

Four-Time International Award-Winning Newsletter - Winter 1999

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## President's Remarks

Before discussing this issue's theme, I would like to take the opportunity to extend our thanks and congratulations to Immediate Past President John Jackson, who did a superb job organizing and presenting GA ASCD's accomplishments in the communications area to the ASCD Affiliate Recognition Awards Committee. Because of his efforts and the fine work done by present and past volunteers, GA ASCD has been awarded the Affiliate Recognition Award for Excellence in Communications from international ASCD. Thanks, John, and all you hard-working ASCD members for doing such an outstanding job in this important area. GA ASCD will be accepting the Affiliate Recognition Award at the ASCD Annual Conference in March 2000.

Connie Hoyle

Each year at ASCD's Annual Conference and Exhibit Show the Association's Board of Directors adopt positions on issues that have been recognized as important to the Association's vision, mission and goals. This issue of *The Reporter* focuses on one of their adopted issues: Educator Quality and Responsibility. Supporting policies and practices that hold educators responsible for providing a quality education to all students and continuously improving the educational profession is the basis of this position. A perception exists by some that educators are resigned to accept

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## Past President's Farewell

It truly was an honor to have served as your president during the 1998-99 school year. I am proud to say that Georgia ASCD is well positioned for the future, having improved in membership, influence and services. We began last year with a goal of increasing our membership by ten percent. We exceeded that goal, achieving an increase of at least 14 percent over last year's total. This improvement was the result of hard work by our Vice President for Member Services, district directors from around the state, and members like you who spread the good news about our organization.

John Jackson

Our informative website (<http://www.coe.uga.edu/gascd>), successful Spring Conference and insightful articles in *The Reporter* have improved the stature of Georgia ASCD both inside and outside of the educational circles in this state. Additionally, the Georgia ASCD Executive Board continues to influence educational decisions in Georgia by sending rep-

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# The Reporter

Winter 1999

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*Troy Bassett*

# From The Editor

Dear GASCD Colleagues,



Doris Shaughnessy

Educator Quality and Responsibility: we all know we need them, but who can define them, or tell how to attain them? In this issue of *The Reporter*, outstanding Georgia educators strive to do just that. Beginning with a rousing call for action (Peggy Torrey) we are next presented with timely proposals and discussions coming out of the Governor's Education Reform Study Commission (Carl Glickman, Jill Joplin). The next article (Wayne Huntley, Floyd County Schools) gives practical examples of the pursuit for quality in action. Last, we are given perspectives from the viewpoint of a teacher educator (Sam Hausfather). I hope you gain insight, motivation, and practical advice from reading these articles. I also hope you will enjoy seeing the photographs from our two well-attended and highly enjoyable 1999 conferences and that you will send in your reservation to join us at Spring Conference 2000.

Sincerely,

Doris Shaughnessy  
Vice President for Research and Publications

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marginal teaching and even incompetence in the profession. In this time of increased accountability, all members of the educational community must acknowledge and accept responsibility for seeking excellence, providing the highest quality of education to all students, and leading renewal efforts. Educators at all levels must take personal responsibility for the continued growth and improvement of both new and experienced teachers.

The recent 1999 National Education Summit, attended by governors, CEOs and educational leaders, convened to discuss how to make high academic standards a more integral part of every school and classroom in the nation. Additionally, they focused on how to confront the challenges faced in implementing standards and raising student achievement. Governor Barnes was in attendance and he, along with the others present, pledged support in the following three areas: improving teacher quality, helping all students to achieve high standards, and strengthening accountability.

There is no question that our nation is focused more sharply than ever on the need to improve student learning in every classroom. Improving educator quality will place the best-qualified professionals in classrooms to provide the highest quality of teaching and learning. Because Georgia ASCD is an organization which has as its only purpose the improvement of teaching and learning, we are unique in our ability to challenge, to question, and to debate best practices in these exciting times of educational change and reform. In this issue of *The Reporter* professionals across the state will share their expertise related to the topic of Educator Quality and Responsibility. I look forward to reading the articles and learning with you!

Sincerely,

Connie Hoyle  
President, GASCD

# 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.

## A Tradition of Progress

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

## The Association at a Glance:

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

## Affiliates:

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

## Networks:

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.

**This Year's Conference:**  
**2000: New Orleans, March 25-27**

## 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 Exec. 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.*

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## GASCD Membership Application

Enclosed is my check in the amount of \$25.00 in payment of the membership fee for the Georgia Association for Supervision and Curriculum Development during 1999-2000.

Miss, Ms., Mrs., Mr., Dr. \_\_\_\_\_

Title, Responsibilities \_\_\_\_\_

Work Address \_\_\_\_\_

Home Address \_\_\_\_\_

Mail Address Desired: School  Home  Membership: New  Renew

Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_

District (Office/School): \_\_\_\_\_

Member of National ASCD: Yes  No

Please Return This Application & Check To:  
GASCD, G-2 Aderhold Hall, University of Georgia, Athens, GA 30602

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**Vendors/Sponsors** —  
Mrs. Wendy Hughes ..... (770) 860-4240

# Georgia ASCD Award Recognition Program

*Georgia ASCD presents six Quality Educational Leadership Awards at the Spring Conference in March. The awards and nomination qualifications are as follows:*

## **CHILDREN FIRST**

This award recognizes an individual or group of individuals for initiative in developing and implementing a program consistent with the mission and beliefs of Georgia ASCD and international ASCD. The award includes a \$500 stipend.

The criteria used in selecting the Children First award recipients are demanding. The group or individual must:

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

## **INSTRUCTIONAL IMPROVEMENT (Leadership Kelly)**

This award recognizes an individual or group of individuals for initiative in developing and implementing a program consistent with the mission and values of Georgia ASCD that has had a powerful impact on the improvement of instruction in Georgia. Nominations must be submitted by Georgia ASCD members; however, the individual or group does not have to hold Georgia ASCD membership.

## **CAREER PERFORMANCE (Career Kelly)**

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

## **QUALITY CONTRIBUTION TO SCHOOLS AWARD (QUSIE)**

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

## **EXCELLENCE IN EDUCATION MINI-GRANT AWARD**

This mini-grant, in the amount of \$250.00, is awarded to the individual who implements an

innovative research-based program that supports the ten belief statements of Georgia ASCD. Nominations must be submitted by Georgia ASCD members.

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

This fellowship recognizes one outstanding individual who is currently enrolled in a graduate program in educational leadership or instructional supervision at an accredited institution of higher learning in the state of Georgia. A \$250 cash award to go toward graduate study will be presented to an individual who has demonstrated initiative and commitment to education consistent with the mission and values of Georgia ASCD. Nominations may be submitted by a college dean, department chair, advisor, or any Georgia ASCD member. An individual does not have to hold Georgia ASCD membership to be nominated.

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

**Jean Walker**  
Awards Chair  
Gwinnett County Schools  
School Improvement  
Department  
P.O. Box 343  
Lawrenceville, GA 30046  
(770) 513-6609

# Educator Quality and Responsibility

Dr. Margaret M. (Peggy) Torrey ♦ Executive Secretary ♦ Georgia Professional Standards Commission

## I. The case for quality educators

At perhaps no other time has the attention of both educators and non-educators been so focused on the issue of teacher quality. Consider the following:

- ♦ President Clinton's 1999 State of the Union address, as well as Secretary of Education Richard Riley's State of Education speech, raised the question of quality and proposed national funding for solutions.
- ♦ A search of *Education Week's* archives reveals 72 articles dealing with the topic thus far this year; and closer to home, a similar search of the *Atlanta Journal and Constitution's* archives finds 10 articles during the same period.
- ♦ A recent Harris poll found that roughly nine out of 10 Americans said the most important way to improve education and lift student achievement is to ensure a qualified teacher in every classroom. (Haselkorn and Harris, 1998.)
- ♦ Recent research from the University of Tennessee concludes that the single largest factor affecting the academic growth of students is the difference in the effectiveness of individual classroom teachers. This finding dwarfs all other factors including socioeconomic status, race, gender, entry-level achievement, etc. At the extreme, a sequence of more highly effective teachers for three years resulted in more than a 50% higher score in students' fifth-grade mathematics achievement. (Sanders and Horn, 1997.)
- ♦ Summarizing the potential impact of the standards-based reform movement, Duttweiler and McEvoy conclude that standards-based reform is doomed to failure unless states use their newly established, more rigorous standards to develop interventions that provide teachers with

the skills and knowledge required to teach to higher standards. (Duttweiler and McEvoy, 1999.)

Clearly, teacher quality has now been recognized, both within and outside of the education community, as the key to school and individual academic improvement.

Why now as never before? This acknowledgment of the critical nature of the teacher's role comes at a time in our history when accountability is the watchword of legislators, government officials, policy-makers, and educators. New systems for holding states, districts, schools, teachers, and schools of education responsible for the results of their educational efforts have been mandated at the national and state levels. No longer are inputs and processes enough. Results with children—ALL children—are necessary. Morally, this is no change for educators; practically, however, it is a sea of change. Every child must achieve at high levels; no child is exempt. We have said for years that we believe every child CAN learn; now we must show that every child DOES learn. Teachers clearly are the key.

## II. The definition of quality educators

What then is a qualified teacher? To say that definitions vary is certainly an understatement. They range from a popular public perception that only content knowledge is important to the contention of most educators that both content and pedagogy, including knowledge of how students develop and learn, are needed. Regional accreditation bodies, state agencies responsible for licensing, and researchers struggle over the number and types of hours required in content to be "qualified." The philosophies of national and state bodies on the requirements for "quality" form a broad continuum from those of the National Commission on Teaching and America's Future (NCTAF) to those of the Fordham Foundation. The debates on alternative routes to certification continue to rage at both the national and state levels, as do debates on the use and quality of certification tests.

Perhaps in the end, the only meaningful definition of a qualified teacher is one who brings all students to high levels of learning. However, a broad interpretation of “high levels of learning” is essential. To lead all students to high levels of learning does not mean that they all master AP calculus. It does mean that they become productive members of society, able to continue their own growth and to contribute meaningfully to the lives of others. Students are diverse and have various aspirations and needs. Qualified teachers meet all of these needs, including, but not limited to, increasing scores on standardized tests.

### **III. The recruitment and retention of quality educators**

All of the debates and diverse approaches converge around issues of recruitment and retention. How do we find and keep qualified educators? What of shortages and the misalignment between placement and qualifications? One can not argue convincingly against the mantra that every class and every child deserve a qualified teacher. Clearly that is the case. However, just as clearly it is not current reality. Study after study has delineated the large numbers of students being taught by teachers with less than the “ideal” traditional qualifications. The mismatch between supply and demand is evident. Shortages in subject and geographic areas continue year after year. Different, stricter placement rules work only if the problem is simply placement by convenience, not a matter of limited choice.

But this discussion presupposes the “traditional” definition of quality, e.g., number of courses or hours, type of certificate, etc. What if the results criterion is used? Sadly, here too, education is found lacking. A look at limited measures such as test scores and intra-state, inter-state, national and international comparisons based on those scores tell only a small part of the story. The non-productive lives of a number of former students tell the rest. We have continued to be satisfied when some, but not all, students are successful. We have been willing to allow large groups of children to fail. The causes are myriad; we

educators are only partly responsible—or so we have believed. We argue that the factory model is inappropriate for us, that we have no option to refuse “low quality” raw material. But we acknowledged our responsibility to educate all children when we entered the profession, particularly in a public setting. We truly may be the only option these children have to succeed. Can we afford to feel only partially accountable?

We have a responsibility as education professionals not only to the success of our own students, as huge as just that is, but also to that of other professionals with whom we work and to that of our profession as a whole. We may ensure the success of students in our own classroom, but what of the students of the new teacher next door; what of the students of the teacher assigned out-of-field in our subject area? In order to meet the demands for new teachers in certain subjects and geographic areas, new approaches may be needed. Are we open to new types of colleagues who may come with only one or more of the skills we have mastered over time? Are we willing to be a teacher of teachers as well as of students? Do we mentor, do we share resources and expertise, do we feel our responsibility for the students of these colleagues as well? These are particularly difficult questions in this “age of accountability.” How willing will we be to care and share when we are struggling to ensure our own success in terms of that of our students?

*Qualified.* Are any of us truly qualified? Don’t we each continue to learn every day about our subjects, our students, our responsibilities? Our challenge is bigger than ever before—we are challenged to succeed with ALL children. In order to meet our responsibility with them, we must better meet our responsibilities (1) to ourselves, to continue to grow in knowledge and skills so that ALL who are entrusted to us succeed; (2) to others within our profession, mentoring them and sharing the benefit of our experience; and (3) to the profession itself, continually supporting excellence in each other and enlisting the support of our communities by openness and shared vision. We are called to be qualified educators; we need to accept the calling.

#### **References**

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# SCHOOL-BASED AUTHORITY AND RESPONSIBILITY

## EXECUTIVE SUMMARY

Carl D. Glickman ♦ Professor ♦ UGA College of Education

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### Issue Paper to the Governor's Education Reform Study Commission Accountability Committee (Used with permission)

Today, Georgia sits at a plateau. In a rapidly changing world, Georgia cannot gradually improve upon current conditions but must quickly achieve a quality education comparable to any state in the nation by decreasing the large disparity between achievement levels of students by race and socioeconomic levels; by strengthening the role of public schools in supporting rural, small-town, and urban community development; and by attracting, recruiting, and retaining large numbers of bright, well-prepared, committed teachers and leaders throughout all regions of the state.

The issues of freedom, authority and ownership must be central to a comprehensive policy for Georgia. This plan builds on the knowledge of successful schools in Georgia and the nation. It balances the need for the state to be clear on what all students are expected to learn with the need for schools to be closely linked with their parents and community in exercising local control over their own expectations and approaches to increasing student learning. It puts authority for operations, resources, and budgets with those schools and communities willing to take the challenge. This plan is bold, yet quite conservative: bold in the idea that all students should be educated to high levels of achievement, conservative in the idea that democracy and accountability flourish at the individual school/community levels closest to students.

A new, comprehensive policy will support autonomy for the purpose of pushing schools to reach higher levels of educational achievement for all students and will push districts and the state to sustain constantly improving standards, achievements, and educational designs.

To do this, state standards and corresponding assessments need to be guided by six core principles.

1. State standards and assessments must be done right! Assessments and student tests must incorporate knowledge, understanding, skills, problem solving, and applications—not merely the recall of informa-

tion. Student performance mastery levels must be kept at absolute measures that do not change for five to ten years.

2. State assessments of student achievement for high stakes evaluation of schools and districts and the advancement and/or graduation of students need to be done at no more than three or four ages or grade levels of schooling, such as fourth year, seventh year, and eleventh year.
3. Assessments need to be provided to students at multiple times and in multiple ways for demonstrating mastery of state standards.
4. High school students need to be able to take assessments regardless of having taken the courses aligned with the particular standards. If passed, students automatically will receive credit and an appropriate grade for the course(s).
5. Every high school, middle school, and elementary school must have, as part of high state standards, at least one school- and community-based academic learning standard with explicit guidelines and assessment criteria for what every student must demonstrate in order to fulfill graduation and/or school promotion requirements.
6. All assessments of state standards used for public accountability of schools—in earning awards, designations, rewards, assistance, sanctions, and penalties—must use disaggregated data from students according to race/ethnicity and economic levels. If any one group falls below the minimum passing rate, the school receives an unacceptable, low performance rating.



## Steps to Achieving School-Based Authority and Responsibility

It is time for a dramatic and reasoned challenge to normal school operations in Georgia. It is recommended that over a three-year trial period all schools in Georgia be granted—by their local districts, local school boards, and state agencies—all of the authority that each school believes necessary to achieve improved student results!

1. All schools would have a three-year trial period free from state and local rules and regulations regarding its internal educational operations. In return for this flexibility, the local school would agree, by a letter of understanding, that they would be accountable for academic achievement and high standards for all students in their charge.
2. Each school would establish its own governance structure composed of principal, faculty, staff, teachers, and parents who would be responsible for:
  - (a) budget for curriculum, textbooks, instruction, teaching materials and professional development
  - (b) use of instructional time, placement of students, and staffing patterns
  - (c) hiring and deployment of personnel
  - (d) school policies, evaluation of personnel, and home-school relations. Local school boards would retain authority for district vision, goals, assessments, student assignments, buildings and maintenance, public relations, distribution and oversight of district budget, district personnel, and capital outlay.
3. The state would provide assistance to local schools, districts and school boards in selecting and training school governance teams and in developing school improvement plans and school/district letters of understanding. The assistance would be ongoing with follow-up as needed to develop a capacity for school-based educational improvements.
4. Each school, with its letter of agreement with the district, will determine the degree of assistance needed for its improvement efforts for the three-year trial period. After the three-year trial period the state will categorize each school into four performance levels, *i.e.*, Excellent Performance, High Performance, Acceptable Performance, and Unacceptable Performance. Excellent Performance schools would receive recognition and a monetary reward; High Performance

schools would receive lesser recognition and reward; Satisfactory or Acceptable Performance would receive no recognition or reward; and Unsatisfactory or Unacceptable Performance schools would receive a one-year probationary notice to either show improvement or be in danger of closure and/or reconstitution.

5. To provide needed assistance to schools, the state will develop a network of carefully screened distinguished school practitioners (teachers, administrators, and other educators) and expert personnel from the Department of Education, universities, and other school improvement programs and networks. A state team would then provide (a) a follow-up audit that examines and analyzes the condition, personnel, and reasons for low performance, (b) intensive onsite assistance, (c) a bank of validated educational programs, curriculum models, instructional methods, and professional development that low performance schools could choose, adapt, and commit themselves to implement. The above services also would be provided to schools in other categories on a prioritized basis.
6. There should be a process by which ten to twelve individual schools and four to six school districts, in different regions, and with a variety of socioeconomic populations, apply to become “Prototype Schools” and “Prototype Districts.” These schools and districts will have special authority to develop their own standards and assessments that have the potential to be more relevant and rigorous than the ones currently being developed and implemented by the state. The Prototype designation would be for a five-year period and require a commitment of the schools and districts to publicly make known their standards, assessments, learning, results, and accountability measures and to participate with the state in ongoing improvements of the current state system. “Prototype” designations are not ways to circumvent state expectations and high standards that are expected of all students. Rather, “Prototype” designations are for those schools and districts wanting to develop and test higher and more comprehensive expectations, standards, assessments, and accountability.

**Ed:** Dr. Glickman is Professor of Education and Chair, Program for School Improvement and League of Professional Schools, University of Georgia, and gave us permission to use his Executive Summary to GERSC in this issue of *The Reporter*. For a summary of further alternatives discussed in the Accountability Sub-Committee, see the following.

# Summary of Governor's Education Reform Study Commission (GERSC) Accountability Sub-Committee Meeting, Wednesday, October 27, 1999

**Jill Joplin ♦ Georgia Partnership for Excellence in Education**

## **I. Decentralized Management and School-Based Funding Formulas:**

**Allan Odden, Professor of Educational Administration, University of Wisconsin-Madison and Co-Director of the Consortium for Policy Research in Education-CPRE.**

Odden laid out a 10-point plan for decentralized management similar to the one Glickman previously presented to the GERSC. However, Odden's plan relies on inclusion of ten essential components and depends on complete participation of systems rather than optional consideration as in Glickman's alternative. Odden's ten components include:

- ♦ a focus on curriculum;
- ♦ involvement of all teachers;
- ♦ cohesive school staffs;
- ♦ substantial investment in professional development;
- ♦ creation of a professional school culture;
- ♦ creation of a school-based information system;
- ♦ administration of an accountability system focused on student achievement;
- ♦ principals facilitating change;
- ♦ providing schools budgetary authority; and
- ♦ inclusion of all these elements key to success.

Odden outlines many programs and components that could be handled by a district office or shared by district and school—such as certain purchases, personnel needs, and technology.

## **II. National Governor's Association research on rewards and interventions**

Dane Linn and Bridget Curran from NGA outlined the Accountability Committee's 4 reward alternatives and 14 intervention alternatives in a briefing that included research from other states' experiences and potential policy ramifications. Much discussion was focused on school choice interventions where research is inconclusive at best.

## **III. Issue Paper Presentations:**

### **A. Goals**

Gary Henry and Jill Joplin outlined alternatives for Georgia's Goals for Education Accountability. This paper and goals were created with input from accountability commission members. Goals included:

1. All students in Georgia should graduate from high school having acquired essential knowledge and skills for future education, work, fulfilling responsibilities within a democratic society, and participating in their communities.
2. High standards of mastery and exemplary performance should be set and measured for the essential skills and knowledge of reading, writing, math, science, social studies and the use of technology.
3. Schools should be held accountable for the performance and progress of their students in all essential knowledge and skills.
4. The performance gaps between students from different ethnic and economic backgrounds should be reduced by holding schools accountable for each group of students.
5. The achievement of high standards should be regularly and routinely monitored through the use of external benchmarks and standards raised as needed.
6. The state should monitor and report comparisons of opportunities to learn and resource use for every school to support the leadership needed for ensuring:
  - a. a qualified teacher for every subject classroom
  - b. competent school leaders in every school
  - c. safe and disciplined schools
  - d. adequate resources for schooling
  - e. efficient school operations.

It was suggested that school attendance be added as a "f" alternative under goal 6.

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**Continued on page 13**

# In Pursuit of Quality in the Floyd County Schools

**Dr. S. Wayne Huntley ♦ Assistant Superintendent ♦ Floyd County Schools**

The Floyd County Schools are pursuing quality that will assure that their students are prepared for the 21<sup>st</sup> century. This article, which emphasizes programs and practices of many of the schools in the district, deals also with the value and importance of ongoing, job-embedded staff development as a means of enhancing teacher quality. Teachers throughout the district are engaged in staff development that is results-driven and student-centered.

As a result of site-based management, comprehensive staff development plans are developed at each school, based on that particular school's needs. Staff development funds are spent on school improvement plans that are site-specific.

Schools are currently engaged in programs that address the following key issues:

- ⇒ Raising academic and behavior expectations for all students
- ⇒ Grouping and regrouping procedures to address the individual needs of all students
- ⇒ Upgrading curriculum in grades K-12
- ⇒ Beginning reading instruction as early as possible
- ⇒ Encouraging career decision-making upon entry into high school in order to select the appropriate course of study
- ⇒ Eliminating social promotion
- ⇒ Teaching to the top with emphasis on standards

Examples of these programs include:

- ⇒ Offering instruction to parents of Pre-K students
- ⇒ Emphasis on Reading First in elementary schools
- ⇒ Strict attendance policies in grades 6-12
- ⇒ Student-teacher ratio of 15 to 1 in eight of 11 elementary schools
- ⇒ Block scheduling in grades 9-12, implemented in 1997, resulting in reduction of discipline problems, increased attendance, and improved student performance
- ⇒ Character education in elementary grades system-wide
- ⇒ Pacesetters, an accelerated curriculum for college-bound students
- ⇒ Service learning incorporated as an extracurricular activity
- ⇒ A vocational component in our alternative school to better address these students' needs
- ⇒ SPICE (Self-Paced Interactive Curriculum Education), an alternative graduation program, to meet the needs of the nonconventional students in the community

