Greetings!

We got off to a late start this year, with our first meeting occurring in November instead of September. Dr. Hulsey, who was to assume the role of President in the year 2004-05, moved from West Georgia in August and adjustments to the list of officers serving in the coming year had to be made. We have an excellent team: Dr. John Ponder is the Vice President in charge of Programs, Dr. Robert Morris will serve as Secretary, Gary Gregg will be looking after membership, Dr. Donna Harkins will continue to be our Treasurer, Dr. Ros Duplessie will continue to keep us all informed through the newsletter, and Dr. Ron Reigner continues in the dual roles of Historian and Foundations Representative. Dr. Bob Morris and Dr. Fenqien Luo serve on the executive board and Dr. John Myers continues in his advisory role for the West Georgia Chapter.

I would like to take this opportunity on behalf of the West Georgia Chapter to thank Dr. Jill Reddish for the wonderful job she did as President in the year 2003-2004. As VP for Program, I worked closely with Jill and know the real effort she has made to promote the PDK in Carrollton and surrounding areas. Her enthusiasm and dedication to PDK should be noted and applauded.

The guest speaker for our first meeting was Dr. Elena Mustakova-Possardt, Department of Psychology, UWG, who talked with members about the UWG Latino Initiative. Our next meeting, scheduled for the last week in November, will feature a Panel Discussion focusing upon the No Child Left Behind (NCLB) Act. Practitioners, district office personnel and an education law professor will discuss the effects of NCLB on schools in the area. We welcome all interested parties to come and raise questions and extend the discussion in real terms. The Annual Progressive Dinner Meeting will be held on Friday, December 03, 2004. Mark the date on your calendar – it is a great way to kick off the festive season with good food, good company and good cheer! Be sure to join in. Our Spring program will be announced in our December Newsletter. Please look out for it and note the dates in your diary!

Our fall Initiation Ceremony will be conducted at the late November meeting. The exact date will be published shortly. The ceremony will take place in the Executive Dining Room of the Z-6 Food Services building. I would like to take this opportunity to remind everyone that the Associate category, which was introduced last year, welcomes student teachers, parents and community members to join PDK, and the new Institutional category invites those working in school districts, governmental bodies and companies involved in education to join. I would like to stress the need for all existing members to help build our membership and also encourage attendance at our monthly dinner meetings. A quick e-mail can be sent to a colleague recommending membership in PDK by using the e-mail template at http://pdkintl.org/revup/recommend.htm.

Dinner meetings are held each month September through May and take place in the Executive Dining Room in the Z-6 Food Services building on the UWG campus, at 6:00pm. The PDK Executive works hard to create a stimulating program of presentations at each meeting, as well as provide the opportunity for members and prospective members to interact, socialize, and meet new people as well as old friends. Please look out for the next meeting notice and come along and bring a friend. We have door prizes and an enthusiastic group waiting to welcome you with friendly smiles! Our goal for the year 2004-2005 is increased membership.

I am delighted to serve as President of the West Georgia Chapter of Phi Delta Kappa in the coming year. If you have ideas for how the Chapter may better serve its membership, please contact me.

Sincerely, Anne

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President
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Phi Delta Kappa Newsletter

Phi Delta Kappa Meeting & Initiation

Day: 
_____day, November

Time: 
6:00 – 8:00 pm

Location: 
Z-6 Building, Executive Dining Room

Planned program:
Panel Discussion on:
“No Child Left Behind - Effects and Implementation in the West Georgia Area”

A presentation by:
Area practitioners,
school district office personnel, and
a professor of education law

PDK Chapter Officers for 2004-2005

President..........................................................Dr. Anne Halsall ahalsell@westga.edu
Vice President/Programs..................................Dr. John Ponder jponder@westga.edu
Secretary.......................................................Dr. Robert Morris rmorris@westga.edu
Membership.................................................Gary Gregg ggregg@westga.edu
Treasurer......................................................Dr. Donna Harkins dharkins@westga.edu
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Executive Board.........................................Dr. Robert Morris rmorris@westga.edu
Executive Board.........................................Dr. Fengqen Luo fluo@westga.edu
Chapter Advisor........................................Dr. John Myers jmyers@westga.edu

Technology Corner

MATHEMATICS EDUCATION WEBSITES
Compiled by Dr. Fengqen Luo

CURRICULUM/TEACHING & LEARNING
NCTM Illuminations
NCTM’s e-resources
Houghton Mifflin Math
ENC Online-Lessons & Activities
The Math Forum
National Library for Virtual Manipulatives (NLVM)

http://illuminations.nctm.org/
http://my.nctm.org/eresources
http://www.eduplace.com/math/mw
http://www.enc.org/weblinks/lessonplans
http://mathforum.org/
http://matti.usu.edu/nlvm/nav/vlibrary.html

ASSESSMENT/TESTING
The Trends in International Mathematics and Science Study (TIMSS) http://nces.ed.gov/timss/
National Assessment of Educational Progress (NAEP) http://nces.ed.gov/nationsreportcard/ITMRLS/pickone.asp
Criterion-Referenced Competency Tests (CRCT) http://www.doe.k12.ga.us/curriculum/testing/crct_items.asp

PROBLEMS, PUZZLES, & GAMES
MEGA-Mathematics
The Geometry Center
http://www.c3.lanl.gov/mega-math/
http://www.geom.umn.edu

The world seldom notices who the teachers are; but civilization depends on what they do and what they say.

- Anonymous.
ESOL Edge
Dr. Beth-Anne W. Miles

Bienvenue! Benvenuto! Wilkommen! My name is Dr. Beth-Anne W. Miles. I am an assistant professor in the Department of Curriculum and Instruction at the State University of West Georgia. While I enjoy teaching my undergraduate reading and social studies classes, my love remains with the graduate ESOL and foreign language courses that I teach.

Prior to this, I was an ESOL teacher for seven years in the public schools. I primarily taught in elementary schools, but have taught all ages from two year olds through adult English as a Second Language (ESL) learners. I have great empathy and understanding for ESOL learners since I experienced the immersion process of learning another language myself.

I am the daughter of a retired army officer. Like most military families, we moved frequently. I was fortunate to have grown up in the French speaking section of Belgium. I was the only American in my schools when I was enrolled in the Belgian schools; in fact, I was the only English-speaking student. I was forced to learn French like many foreign students are forced to learn English. The difference is that I did not receive help in French during my language acquisition process. Our LEP learners are fortunate in that they have you, conscientious and caring educators, who are striving to help facilitate their language processes.

The Limited English Proficient (LEP) population is growing rapidly and the education arena reflects this growth (Crawford, 1999). Approximately 17 percent of the United States population is LEP and about 75 percent of the LEP population is of Hispanic decent (Crawford, 1999). To assimilate into and function in American society, the acquisition of the English language is necessary (Labaree, 2000). The need for educators to become knowledgeable of the changing populations of the schools and how to best serve their language needs is inescapable (Castellanos, 1979; Crawford, 1992; Cruz, 1996; Halford, 1996; Lau v. Nichols, 1974; Lessow-Hurley, 1990; ovando & Collier, 1985).

Over the course of the year, I will provide useful and applicable tips for classroom teachers of LEP learners. The following are possible general accommodations that can be employed in most school settings for learners acquiring English.

Repeat, Rephrase, Reiterate, Restate, