faculty,



staff, and students to attend the session. Students taking an African Language course were among the UGA participants accepting the invitation to learn more about South Africa through music and dance. **The Soweto Street Beat Dancers** are scheduled to perform for several weeks at Walt Disney World during Summer 2001.



# A Special Georgia ASCD "Thank You" to Conference Exhibitors for 2001

## AMSCO SCHOOL PUBLICATION

Fred Sprouse  
315 Hudson Street  
New York, NY 10013  
(212) 675-7010

## A PERSONAL PLACE

Tina Dudley  
656 Riverbend DR  
Jonesboro, GA 30238  
(770) 719-2691

## BRAINCHILD INC

Philip Olive  
2553 Chimney Springs DR  
Marietta, GA 30062  
(770) 811-2724

## COMPASSLEARNING

Linda Middleton  
1856 Colland DR  
Atlanta, GA 30318  
(800) 221-7927

## ECI SOFTWARE

Brad Iverson  
24 West Main Street, STE 15  
Marshalltown, Iowa 50158  
(641)753-6676

## GLENCOE/MCGRAW-HILL

J Robert Lee and Sue Troff  
6510 Jimmy Carter BLVD  
Norcross, GA 30071  
(770) 446-7431

## LAKESHORE LEARNING MATERIALS

Rich Carlson  
PO Box 6261  
Carson, CA 90749  
(800) 421-5354

## PERMA-BOUND

Gloria Norris  
230 N Peak DR  
Aldora, GA 30204  
(770) 594-2546

## PLATO LEARNING

Greg Norman  
404 Half Hitch CT  
Woodstock, GA 30188  
(770) 516-9818

## SEQUOYAH LITERACY SYSTEMS

Heidi Dezell  
142 Tri County RD  
Brooks, GA 30205  
(770) 719-3594

## SRA/MCGRAW-HILL

Jeff Huenniger and Robyn Wiener  
8936 Western Way, Suite 5  
Jacksonville, FL 32256  
(404) 355-0201

## THE CHARACTER ACADEMY

Caron Caswell Lazar  
3043 Moore Avenue  
Lawrenceville, GA 30044  
(770) 985-0602

## THE WRIGHT GROUP

Carol Ann Barr  
4725 Cobb Parkway, Suite 201  
Acworth, GA 30101  
(770) 529-9993

## THOMSON LEARNING

Terry Smith  
1708 Harts Run  
Chamblee, GA 30341  
(770) 455-6294



**Caron Caswell Lazar**, The Character Academy



**Robyn Wiener and Jeff Huenniger**, SRA/McGraw-Hill



**Heidi Dezell**, Sequoyah Literacy Systems



**Carole Sosbee** (standing) reacted with great surprise when she won a \$250 gift certificate from conference exhibitor, SRA/McGraw Hill.



**Tina Dudley**, A Personal Place



**Wendy Hughes and Terri Gaspierik** (standing at podium, left to right) distribute door prizes generously donated by exhibitors and friends of Georgia ASCD.

# Georgia ASCD 2001 Awards

## GEORGIA ASCD AWARDS PROGRAM

Each year, at the Annual Spring Conference, Georgia ASCD recognizes outstanding contributions of Georgia educators through its Quality Educational Leadership Awards. Those awards include the Career Performance, Instructional Improvement, Quality Contributions to Schools, and Children First. Additionally, Georgia ASCD presents the Excellence in Education Mini-Grant Program and the Ray Bruce Fellowship for Advanced Study in Educational Leadership.

We encourage you to think about nominating someone from your schools district for recognition by Georgia ASCD. You may obtain more information by contacting Jean Walker, awards chairperson, at Gwinnett County Public Schools, School Improvement Office, P.O. Box 343, Lawrenceville, GA 30046. Complete information and nomination forms are available from the Georgia ASCD website, [www.coe.uga.edu/gascd](http://www.coe.uga.edu/gascd).

## CAREER PERFORMANCE AWARD

This award recognizes a member of Georgia ASCD whose cumulative accomplishments show exemplary professional dedication and good works consistent with the mission and beliefs of Georgia ASCD.

Dr. Carl Glickman, University Professor, professor of social foundations of education, and chair of the Program for School Improvement at the University of Georgia College of Education, received the 2001 Georgia ASCD Career Performance Award.

During his thirty years as an educator, Dr. Glickman has been the founder and head of various university-public school collaborations, including the League of Professional Schools. His collaborations focus on school renewal through governance, action research and democratic education. In addition, Dr. Glickman has been principal of award-winning schools, the author of many articles on school leadership, chair of policy task forces to revitalize the public purpose of higher education and public schools and the recipient of the outstanding teacher award in the UGA College of Education.

## QUALITY CONTRIBUTIONS TO SCHOOLS AWARD

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 beliefs of the Georgia. Mable and Bob Standridge, owners of Standridge Color Corporation, received the 2001 Quality Contributions to Schools Award.

The Standridges are committed to working with the Greene County Schools by providing financial and human resources. The relationship between Standridge Color Corporation and the school system is an example of a true school/ business partnership in which a business has sought to meet the needs of students in its community using extraordinary measures.

When the Standridges built a new manufacturing facility, it included a model classroom and lab area designed for training high school students and its employees. They also provide the services of an education specialist who co-teaches with a Greene County teacher at the facility each school day. The unselfish commitment of Bob and Mable Standridge makes these "hands-on" learning experiences possible for students in the Greene County School District.



Georgia ASCD Award Recipients for 2001 include: (standing left to right) John Jackson, Georgia ASCD Past President; Ellen Sabitini, Clarke County Schools; Debra Phelps, Dougherty County Schools; Carl Glickman, University of Georgia College of Education; Jean Walker, Georgia ASCD Awards Chair; (seated left to right) Martha Brown, Gwinnett County Schools; and Jane Watkins, Gwinnett County Schools. Not pictured: Mable and Bob Standridge, Greene County Schools.

## QUALITY EDUCATIONAL LEADERSHIP AWARD:

### CHILDREN FIRST AWARD

The Children First Award recognizes an individual or group of individuals for their initiative in developing and implementing a program consistent with the mission and beliefs of the Georgia ASCD. For the first time, the Association is giving two awards because each of the programs is so very important to its community. Recipients for the 2001 Children First Awards are *The KIDS Academy* of Dougherty County School District and the *LINKS* program of Gwinnett County Schools District. In addition to the award recognition, each program received a \$500 stipend to support the continued work.

### *The KIDS Academy*

In 1998, Debra Phelps, early childhood supervisor, Dougherty County Schools, designed *The KIDS* (Keying into Instructionally Diverse Students) *Academy*, as a preventive intervention for young children who are struggling. The program began in the summer and operated as an extension of the school year.

The KIDS Academy model includes alternative instructional techniques such as team teaching, attending to multiple intelligences, school year block scheduling, and individualized lesson plans.

The program has expanded from 40 students and 8 teachers in 1990 to 200 students and 28 teachers in 2000. It is the system's goal to eventually provide this intervention in all 18 elementary schools.

### *LINKS program*

The Lilburn Elementary in Gwinnett County began the LINKS program (Lilburn Invests in Neighborhood Kids) in March 1999 as part of the 21st Century School Grant. It is a two hour extension of the school day designed to provide more time and opportunity for children to achieve the grade level curriculum. A significant number of the school's students were going home to empty houses and apartments so a program was needed to assist children academically and provide them with a safe environment.

Data collected about *LINKS* shows that students who attended the after school program grew in their language arts and math skills. Attitudinal surveys by parents, students, and teachers indicate that the program has provided a safe environment where children could learn and grow.

Accepting the award for Lilburn Elementary were Jane Watkins, assistant principal and program director, and Martha Brown, teacher and program director.

### **OUTSTANDING ACHIEVEMENT IN SERVICE TO GEORGIA ASCD AWARD**

This award recognizes a Georgia ASCD officer, district director, or member who goes “above and beyond” in service to the Association. The 2001 recipient is Dr. John Jackson, past president of Georgia ASCD. He was honored for his work in preparing the Georgia ASCD award dossiers for the international ASCD Affiliate Recognition Program.

For each of the last two years, Dr. Jackson provided leadership in the Georgia ASCD applications. The Association received the 2000 Affiliate Excellence Award in Communications and the 2001 Affiliate Excellence Award in Programming. The award application process is very detailed and requires many, many hours of intensive preparation in documenting and describing the work of the affiliate. Dr. Jackson’s continued efforts on behalf of Georgia ASCD are very important to the national visibility of the Association.

### **RAY BRUCE FELLOWSHIP FOR ADVANCED STUDY IN EDUCATIONAL LEADERSHIP AWARD**

The Georgia ASCD Ray Bruce Fellowship Award recognizes an outstanding individual who is currently enrolled in a graduate program in Educational Leadership at an accredited institution of higher learning in the state of Georgia. Ellen Sabatini, third grade teacher at the Alps Elementary School in Clarke County, was chosen the 2001 Ray Bruce Fellowship Awardee. She received \$250 award to assist with expenses associated with her doctoral studies at the University of Georgia.

Ms. Sabitini earned her BS and MEd from the University of Connecticut and began her career in education as a fifth grade teacher at the Forbes Elementary School in Torrington, Connecticut. Prior to joining the faculty of Alps Road Elementary, she was a pre-k teacher and staff developer. Some of her career highlights include the Foundation for Excellence Teaching Award from the Clarke County School District, serving as Instructional Technology Staff Developer at Alps Road Elementary School, and being a presenter at the 2000 ASCD Annual Conference. She is actively involved in community activities and serves on many school and district level committees.

# The Importance of Student Involvement in Professional Organizations

**Dr. Barbara D. Holmes • Advisor • ASCD Student Chapter  
Albany State University**

As graduate students are preparing for educational leadership positions, an important part of their preparation deals with learning how to build collaborative partnerships to harvest resources and ideas for school improvement. These collaborative partnerships must be built with parents, the community, local and state government, business entities, and the global society—all of whom have significant influence in the success of the school. A school leader’s effectiveness in sustaining positive reform is significantly influenced by the ability to engage significant stakeholders in creating and implementing the school’s vision for success.

Most graduate students enrolled in educational leadership programs are classroom teachers. As teachers, they are used to working in isolation to deliver instruction and manage their classes. A critical skill for these students is to change this task orientation to one that is more collaborative. Networking in a professional organization provides students the opportunity to work as participating team members to produce change.

The major projects undertaken by the ASU ASCD Student chapter involve planning two professional development conferences annually. In this networked environment, students gain experience in the following skill areas:

1. Working with teachers and school leaders to develop an action agenda
2. Identifying and marshalling resources to implement change
3. Organizing a professional development experience for colleagues
4. Identifying the expertise of teachers statewide
5. Using effective communication skills to facilitate the work of groups
6. Identifying best practices to support student achievement
7. Scheduling learning experiences
8. Evaluating and assessing learning outcomes
9. Creating a public relations plan to promote the conference
10. Utilizing technology to support learning

Belonging to the ASU ASCD Student Chapter gives students an opportunity to practice being in charge. To assure a successful conference, student must actively implement some of the basic functions of administration: planning, organizing, coordinating, reporting, managing, directing, budgeting and evaluating. With the support and encouragement of fellow ASCD members, graduate students gain the confidence and self assurance needed for effective leadership and they learn the real value of being a part of the supportive professional network that ASCD provides.

## Section II

# Professional Development Opportunities

2001 Georgia ASCD Fall Conference • September 17, 2001

## “Meeting Student Needs: A Brain-Based Approach to Teaching and Learning”

Crowne Plaza Macon • Macon, GA

Join Us! This conference, presented for all educators, will address research on the theory of **multiple intelligences (MI)** and its relevance for today’s teachers. It will include practical techniques for developing the various intelligences and using them to structure lessons that meet student needs. Specifically, participants will experience:

- An inventory of the eight intelligences
- Activities to introduce “MI” to students
- Model lessons which show how to use the intelligences to teach daily classroom concepts
- A framework for planning lessons using a multiple intelligence/learning strategies tool box
- A question and answer session to dialogue about ideas presented in the workshop

**David Lazear** specializes in staff development training that translates educational research into practical classroom techniques and strategies. He is one of the few practitioners currently working on bringing an understanding of multiple intelligences into daily classroom practice.



David is the founder of *New Dimensions of Learning*. He has had many years of international experience in the development of human capacities for both the public and private sectors. He conducts seminars and workshops on cooperative learning and teaching, expanding creativity, adopting brain-mind research to daily life, and applying practical uses of multiple intelligences theory.

David’s books include:

*Eight Ways of Knowing:*

*Teaching for Multiple Intelligences;*

*Eight Ways of Teaching:*

*The Artistry of Teaching with Multiple Intelligences;*

*Multiple Intelligence Approaches to Assessment:*

*Solving the Assessment Conundrum;*

*The Rubrics Way:*

*Using MI to Assess Understanding; and*

*The Intelligent Curriculum:*

*Using MI to Develop Your Students’ Full Potential*

**This is what teachers have said about David Lazear workshops:**

- Now we can visualize what MI will look like in our classrooms.
- This is an answer to prayer. I am energized and enthusiastic about my job and the potential POSITIVE impact I can have on my students!
- I can’t wait to get back and try some of these (strategies) in my classroom!
- I am greatly motivated which means that my class will experience a new way to learn about themselves, as well as academic “stuff”.

### Interested in Attending the Fall 2001 Conference?

Please visit our website at [www.coe.uga.edu/gascd](http://www.coe.uga.edu/gascd) to find more details about the conference. To register, you may use the registration form on page 21 or print a registration form from the website and mail it to: Wendy Hughes; Henry County Schools; 396 Tomlinson Street; McDonough, GA 30253. You may request a conference brochure by e-mailing your name and address to [dqbutler@coe.uga.edu](mailto:dqbutler@coe.uga.edu).

We look forward to seeing you in Macon on September 17th for this exciting professional development opportunity!

# Conference Schedule...

## Monday, September 17, 2001

8:00 – 9:00 a.m.	Registration Check-In Coffee and Refreshments
9:00 – 10:45 a.m.	<b>Session I:</b> “A Brain-Based Approach to Teaching and Learning”, Part I David Lazear
10:45 – 11:00 a.m.	Break Coffee and Refreshments
11:00 – 12:30 p.m.	<b>Session II:</b> “A Brain-Based Approach to Teaching and Learning”, Part II David Lazear
12:30 – 1:30 p.m.	Box Lunch
1:30 – 2:30 p.m.	<b>Session III:</b> “A Brain-Based Approach to Teaching and Learning”, Part III David Lazear
2:30 – 2:45 p.m.	Break
2:45 – 4:00 p.m.	<b>Session IV:</b> “A Brain-Based Approach to Teaching and Learning”, Part IV David Lazear

---

### Registration Form: Deadline is September 8, 2001

Name (please type or print): \_\_\_\_\_

Position and organization/employer: \_\_\_\_\_

Preferred name for name badge: \_\_\_\_\_

Mailing address (street address): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ County (if Georgia): \_\_\_\_\_

Telephone Numbers:  
Work: \_\_\_\_\_ Home: \_\_\_\_\_ Fax: \_\_\_\_\_

### Please return to:

Wendy Hughes  
Henry County Schools  
396 Tomlinson Street  
McDonough, GA 30253  
Phone: (770)957-6601  
FAX: (706)898-8587  
E-mail: wendyhughes@henry.k12.ga.us

Registration fee includes all breaks, conference fees, and materials. Travel expenses and lodging are the responsibility of the participants.

### Registration Fee(s):

*Please circle fee paid:*

Member of Georgia ASCD ..... \$ 90.00  
Non-member ..... \$ 120.00  
Registration On-Site ..... \$ 140.00

**Check or Purchase Order # must be enclosed.**

### Make check payable to:

Georgia ASCD Fall Conference

### Location:

The Crowne Plaza Macon will be the site of the Fall Conference. It is located at 108 First Street, Macon, Georgia. You may call (800) 227-6963 to make lodging arrangements.

### Cancellation Policy:

Requests for cancellations will be honored until September 8, 2001. No refunds will be given after that date. Registrants unable to attend may send a substitute.

## ***THE POWER OF LATINOS FOR A STRONGER GEORGIA***

**University of Georgia • Georgia Center for Continuing Education**

**July 30-31, 2001**

According to the most recent Census Bureau estimate, the Latino population in the United States has increased 46.7 percent, to 32.8 million, since the 1990 census. It has also been projected that, by next year, Latinos will be the country's largest minority group. In 1998, Georgia's Hispanic population was estimated at 475,000, roughly three percent of the state, with a projected growth rate of over one million by 2020. To maximize the benefits of Georgia's Latino population, the state must ensure that Latinos have full and equal access to educational and economic opportunities.

In response to the rapid growth of this population throughout the state of Georgia, the Georgia Center for Continuing Education will host a conference, "The Power of Latinos for a Stronger Georgia," on July 30-31, 2001. The conference, targeted at exploring the educational and economic needs of the Georgia Latino population, will feature both keynote speakers and breakout sessions on many topics, including: education, workforce and human relations, housing and family issues, binationalism and biculturalism, public safety, relationships between Latinos in Georgia and Latin American countries, and the University System of Georgia outreach to Latinos.

Judith Ortiz Cofer, author of such works as *The Line of the Sun*, *Silent Dancing* and *The Latin Deli*, will deliver the keynote address at the conference. Cofer, a native of Puerto Rico, now resides in Georgia and is a professor of English and creative writing at the University of Georgia. Cofer's work seeks to bring the Latino culture to life. She has received numerous fellowships for her poetry and multiple awards for her collections and novels.

