

Ed.S. Media – School Library Media Track – Program Report – 2011

The Program and the College of Education Conceptual Framework

The objectives for the Ed.S. program in School Library Media are based on the NBPTS standards for Library Media. Those standards have been aligned with the College of Education Conceptual Framework. Course objectives and course activities have also been aligned with the NBPTS standards for Library Media and with the College of Education Conceptual Framework. The 10 NBPTS standards for Library Media standards have been organized around three critical areas: what accomplished library media specialists know; what accomplished library media specialists do; and how accomplished library media specialists grow professionally. The ten descriptors of the Conceptual Framework are clustered into the three interrelated and overlapping thematic commitments to preparing professionals to engage in field-based inquiry, demonstrate professional excellence, and contribute to the betterment of society. At the end of the following narrative you will find a table that summarizes the text.

The commitment to *field-based inquiry* is supported by the descriptors *inquisitive, adaptive, and proactive*. The *Inquisitive* descriptor is supported by the NBPTS LM standard 1: *Knowledge of Learners – Accomplished library media specialists have knowledge of learning styles and of human growth and development*; NBPTS LM standard 7: *Reflective Practice – Accomplished library media specialists engage in reflective practice to increase their effectiveness*; NBPTS LM standard 8: *Professional growth – Accomplished library media specialists model a strong commitment to lifelong learning and to their profession*; NBPTS LM standard 10: *Leadership, Advocacy, and Community; Partnerships – Accomplished library media specialists advocate for the library media program, involving the greater community*.

The *Adaptive* descriptor is supported by the NBPTS LM standard 1: *Knowledge of Learners – Accomplished library media specialists have knowledge of learning styles and of human growth and development* and NBPTS LM standard 9: *Ethics, Equity, and Diversity – Accomplished library media specialists uphold professional ethics and promote equity and diversity*.

The *Proactive* descriptor is supported by the NBPTS LM standard 4: *Integrating Instruction – Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning*; NBPTS LM standard 5: *Leading Innovation through the Library Media Program – Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations*; NBPTS LM standard 6: *Administering the Library Media Program – Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively*; NBPTS LM standard 7: *Reflective Practice – Accomplished library media specialists engage in reflective practice to increase their effectiveness*; and NBPTS LM standard 8: *Professional Growth – Accomplished library media specialists model a strong commitment to lifelong learning and to their profession*.

The commitment to *professional excellence* is supported by the descriptors *leading, reflective, knowledgeable, and decisive*. The *Leading* descriptor is supported by the NBPTS LM standard 3: *Knowledge of Library and Information Studies*; NBPTS LM standard 4: *Integrating Instruction – Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning*; NBPTS LM standard 5: *Leading Innovation through the Library Media Program – Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations*; NBPTS LM standard 6: *Administering the Library Media Program – Accomplished library media specialists plan, develop, implement, manage, and*

evaluate library media programs to ensure that students and staff use ideas and information effectively; NBPTS LM standard 7: Reflective Practice – Accomplished library media specialists engage in reflective practice to increase their effectiveness; NBPTS LM standard 8: Professional Growth – Accomplished library media specialists model a strong commitment to lifelong learning and to their profession; and NBPTS LM standard 10: Leadership, Advocacy, and Community Partnerships – Accomplished library media specialists advocate for the library media program involving the greater community.

The *Reflective* descriptor is supported by the NBPTS LM standard 4: *Integrating Instruction – Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning; NBPTS LM standard 5: Leading Innovation through the Library Media Program – Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations; NBPTS LM standard 6: Administering the Library Media Program – Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively; NBPTS LM standard 7: Reflective Practice – Accomplished library media specialists engage in reflective practice to increase their effectiveness; and NBPTS LM standard 8: Professional Growth – Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.*

The *Knowledgeable* descriptor is supported by the NBPTS LM standard 1: *Knowledge of Learners – Accomplished library media specialists have knowledge of learning styles and of human growth and development; NBPTS LM standard 2: Knowledge of Teaching and Learning – Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment; NBPTS LM standard 3: Knowledge of Library and Information Studies; NBPTS LM standard 4: Integrating Instruction – Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning; NBPTS LM standard 5: Leading Innovation through the Library Media Program – Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations; NBPTS LM standard 6: Administering the Library Media Program – Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively; NBPTS LM standard 8: Professional Growth – Accomplished library media specialists model a strong commitment to lifelong learning and to their profession; NBPTS LM standard 9: Ethics, Equity, and Diversity – Accomplished library media specialists uphold professional ethics and promote equity and diversity; and NBPTS LM standard 10: Leadership, Advocacy, and Community Partnerships – Accomplished library media specialists advocate for the library media program involving the greater community.*

The *Decisive* descriptor is supported by the NBPTS LM standard 2: *Knowledge of Teaching and Learning – Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment; NBPTS LM standard 3: Knowledge of Library and Information Studies; NBPTS LM standard 4: Integrating Instruction – Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning; NBPTS LM standard 5: Leading Innovation through the Library Media Program – Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations; NBPTS LM standard 6: Administering the Library Media Program – Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively; NBPTS LM standard 7: Reflective Practice – Accomplished library media specialists engage in reflective practice to increase their effectiveness; NBPTS LM standard 8: Professional Growth – Accomplished library media specialists model a strong commitment to lifelong learning and to their profession; and NBPTS LM standard 9: Ethics, Equity, and Diversity – Accomplished library media specialists uphold professional ethics and promote equity and diversity.*

The commitment to the *betterment of society* is supported by the descriptors *culturally sensitive, empathetic, and collaborative*. The *Culturally Sensitive* descriptor is supported by the NBPTS LM standard 3: *Knowledge of Library and Information Studies*; NBPTS LM standard 6: *Administering the Library Media Program – Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively*; NBPTS LM standard 9: *Ethics, Equity, and Diversity – Accomplished library media specialists uphold professional ethics and promote equity and diversity*; and NBPTS LM standard 10: *Leadership, Advocacy, and Community Partnerships – Accomplished library media specialists advocate for the library media program involving the greater community*.

The *Empathetic* descriptor is supported by the NBPTS LM standard 9: *Ethics, Equity, and Diversity – Accomplished library media specialists uphold professional ethics and promote equity and diversity*.

The *Collaborative* descriptor is supported by the NBPTS LM standard 2: *Knowledge of Teaching and Learning – Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment*; NBPTS LM standard 3: *Knowledge of Library and Information Studies*; NBPTS LM standard 4: *Integrating Instruction – Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning*; NBPTS LM standard 9: *Ethics, Equity, and Diversity – Accomplished library media specialists uphold professional ethics and promote equity and diversity*; and NBPTS LM standard 10: *Leadership, Advocacy, and Community Partnerships – Accomplished library media specialists advocate for the library media program involving the greater community*.

CoE Conceptual Framework	NBPTS Library Media Standards
Field Based Inquiry	
Inquisitive	1. Knowledge of Learners 7. Reflective Practice 8. Professional growth 10. Leadership, Advocacy, and Community Partnerships
Adaptive	1. Knowledge of Learners 9. Ethics, Equity, and Diversity
Proactive	4. Integrating Instruction 5. Leading Innovation through the Library Media Program 6. Administering the Library Media Program 7. Reflective Practice 8. Professional growth
Professional Excellence	
Leading	3. Knowledge of Library and Information Studies 4. Integrating Instruction 5. Leading Innovation through the Library Media Program 6. Administering the Library Media Program 8. Professional growth
Reflective	4. Integrating Instruction 6. Administering the Library Media Program 7. Reflective Practice 8. Professional growth

Knowledgeable	<ol style="list-style-type: none"> 1. Knowledge of Learners 2. Knowledge of Teaching and Learning 3. Knowledge of Library and Information Studies 4. Integrating Instruction 5. Leading Innovation through the Library Media Program 6. Administering the Library Media Program 8. Professional growth 9. Ethics, Equity, and Diversity 10. Leadership, Advocacy, and Community; Partnerships
Decisive	<ol style="list-style-type: none"> 2. Knowledge of Teaching and Learning 3. Knowledge of Library and Information Studies 4. Integrating Instruction 5. Leading Innovation through the Library Media Program 6. Administering the Library Media Program 7. Reflective Practice 8. Professional growth 9. Ethics, Equity, and Diversity
Betterment of Society	
Culturally Sensitive	<ol style="list-style-type: none"> 3. Knowledge of Library and Information Studies 6. Administering the Library Media Program 9. Ethics, Equity, and Diversity 10. Leadership, Advocacy, and Community; Partnerships
Empathetic	<ol style="list-style-type: none"> 9. Ethics, Equity, and Diversity
Collaborative	<ol style="list-style-type: none"> 2. Knowledge of Teaching and Learning 3. Knowledge of Library and Information Studies 4. Integrating Instruction 9. Ethics, Equity, and Diversity 10. Leadership, Advocacy, and Community; Partnerships

Description of Transition Points

Assessment System

Your program may include some or all of the following transition points: Program Entry, Student Teaching Entry, Student Teaching Exit, Program Exit, and Employment (or Induction after Hire). In this part of the report, describe the transition points used in your program, and relate or align them with the requirements your candidates have to satisfy to accomplish each of the transitions. Also summarize deliberative processes used by your faculty to determine which candidates are able to transition successfully at each point. (If the preparation program includes different options, please include descriptions of transition points for each option.) When you are finished drafting this, please paste your entry into the box for this question on the PRS website.

Program Entry

Admission to Program – Applicants must be accepted into the Graduate School based on required GPA, GRE/MAT scores. Ed.S. applicants must hold a master’s level degree from an accredited institution and must be eligible for clear renewable Georgia certification in School Library Media.

Beginning of Program

Entry SWOT – As candidates begin the program, it is critical that they examine their own strengths and weaknesses, establish personal professional goals, and create a plan for how they will achieve those goals. During the first semester of the SLM Ed.S. course work, candidates conduct a formal analysis of their professional SLM Strengths, Weaknesses, Opportunities, and Threats (SWOTs). SLM SWOTs may fall in areas other than SLM skills – strengths and weaknesses could include interpersonal skills, technology skills, knowledge of the Georgia Performance Standards, etc. Opportunities and threats could include school circumstances, a principal who does not support or understand the SLM program, lack of technology resources, teachers who are not interested in collaboration, etc. After completing the SWOT analysis, candidates consider what areas they think they need to target for development and/or improvement. Next, candidates identify their professional SLM goals for the coming two year period, and develop a plan for achieving the identified goals. Work in the SLM Ed.S. program should help candidates meet those goals – and the SWOT analysis and goals should help them define projects and elective courses candidates choose to pursue in the Ed.S. program. During the first semester of the program, candidates submit a short paper detailing their SWOT analysis, goals, and plan.

Entry Dispositions – Beginning Summer 2010 candidates complete an Entry Dispositions assessment and submit a reflection on their personal assessment of professional dispositions.

Midpoint of Program

Midpoint Program Reflection – After successfully completing 3 MEDT courses, candidates submit reflections on progress in meeting NBPTS LM standards and College of Education Conceptual Framework descriptors. Candidates include correlations to projects which demonstrate achievement or progress toward meeting those standards. A folder containing the referenced projects is also included. For each NBPTS LM standard candidates must identify a project that demonstrates their achievement of that standard. Candidates must also identify the CoE Conceptual Framework descriptors that are demonstrated by that project. Candidates write reflections that explain how the project is related to and demonstrates achievement of the NBPTS LM standard and CoE Conceptual Framework descriptors.

Midpoint Dispositions – Candidates submit a reflection on personal assessment of professional dispositions using the MIT Professional Dispositions Rubric. Faculty also review candidate dispositions using the same rubric.

Midpoint Field Experience/Impact on Learning – Candidates submit a log of projects they have done during the first portion of their program that were actually implemented in the field.

Program Exit

Exit Reflection - SWOT Revision – During the last semester of the program candidates review and reflect on the SWOT analysis, goals, and plan they developed during the first semester in the program. Candidates address questions such as What have they accomplished? What challenges remain? What new SWOTs have entered their lives? Candidates write a second paper assessing the progress they have made, as well as redoing the SWOT analysis based on where they are at the end of the Ed.S. program, and set goals and develop a plan for the future.

Exit Field Experience/Impact on Learning – Candidates submit a log of projects they have done throughout their program that were actually implemented in the field.

Exit Dispositions - Candidates submit a reflection on personal assessment of professional dispositions using the MIT Professional Dispositions Rubric. Faculty also review candidate dispositions using the same rubric.

Exit Program Reflection/Portfolio – During the last semester of the program, candidates submit reflections on progress in meeting NBPTS LM standards and College of Education Conceptual Framework descriptors and develop an electronic portfolio in which the reflections and projects are organized and presented in a cohesive manner. Candidates include correlations to projects which demonstrate achievement or progress toward meeting those standards. The portfolio must contain the referenced projects is also included. For each NBPTS LM standard candidates must identify a project that demonstrates their achievement of that standard. Candidates must also identify the CoE Conceptual Framework descriptors that are demonstrated by that project. Candidates write reflections that explain how the project is related to and demonstrates achievement of the NBPTS LM standard and CoE Conceptual Framework descriptors.

End of Program Survey – After candidates complete all program requirements and have successfully presented their Electronic Portfolio they complete an End of Program Survey which provides feedback regarding the entire program.

Use of Data for Program Improvement

The school library media faculty believe that the basic **admission criteria** of a cumulative grade point average (GPA) of at least 3.5 on a 4.0 scale on a graduate course work and acceptable GRE/MAT scores are important indicators of previous college level work and predictors of commitment to and success in the school library media program. Applicants must hold a master's level degree from an accredited institution and must be eligible for clear renewable Georgia certification in School Library Media. The faculty have established a thorough appeals process with the goal in mind of only accepting applicants who demonstrate the potential for success in the program.

The **Entry SWOT** and Exit Reflection - SWOT Revision assessments are aligned with the NCATE standard areas of E: Knowledge and Skills; F: Student Learning; and G: Professional Dispositions. Information gained through the entry SWOT allows the faculty to work with candidates individually to select the most appropriate elective courses to address weaknesses and threats identified by candidates. As faculty review both the entry SWOT and the SWOT Revision papers submitted by candidates, faculty are able to identify any changes in the course content/requirements and program expectations that may be necessary in order to continue to provide candidates with the best possible opportunities and experiences to assist their development as leaders in the field of school library media.

The **Entry, Midpoint, and Exit Dispositions** are correlated with NCATE standard G: Professional Dispositions.

The **Midpoint and Exit Dispositions** assessments provide insights into the dispositional behaviors of candidates. At the end of each semester, the school library media faculty, discuss and rate the dispositions of candidates who are at the midpoint and exit points of the program. The information is analyzed and school library media faculty conference with any candidates identified as having dispositions that are not acceptable. Those identified candidates are then brought in for conferences with the department chair or program coordinator and at least one school library faculty member. Specific expectations related to professional dispositions are outlined so it is very clear to the candidate the dispositional changes necessary in order to continue and complete the program. The information gathered through the Dispositions assessment is also used by the school library media faculty to identify specific dispositional

behaviors that need to be stressed more in the program and to identify the most appropriate courses in which the specific dispositional behaviors should be addressed.

Prior to Summer 2009 midpoint and exit professional dispositions were included in the Midpoint Program Reflection and the Exit Program Reflection/Portfolio assessments. The school library media faculty discussed candidate dispositional behaviors, consulted with field experience mentors, and met with any candidates who had exhibited unacceptable dispositions.

The **Midpoint and Exit Field Experience/Impact on Learning** assessments are also aligned with the three NCATE standard areas. Those assessments provide faculty opportunities to continually review the connections between the SWOT assignments and the field experience requirements of the program to ensure candidates are provided the most appropriate opportunities to improve and utilize knowledge and skills they gain through the program. Field Experience and Impact on Learning assessments provide opportunities for the school library media faculty to monitor the types of activities candidates are providing for students in school settings and the impact of those activities on student learning. The information gathered through the Field Experience and Impact on Learning assessment submitted at the midpoint of the program provides the school library media faculty with feedback regarding the field experiences candidates are completing during the first half of the program and faculty are able to work with candidates who are not on track at that point so they can successfully complete the field experience requirements by the end of the program.

The **Midpoint Program Reflection and the Exit Program Reflection/Portfolio** assessments are aligned with the CoE Conceptual Framework Descriptors and the NBPTS LM standards. These assessments allow faculty to continually review the program requirements and course content. At the end of each semester faculty review the data to identify any changes in the course content/requirements and program expectations that may be necessary in order to continue to provide candidates with the best possible opportunities and experiences to assist their development as leaders in the field of school library media. For several years a 2 point rating scale was used to evaluate the Midpoint Program Reflection and the Exit Program Reflection/Portfolio. Over time the school library media faculty recognized that a 2 point rating scale did not allow them to differentiate the various ability/accomplishment levels of candidates. Moving to a 4 point rating scale Summer 2009, as recommended by NCATE, allowed the school library media faculty to make even further differentiations regarding the quality of work completed by candidates. Clustering the NBPTS LM standards and the College of Education Conceptual Framework descriptors into the categories of Knowledge and Skills, Student Learning, and Professional Dispositions enabled the school library media faculty to carefully review the experiences and opportunities provided for candidates and make appropriate revisions. At the end of each semester the school library media faculty review the data to identify any changes in the course content/requirements that may be necessary in order to continue to provide candidates with the best possible foundation and the most appropriate experiences to prepare them to be effective leaders in the field of school library media. The information gathered through the Midpoint Program Reflection and the Exit Program Reflection/Portfolio assessment provides the school library media with feedback regarding the level of understanding candidates have related to the NBPTS LM standards and the College of Education Conceptual Framework descriptors based on the courses candidates completed during the program. The school library media faculty are also able to identify course components that may need to be eliminated, revised, or added in order to continue to provide the most appropriate content and experiences for candidates.

Field and/or Clinical Experiences

Describe the field and/or clinical experiences required for this program in terms of type and number of contact hours. Describe how the preparation program ensures that candidates complete field experiences at the required ranges of grade levels and with students of diverse characteristics and needs. Include all program options. When you are finished drafting this, please paste you entry into the box for this

question on the PRS website. Limit your response to about 2500 words for each window. Note: if your program has field experience categories in addition to these two, include descriptions in the most appropriate text box.

At the midpoint of the program and as they exit the program candidates in the Ed.S. in school library media program must submit information related to projects they complete in the field that impact the learning environment and student achievement. Candidates identify at least five technology related projects that they created and implemented in their teaching/learning/work environment as a result of something they learned in the Ed.S. program. The projects could be projects candidates did specifically for an Ed.S. course they were taking, or they could be projects they did independently (not as part of a course) that required them to use skills they acquired or improved through their work in the Ed.S. program. Candidates provide the following information for each project:

- Project Name and Link – hyperlink the name to the project itself
- Project Date
- Project Description – WHO the project was done with or for, WHAT the project was, WHERE it was done, WHY the project was done, and HOW the project was done
- Project Impact – What was the outcome of the project? How did you measure or assess the outcome? If this was an instructional project, include learner impact.
- MEDT Connection – course that the project was done for or that gave you the idea/tools to do the project

Candidates in the Ed.S. program in school library media are already certified as school library media specialists. Throughout the program they work closely with their district assigned mentors, peer media specialists in other schools and districts, and technology specialists in their schools.

Candidates have field experiences in all required grade levels.

Candidates for Early Childhood certification complete field experiences in grades PK-K, 1-3, and 4-5.

Candidates for Middle Grades certification shall complete field experiences in grades 4-5 and 6-8.

Candidates for P-12 certification shall complete field experiences in grades PK-K, 1-3, 4-5, 6-8, and 9-12.

Candidates for certification in secondary fields complete field experiences in their fields of certification in grades 6-8 and 9-12.

Candidates in the Ed.S. program in school library media are already certified as school library media specialists. In order to gain that certification they had to spend time in school library media centers at the three levels – elementary, middle school, and high school. The focus of the field experience requirements for the Ed.S. program is to help candidates become more knowledgeable and skilled as media specialists as they work to implement the AASL Standards for the 21st Century Learner. The majority of the projects are implemented within their own media center/school. The school library media faculty work closely with each candidate to make sure they have opportunities in other media centers if they are not able to effectively implement the projects within their own media centers.

Faculty

Name: Danilo M. Baylen
Department: Media and Instructional Technology
Rank: Associate Professor
Tenure Track: Yes
Highest Degree: EdD
Degree Field: Instructional Technology
University: Northern Illinois University
Status: Full time in Institution, full time in Unit
Role: Faculty

Professional Experience in P-12 Schools: For four years, Dr. Danilo Baylen taught English as a Second Language to Indochinese refugees (Vietnamese, Laotians, and Khmers) in Southeast Asian refugee camps who were preparing to resettle in the United States. During that time period, he spent at least a year teaching secondary school aged students, and supervising ESL, Math and American Studies teachers in a secondary school program based on the U.S. model. He also spent a year working as a social worker/community development specialist to meet the needs of unaccompanied minors from Vietnam held in Hong Kong transit centers. Dr. Baylen worked with K-12 teachers in Southwest Florida, serving diverse populations including ELL students, as participants in professional development programs involving the integration of technology in the teaching of writing. Also, he worked with K-12 students (elementary, middle, and high school) in learning how to use technology to support learning in and out of their classrooms. Dr. Baylen spent almost a year volunteering with Early College students (7th grade) and taught them how to use technology in support of their middle school curriculum. The students came from various schools in Carroll County (Georgia) that were categorized as Title I schools. Finally, Dr. Baylen serves as selection committee chair for the International Program scholarship for three undergraduate education students to Kagoshima University, Japan.

Scholarship and Leadership Information: Dr. Baylen served as co-chair of the Diversity Committee in the College of Education for one year and continued to serve as a member the following year. In that role, he took the lead in developing data collection tools to support a research project on improving the undergraduate course on diversity curriculum. Finally, Dr. Baylen served as co-editor and managing editor of an online peer-reviewed journal, *Social Studies Research and Practice* than reviews manuscripts and publishes articles on social justices, equity and access, diversity, and technology issues.

Name: Lessell Martiny (Marty) Bray
Department: Media and Instructional Technology
Rank: Associate Professor
Tenure Track: Yes
Highest Degree: Ph.D.
Degree Field: Instructional Systems Technology
University: Indiana University
Status: Full time in Institution, full time in Unit
Role: Faculty

Professional Experience in P-12 Schools: Before earning his doctorate Dr. Marty Bray was a special needs teacher, a media coordinator, and a technology coordinator at the elementary and high school levels. His first job was a Bertie County High School which had a high (above 60%) African American

population. While there he worked with students with a variety of special needs including emotional disabilities. Dr. Bray's second teaching position was at Whitnel Elementary School where he worked in a self-contained classroom for students with emotional disabilities. His third professional position was at McDowell High School which was located in a rural district in western North Carolina. In addition to his responsibilities as a Media Coordinator he was also a technology coordinator for both the high school and district.

Scholarship and Leadership Information: Since beginning his career in higher education Dr. Bray has elected to focus primarily on the accessibility of web pages for persons with disabilities. Section 508 of the Americans with Disabilities Act mandates that entities receiving federal funding must maintain websites that conform to accessibility standards first established by the Web Accessibility Group of the World Wide Web Consortium. He has conducted a number of studies to determine the accessibility of a variety of types of websites including Departments of Special Education, elementary schools, and school districts.

Name: O.P. Cooper
Department: Media and Instructional Technology
Rank: Assistant Professor
Tenure Track: Yes
Highest Degree: Ed.D.
Degree Field: Language Education
University: University of Georgia
Status: Full time in Institution, full time in Unit
Role: Faculty

Professional Experience in P-12 Schools: Dr. Cooper's professional experience in P-12 education includes numerous roles: high school English teacher; school library media specialist and district-level coordinator of library media services; director of a Georgia DOE Technology Training Center; and district-level administrator for technology services. Prior to this year, during the time Dr. Cooper was teaching as an adjunct for UWG, Dr. Cooper worked as a high school library media specialist, with the additional duties of coordinator of library media services for the district. This dual role offered daily opportunities for working directly with students, teacher and administrators. Activities ranged from providing one-on-one assistance to students, to teaching information access skills to groups or whole classes of students, to serving on school and district technology committees. As media specialist, Dr. Cooper was the first point of contact for many technology issues, and he regularly worked with both students and teachers in using technology for academic projects. Three of the school districts in which Dr. Cooper worked had minority populations ranging from one-third to one-half of the total number of students. As Assistant Superintendent for Technology in Carrollton City Schools, Dr. Cooper write numerous grants aimed at assisting students identified as at risk, minority and low income. Dr. Cooper was a leader in a project which placed computers with access to the district's networked resources and the Internet in thirty government-subsidized housing units where students lived.

Scholarship and Leadership Information: For some 15 years Dr. Cooper has maintained an e-mail list service for the school library community in Georgia. The list fosters communication between school library media specialists, district media coordinators, members of professional organizations, and others interested in the ongoing work of school library media specialists in the state of Georgia. Dr. Cooper has also presented at state conferences such as COMO and GaETC with other school library media faculty in the department.

Name: Cristine G. Goldberg
Department: Media and Instructional Technology
Rank: Assistant Professor
Tenure Track: Yes
Highest Degree: Ed.D.

Degree Field: Curriculum and Instruction
University: University of Sarasota
Status: Full time in Institution, full time in Unit
Role: Faculty

Professional Experience in P-12 Schools: Dr. Cristine Goldberg taught Special Education for three years, taught Gifted Education and developed four courses for gifted certification. She served as a media specialist for 25 years working with diverse groups of students including handicapped, ESL, and gifted. Dr. Goldberg developed reading promotions, curriculum units and specific unique presentations such as Chihuly glass, Atlanta Botanical Gardens, Chinese Art, Brazilian Art to support the arts in the community. She receives six grants – two combined for \$30,000 to bring art programming to the schools and community. Dr. Goldberg developed the first state honors geography course and the first honors world mythology course. She developed five professional learning courses at the district level on topics such as Holocaust and Eastern Europe, Storyboxing, Mind Mapping, Speed Reading, and Critical Thinking and Logic. Dr. Goldberg also serves as an instructor for Georgia pilot Virtual High School 1999-2002 teaching the original advanced journalism course – The Sunday New York times.

Scholarship and Leadership Information: Dr. Goldberg has conducted research on Latino children's literature, visual literacy, Bang's 10 principals of illustration, and a comparison of the development from colonial times to the present between Brazil and the United States. She has presented at the Latino Children's Literature Conference, the Georgia Children's Literature Conference, as well as COMO and GaETC.

Name: Dr. Jason Huett
Department: Media and Instructional Technology
Rank: Assistant Professor
Tenure Track: Yes
Highest Degree: Ph.D.
Degree Field: Educational Computing/Instructional Technology
University: University of North Texas
Status: Full time in Institution, full time in Unit
Role: Faculty

Professional Experience in P-12 Schools: Dr. Jason has worked in education in some capacity since 1988. Most of it has been in higher education, but those jobs included multiple outreach opportunities to P-12 schools including working as an academic counselor to high school seniors entering college and working with the College Assistance Migrant Program (CAMP) for four years to assist migrant students in all aspects of their education. Dr. Huett began teaching in secondary education in 1999 teaching remedial English and business computer applications in Mathis, Texas. He was in the process of obtaining his Master's in Secondary Education at the time and was provisionally certified on a 1-year basis. This Title I school was 92% Hispanic, and the majority of students hailed from families of low to very low socioeconomic status. While there, in addition to his normal teaching load and responsibilities, he was responsible for securing funds and managing funds to update technology on the campus, sponsoring academic clubs, writing IEPs, etc. In 2005, Dr. Huett became a course reviewer for the Texas Virtual School Network 9a unit under the Texas Education Agency). He began reviewing a variety of classes offered at a variety of levels. Much of his task as a course reviewer (which continues into the year 2010) is to ensure that online courses for Texas students are of high quality and remain equitable, accessible, democratic environments where all learners can succeed. In the fall of 2009, Dr. Huett began work on a collaborative project between the students in his graduate IT course (MEDT 7472) and teachers and administrators in Henry County Schools. He works with his wife, Kim Huett and their goal is to set up a robust review process to ensure quality control of online and blended course offerings in Henry County Schools. Henry County is offering online learning to give students increased choice, and to improve the

learning outcomes for diverse populations in the district. This work will continue through summer 2010, and they will re-implement the project in 2011 based on feedback from this round of the project. Dr. Huett has also participated in department activities designed to continue close contact with all Georgia school districts and conduct focus groups with teachers to assess and to advance the quality of the programs offered in the department.

Scholarship and Leadership Information: Dr. Huett's current area of scholarship concerns the design, development, implementation, and evaluation of online learning environments – particularly K-12 online learning environments, and how those environments are designed for improved student learning outcomes. There is no question as to whether or not schools will increasingly offer blended and online learning options. The problem schools will increasingly face is how to do this well. Along with his wife, Dr. Huett is currently working and collecting research in this area through his work on the "Henry County Project". He has already begun to share what they are learning from this project through publications and presentations. Dr. Huett's scholarship efforts since coming to University of West Georgia have been significant. Since 2006, he has published over a dozen articles, book chapters and other works in some of the best peer-reviewed journals in his field, edited a well-received book with another under contract, presented research at conferences representing the top professional organizations in his field, won awards for his writing and research, conducted dozens of presentations and workshops, and has an impressive list of consulting and other accomplishments relating to distance education initiatives. Since 2006, Dr. Huett's leadership skills are evident at the local, state, national, and international levels. He chairs and serves on department, college, and university level committees and workshops. He has served on and chaired state level taskforces as well as national and international committees and governing bodies like the PSC. He has been chosen to host research symposia, edited journals and books, worked on editorial and review boards for books and for some of the best journals in his field. Dr. Huett is also a member of many noted professional organizations. He serves on doctoral student dissertation committees and mentors numerous doctoral students. He has chaired two successful searches for new faculty; helped move entire courses and programs online; crafted policy; chaired admissions and appeals committees; streamlined the collection of NCATE and other assessment data; promoted new and emerging technologies at the department, college, and university level; advised students; mentored faculty; sponsored university organizations; etc. Dr. Huett is also the program coordinator for the Ed.S. in Instructional Technology program.