- ⇒ Second Step, a violence prevention curriculum for grades K-9, implemented in five of 11 elementary schools, with plans to expand the program throughout the elementary schools during the current school year
- ⇒ Accelerated Reading, Reading Renaissance, and Saxon Phonics
- ⇒ The Basic Literacy Test (BLT) used as a diagnostic assessment to determine student needs and to prescribe appropriate interventions

As mentioned previously, intensive staff development is important within the district. Staff development training is ongoing to meet the professional growth needs of the teaching staff. Some examples of ongoing professional development are:

- ⇒ In-Tech Training to help teachers implement technology into the curriculum
- ⇒ Student Support Team process
- ⇒ Textbook adoption and curriculum alignment process
- ⇒ Mentoring and teacher induction for beginning teachers
- ⇒ SACS school improvement and renewal process
- ⇒ Virtual High School
- ⇒ Pay for Performance
- ⇒ Action research
- ⇒ Brain-based instruction
- ⇒ Teaching strategies in the block

The pursuit of quality is not limited to the academic course of study. In the area of technical education, the district is placing an emphasis on the value of technical skills in order to prepare students for the world of work. The Youth Apprenticeship Program, though in existence for only three years, includes students participating in Construction Technology, Drafting/Design Technology, Electronics and Computer Servicing, Graphic Arts Technology, Ornamental Horticulture, Metalworking Technology, Radio/Television Technology, Automotive Service Technology, and Health Occupations. Both the Drafting/Design and Health Occupations programs were selected to receive Industry Certification grants, and the Graphic Arts and Construction Technology programs have applied for an Industry Certification grant.

One of our elementary schools, Glenwood, serves as a Professional Development School (PDS) in collaboration with Berry College. In this model Berry students work in consort with the teachers, resulting in professional growth for both groups.

**Continued on page 20**

# Teacher Education in Georgia: *Reflections on Where We Are and Where We Want To Go*

**Sam Hausfather ♦ President ♦ Georgia Association of Teacher Educators**

Do you remember seeing the bumper sticker “If you can read this, thank a teacher”? Maybe we need one that says, “If a teacher taught you to read this, thank a teacher educator.” Clearly, teacher education programs have an important role to play in reforming education in Georgia. The teacher is the most important factor in the academic achievement of our students in schools, and teacher education plays a large role in preparing effective teachers.

Teacher education in Georgia has not been standing still. We have been making huge strides to reform higher education programs that teach teachers. The latest research in learning has been incorporated into these programs, reflecting a move away from the factory model of schooling to the information age model. This brings us up to speed with where business has been going over the last 20 years. Teacher education programs are placing preservice teachers in schools earlier and earlier. Long gone are the days when the first time a prospective teacher stepped into the classroom was for student teaching. Most students now start spending time in schools in their first or second year of college. By their junior year most spend many hours in classrooms both observing and teaching lessons. Higher education has worked hard to establish in-depth relationships with schools as Professional Development Schools. The PDS is a “teaching hospital” model where the school becomes the site of learning for prospective teachers as they observe and work with practicing teachers and college professors at their sides. Teacher education in Georgia is guided and accredited by national standards through a rigorous state accreditation process, with on-site visits every five years. Most teacher education programs in the state are now accredited by the National Council for Accreditation for Teacher Education. The NCATE and state accreditation process involves much more than a SACS accreditation, focusing on the performance of students as teachers as well as sufficient field experiences, diversity, and resources for quality programs. Teacher education programs are doing a better job than ever at preparing teachers for the realities of schools today.

At the same time, there are many challenges for teacher education programs. Many state colleges and universities are overwhelmed by growth in the numbers of students they are preparing. Without the funding to keep up with that growth, predator programs from out-of-state colleges and universities are providing easy routes to higher degrees without the standards Georgia institutions must fulfill.

The journey from teacher-education student to teacher is certainly not seamless. We seem to push students over a cliff as they exit our teacher education programs and find themselves in schools, often teaching the most difficult classes without high levels of support. We need to build more opportunities for colleges, public schools and RESAs to work together to support beginning teachers in ways that will retain more teachers in the profession.

Out-of-field teaching continues to be a problem in Georgia, and colleges and universities have been slow to respond with alternative routes to certification. This issue is complicated to resolve. It makes no sense to increase standards in traditional routes to teaching while at the same time allowing those possessing only subject expertise to walk into classrooms cold. Although a patchwork of alternative certification programs exists across the state, both state university administrations and state standards have discouraged programs from innovating in flexible ways. We need a reasoned, systemic approach to alternative certification in critical need areas. Part of this should be a restructuring of the HOPE scholarships to support specific critical need grants for undergraduate students going into teaching. The current HOPE Promise and Teacher grants do little to fulfill the critical needs we have for science, math, foreign language, and special education teachers. Funding for innovative programs is needed linking higher education and local education agencies to allow content area graduates to move into provisional certificates with the support they need to learn teaching skills.

Finally, we in teacher education programs face a testing challenge, much like the one public schools are facing: we are being judged by a single high-stakes test imposed from above. We are under increasing state and federal mandates based on pass rates for one national certification test to judge our programs and our success. Can one test judge the worth of a teacher or a child? We need a system that puts tests in perspective. Clearly, tests must comprise one aspect of judgment of an individual or a program, but it should be one of many. Multiple criteria are needed including performance in a context beyond paper and pencil. We know teaching is much more complex than the ability to score high on a paper and pencil test. Testing creates have's and have-not's among those going into teaching, possibly negating the few gains we have made to recruit the under-represented in teaching. Testing takes the focus away from what might be most important in teaching. Think back to the teacher in your life who had the greatest impact on you. We need to make sure that we continue to prepare teachers with that sense of mission to impact the lives of their students for the better. Teacher education in Georgia should have this as its greatest goal.

We encourage all those involved in education in Georgia, including classroom teachers and administrators, to join the Georgia Association of Teacher Educators as colleagues with similar concerns in improving the preparation and continuing professional development of teachers in Georgia. For membership information contact Julia Dorminey, membership chair, at 912-931-2145, email [jjd1@canes.gsw.edu](mailto:jjd1@canes.gsw.edu); or Sam Hausfather at 706-236-1719, email [shausfather@berry.edu](mailto:shausfather@berry.edu).

representatives to State Board of Education meetings to speak with leaders and by networking with other interested groups throughout the state.

Georgia ASCD is a service-oriented organization. The association exists to provide its members with information regarding best instructional practices. To that end, a first-ever Fall Conference was planned and subsequently held (see photos and information inside), continuing the theme of the Spring Conference—Brain Based Learning. There has been tremendous interest among members concerning this topic and we were pleased to provide this opportunity for professional growth.

These are but a few of the accomplishments Georgia ASCD achieved in 1998-99. I have been humbled by the support I received from many of you during the past year. Without your support, we would not have been able to move forward on these initiatives and accomplish so many of the goals of the organization. Many thanks!

Sincerely,



John Jackson  
Immediate Past President

## **B. Measurement**

Cathie Mayes Hudson, David Harmon, and Billie Sherrod presented alternatives for a testing system for Georgia. Consensus was reached on holding all schools accountable to an absolute standard but holding schools to varying rates of progress to that standard. Consideration for differing weights for accountability measures was taken under advisement. School completion will be considered as well as student number encryption. Considerable discussion ensued on the alternatives for when and how often to test, with a possible scenario as follows:

- ◆ CRT tests in grades 1,2,3,4,5,6,7,8 (but not used for accountability purposes in grades 4,6,8).
- ◆ Graduation test in 11th.
- ◆ End of Course tests in 9-12
- ◆ Writing tests in 3,5,8,11 (not counted in accountability in 3, 5)
- ◆ NRT in grades 3, 5, 8

The Committee asked the staff to create some model scenarios of how such a testing program would affect a school's accountability plan.

## **C. Rewards and Interventions**

Committee discussed items that would be included in its paper scheduled for presentation to Full Commission on November 15.

### **Rewards**

Alternatives include:

- ◆ recognizing successful school and National Board Certified teachers;
- ◆ merit pay for individual teachers;
- ◆ financial bonuses to schools and certified personnel including paraprofessionals;
- ◆ giving successful schools flexibility over resources (debate over timing).

### **Intervention**

Alternatives include:

- ◆ assistance teams mandatory if low performing and voluntary if school wants help;
- ◆ all schools draft improvement plans;
- ◆ giving teachers financial incentives to teach in low performing schools;
- ◆ staff development focused on student achievement;
- ◆ extending time for remediation such as after school, summer school or year-round calendar—possibly mandatory for low performing schools;
- ◆ discussion on crafting legislation that would make it possible for schools to release poorly performing personnel;
- ◆ reservations noted on the options of state takeovers, closings—possibly using
- ◆ reconstitution as an option.

## **WLIN-sponsored session at 2000 ASCD Annual Conference in New Orleans...**

### **WOMEN IN ADMINISTRATION: Leaders for the 21st Century**

This experimental session examines the unique contributions of women leaders. Specifically designed activities and instruments guide participants in exploring their own leadership styles. Through creative interactive strategies, participants determine where they want to be in administration, form professional goals, and consider specific actions for meeting those goals. Current research on women leaders will be presented and, for continued growth beyond the session, a reading list will be provided.

**Presenters: Drs. Butler and Blackmon**

*March 25, 2000; 3:30-5:00 p.m. (Session # 1360)*

*Annual Network Forum and Business Meeting: New Orleans;  
March 27, 2000; 1:00-2:30 p.m. (Session # 3352)*

Breaking with tradition, Georgia ASCD held two conferences in one calendar year during 1999, holding both the traditional Spring Conference and a first-ever Fall Conference. The Spring Conference, chaired by Connie Hoyle, was held at Clayton College and State University's Continuing Education Center on March 18 and 19. The Fall Conference, chaired by Beverly Smith, was held at the Crowne Plaza Hotel in Macon on September 27. Both conferences centered on the theme of Brain-Based Learning and were hugely successful. Anyone who has been to a Georgia ASCD Conference knows the great benefits to be derived from hearing presentations by internationally known experts in their fields; meeting, networking, and making contacts with educators throughout the state; and of course learning some high-quality, cutting-edge, and eminently practical knowledge to use and share with their colleagues. For information on the upcoming Spring Conference 2000, see the following pages 16-19.

*CONFERENCES. CONFERENCES. CONFERENCES!*

Outgoing President John Jackson presents appreciation award to Chair of Spring Conference (and incoming President) Connie Hoyle.



Receiving awards at the Spring Conference, through Georgia ASCD's Award Recognition Program, were Bob Clark (Career Performance Award), Penny Warren (Children First Award), Myrna Pittman (Quality Contributions to Schools), Lori Brandman (Excellence in Education Award/Mini-Grant) and Valerie Duff (Ray Bruce Fellowship for Advanced Study in Educational Leadership). The award recipients are pictured with President John Jackson.



Just some of the Past Presidents of Georgia ASCD who were recognized for their outstanding service at the Spring Conference. Past Presidents in attendance at the conference included Hale Clements, Sue Jordan, Edith Grimsley, James Lay, Gerald Firth, Ann Culpepper, Scott Brad, Priscilla Doster, Bob Clark, Pat Stokes, Ed Pajak, Cheryl Hunt Clements, and Jay Wucher.

Dr. Robert Sylwester, internationally known authority on Brain-Based Learning, speaks to a packed room at the Fall Conference in Macon.



Dr. Sylwester speaking to some of the Fall Conference attendees.

# **2000 Annual Spring Conference**

## ***Designing Tomorrow's Classroom: Teaching for Results***

Sponsored in collaboration with  
The University of Georgia College of Education  
and  
Georgia Center for Continuing Education

**March 6-7, 2000**

***Georgia Center for Continuing Education † UGA Campus***



# Conf brochure

# Conf brochure

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*Going to the international ASCD Annual Conference in March?*

**The ASCD Southeast Region  
invites you to join us in New Orleans  
for our**

**“CAJUN FAIS DO-DO”**

Sunday, March 26, 2000

8:30 - 11:00 p.m.

**Featuring:**

Entertainment by one of the best-known Cajun bands in Louisiana, dance lessons so that attendees will feel right at home, and authentic Cajun food for snacking while we network with colleagues from around the globe.

**Location:**

New Orleans Marriott, LaGalerie Rooms 5/6, Second Floor

**Registration:**

No registration! The ASCD Affiliates in the Southeast Region are hosting the Fais Do-Do and hope you will join us for the most fun time in the City!!

**Continued from page 11**

Solving problems through action research is being pursued in the majority of schools, with teacher and administrative study groups meeting to discuss educational research and/or current educational issues. Through review of the literature and study of “exemplary practices,” school staffs are able to solve problems pertinent to their setting. It is common to have “book studies” going on each year.

For quality to exist rigor and high expectations must be the rule of thumb. Grade inflation must be discouraged. Students must learn that there is no easy way to excellence. Teachers and leaders must be both efficient and effective. The school district is committed to:

- ⇒ Cooperation and collaboration becoming more prevalent than pure competition for grades
- ⇒ Mastery of content as priority
- ⇒ Assessment that is ongoing and that is used to prescribe appropriate procedures that will enhance learning
- ⇒ Creating learning situations that are relevant to students’ lives
- ⇒ Continuous professional development for all personnel

W. Edwards Deming described quality as continuous improvement. Toward this end, Floyd County Schools’ leaders endeavor to coach and counsel, remembering that it is important to create joy in the work that is being done, not merely a sense of “getting by.” Good leaders create trust, are listeners and are themselves continuous learners. The optimization of everyone’s experience, skills, and abilities while helping all to improve is the primary goal of instructional leaders, because quality learning depends upon quality teaching.

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