The conference, focusing on the areas of evolving social structures and the workforce, education and social services, will also feature speakers Arthur Murphy (Georgia State University), Sara Martinez-Tucker (President and CEO of the Hispanic Scholarship Classic, San Francisco, California), and Maritza Soto Keen

(Executive Director of the Latin American Association, Atlanta). The Ballet Folklórico will perform at dinner the first night of the conference. Ed Jenkins, former chair of the University System of Georgia Board of Regents, will conclude the conference. As chairman, Mr. Jenkins commissioned a study concerning Hispanics and issues surrounding their access to higher education in Georgia.

**The seminar sessions will focus on sharing best practices. Of particular interest to the education community will be sessions featuring:** Allene Magill, Superintendent of Dalton City Schools and recent appointee to the University System of Georgia Board of Regents; Judith Gilliam, Associate Superintendent for Instruction of Gainesville City Schools; Dennis Fordham, Superintendent of Hall County Schools; and, Alvin Wilbanks, Superintendent of Gwinnett County Schools. Also serving as presenters for the education seminars are: Elizabeth Arnow, Director of ESOL, Gwinnett County; Cheryl Wienges, Director of International Welcome Center and Coordinator of ESOL for Gainesville City Schools; Shirley Hotch, teacher, McDonough Primary School, Henry County; Debbie Whittemore, teacher, Burney-Harris-Lyons Middle School, Clarke County; and, Marjorie Gonzalez, teacher, Lyman Hall Elementary School, Hall County. Another session will focus on access to higher education.

The University of Georgia Office of Vice President for Public Service and Outreach sponsors the conference along with the College of Education, College of Arts and Sciences, College of Family and Consumer Sciences, and the School of Social Work.

For more information about the conference, please contact:

Carrie Goble, Conference Coordinator  
Georgia Center for Continuing Education  
Phone #: 706-542-2101  
Email: [carrie\\_goble@gactr.uga.edu](mailto:carrie_goble@gactr.uga.edu)

AN INVITATION FROM GEORGIA PUBLIC BROADCASTING . . .

## **PeachStar Targets State Curriculum Needs**

As Governor Roy E. Barnes has stated, there should be “no excuses” for children who are not learning. High quality teachers, clear learning objectives that emphasize essential competencies, and curricula designed to help students achieve those objectives form the foundation of an educational system in which every child does learn. Offering an expansive library of multimedia learning packages tied to state learning goals and professional development programs targeting critical teacher competencies, the PeachStar Education Services division of Georgia Public Broadcasting is Georgia’s lifelong learning network.

The PeachStar satellite network is the nation’s largest educational satellite broadcasting system, delivering more than 3,500 hours of regularly scheduled educational programming and another 1,800 hours of programming by special request directly into 2,042 PreK-12 schools each year. Programs cover nearly every required subject from high school algebra and elementary reading to character education and science. Created by Governor Zell Miller in 1990 and funded annually by the Georgia General Assembly, PeachStar ensures all learners have the same access to high quality learning resources at no cost. The following describes some of PeachStar’s newest and most important resources for you.

- **Instructional programming tied to the state’s educational goals.**

Certified Georgia teachers have helped PeachStar create a database educators can use online beginning this Fall to identify and access grade-appropriate video segments or entire programs from the PeachStar library to teach specific QCC standards.

- **Programming for Georgia Educators Chosen By Georgia Educators.**

Classroom teachers and curriculum specialists help PeachStar select new programming that targets Georgia’s learning goals. New programs selected for Fall 2001 build critical competencies in reading, language arts, mathematics, geography, and high school science, and address the needs of ESOL students.

- **Making the Grade in Summer School.**

The full schedule of programming from June through mid-July will help educators help their students master skills required to advance to the next grade. The schedule, found at [www.peachstar.org](http://www.peachstar.org), includes *Count on It!*, a series that builds basic math skills in young learners.

- **Complete multimedia high school distance learning courses for credit.**

Students in even the most rural communities can pursue high quality instruction with certified teachers in courses like Japanese foreign language, at no cost to their local districts.

- **Online Curriculum Resources.** PeachStar’s own credentialed, experienced educators work with Georgia’s best classroom teachers to create complete multimedia learning packages. Lesson plans and student activities supporting PeachStar programming will be available this Fall on the PeachStar website at [www.peachstar.org](http://www.peachstar.org).

Research shows direct and positive effects on student achievement from on-site professional development, which is why PeachStar annually broadcasts more than 700 hours of professional development programming. These offerings allow teachers to obtain needed training without incurring travel costs and without losing work time. Onsite staff development also encourages a school team approach to training, which increases the likelihood of successfully implementing new strategies. For example,

- **The Teacher Certification Program**, a ten-module distance-learning course, will allow teachers to study for and receive add-on certification in Interrelated Special Education without losing work time.

- **The Leadership Academy** series, produced with the Georgia Department of Education (DOE) helps talented educators prepare for leadership roles as principals.

- **Teachers Workshop**, a series of live teleconferences allows educators to advance their teaching skills with workshops on topics such as brain-based learning, classroom management, and curriculum alignment.

- **Special Event Broadcasts**, help teachers keep abreast of issues directly affecting their work. A recent presentation by Michael Vollmer described the roles and responsibilities of the newly created Office of Education Accountability. A February conference featured Governor Roy E. Barnes and State Superintendent Linda C. Schrenko discussing the role of higher education in advancing PreK-12 student achievement. The state DOE regularly utilizes PeachStar to provide timely training on new laws or requirements.

- **The PeachStar Summer Residency Program**, new this summer, will allow educators to advance their skills in curriculum development, curriculum alignment and teaching with technology, while helping PeachStar develop curriculum materials, Best Practices videos, and other materials to support teachers utilizing PeachStar in the classroom. For more information, visit [www.peachstar.org](http://www.peachstar.org) and click on News and Alerts.

Curriculum directors are invited to consider Georgia Public Broadcasting’s PeachStar Education Services for support in designing outstanding curricula for all students.

For more information, please visit PeachStar online at [www.peachstar.org](http://www.peachstar.org), or call 404-685-2550, or statewide toll-free 888-501-8960.

**Continued from page 2**

*systems and accountability*. From these ASCD adopted issues, related resources such as professional development products, *Educational Leadership* articles, workshops, speeches and instructional programs will be generated.

ASCD members voted to adopt an updated ASCD Constitution in November 2000. Because of the complexity in transition from the old to the new constitution, the Executive Council adopted a three-year implementation plan to move to the new constitution by March 2003. Changes in the constitution will affect nominations, elections, committees, budgets, policies and protocols through 2003. The 1993 constitution will be followed until March 2003 with the exception of the following changes: a one-year reduction in the number of positions open in the 2001 elections, resulting in a slate of a President-elect and Review Council member only; a one-year extension of Executive Council and Board of Directors Member-at-Large terms that would have expired in 2002; and new qualifications for candidates for all elected positions open in the 2002 elections. Other minor changes will also be put in place in preparation for full implementation in March 2003.


The theme for the 2002 ASCD Annual Conference will be "Choosing to Dance: Taking Bold Steps for the Sake of Our Children." The conference will be held in San Antonio, Texas, on March 9-11, 2002.

Have you heard of the ASCD Affiliate Leadership Conference? I was afforded the opportunity to attend this three-day conference as Vice President of Membership and President-elect. It is held at the Westfield Marriott in Chantilly, Virginia, a sub-

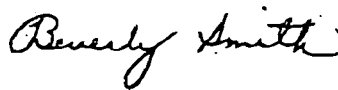
urb of Washington, D. C. Each year, ASCD trains its affiliate officers at the location. During the Affiliate Leadership Conference, board officers network with other incoming affiliate officers, gain a wealth of "how-to" information, meet the ASCD staff and executive officers, and participate in sessions lead by expert educators.

I am proud of the accomplishments that our membership and board have achieved. It is an honor to be a part of such a fine organization. Georgia ASCD members and officers have truly made my year as president a fascinating and memorable learning experience. I look forward to our continued work to make learning and teaching better for everyone in our learning communities. I am especially grateful to the members of the executive board for their support, diligence, and friendship.

We had a very good 58<sup>th</sup> year for Georgia ASCD. The accomplishments are listed in detail on page five of this issue. I hope that you will use your Georgia ASCD membership for your professional development—and that you will consider becoming an active participant in the many affiliate activities planned for 2002. It is through our membership that we are able to make a difference in education in Georgia.

I have enjoyed being your president this year and look forward to continuing our work together in the coming years. 

Sincerely,



Beverly Smith  
Georgia ASCD President, 2001

**Georgia ASCD  
G-2 Aderhold Hall  
The University of Georgia  
Athens, Georgia 30602**

NON-PROFIT ORG  
U.S. POSTAGE  
**PAID**  
ATHENS, GA  
PERMIT No. 16