Name: Dr. Dawn Putney
Department: Media and Instructional Technology
Rank: Full Professor
Tenure Track: Yes
Highest Degree: Ph.D.
Degree Field: Philosophy in Education
University: University of Iowa
Status: Full time in Institution, full time in Unit
Role: Faculty

Professional Experience in P-12 Schools: Over the past 35 years Dr. Putney has worked in a variety of P-12 school and higher education environments including: a rural Title I school (98% African American) where she received one of the first technology grants in Georgia; an inner city school located in the middle of a federal housing project (90% African American); teaching English to the first group of Loatian refugees to arrive in Georgia from the Cambodian refugee camps; securing and directing Title I grants of over one million each year for 4 years in a Midwest district during the farm crisis when Title I grants for rural areas were very competitive; developed and directed programs for high school students and their infants; developed and directed programs that coordinated community services within school settings that involved public health services, housing and heating assistance, parole services; parent/child technology classes; and parent education programs. Dr. Putney currently volunteers at Carrollton Elementary School 3-5 hours per week in the media center. She works with PreK-3rd grade students,

teachers, and paraprofessionals. The student population at Carrollton Elementary School includes students who speak a variety of languages and at times Dr. Putney is able to assist them in locating materials and learning the basics of how the media center works. She also assists the media center staff in locating, gathering, and organizing materials for teachers on a variety of topics to support the GPS. The media specialist is now responsible for the classroom instructional technology hardware and training. Dr. Putney frequently meets with her to discuss strategies to easily implement the new equipment and new technologies into the instructional environment.

Scholarship and Leadership Information: Over the years all of Dr. Putney's presentations have been focused on issues and/or strategies appropriate for immediate P-12 classroom and media center application and are also materials she has utilized in her teaching. Many of her presentations and publications have been completed collaboratively with other colleagues. A few current examples include: three scenarios written with Robert Morris published in *Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform* by K.T. Henson describing specific classroom strategies/issues and the presentations done with Elizabeth Bennett, Phyllis Snipes, and O.P. Cooper which focused on new Web 2.0 technologies with direct, immediate classroom/media center application.

Name: Dr. Phyllis Snipes
Department: Media and Instructional Technology
Rank: Assistant Professor
Tenure Track: Yes
Highest Degree: Ph.D.
Degree Field: School Library Media Technology
University: Georgia State University
Status: Full time in Institution, full time in Unit
Role: Faculty

Professional Experience in P-12 Schools: Dr. Snipes served as a school library media specialist for 30 years in the P-12 schools, at all levels. She was coordinator of media services for 15 years in one district. Within those roles, she supervised students from various departments, grades, and programs. Dr. Snipes participated in training sessions regarding physically handicapped children, emotionally disturbed children, and mentally challenged children. She was responsible for those students in the media center. She also worked with hearing impaired and visually impaired children with assistive technologies and general lessons. The media center was also the location for ELL classes, so Dr. Snipes was very involved with direct instruction of those students in completing assignments from all disciplines. She offered a program for Hispanic children so the center could be accessed an hour before school, and until 7:00 pm after school. Her school was one of the first in the country to implement massive technologies into the school and curriculum. Dr. Snipes served on the Governor's Information Technology Policy Council for the state of Georgia for 3 years. Assisting students with a variety of new and innovative technologies was a consistent part of her work for 15 years. Dr. Snipes continues to provide advice and presentations on technology for P-12 schools upon request.

Scholarship and Leadership Information: As Coordinator of Media Services in the P-12 schools, Dr. Snipes served at the district level setting policy for all schools in the district, including reconsideration policy, selection policy, and media program policy. She served as president for the local media organization and was editor of the state media organization's official journal. Presently, Dr. Snipes is involved in scholarship and leadership in technology through her teaching and service, particularly. All courses she teaches are 85% to 95% delivered in an online format, and instructional integration of newer Web 2.0 technologies is an integral part of her course design. She presents integration of newer technologies into instruction at various state and national conferences. Dr. Snipes also mentors various faculty members across the college of Education as they begin to design online delivery of content in some of their courses. Candidates consistently report through course evaluations that they understand applications and are prepared for implementation of instructional technology as related to P-12 instruction

upon completion of coursework. Dr. Snipes provides adjusted versions of some assignments if candidates have any type of disability, and recommends services available on campus to help the candidates cope with that disability.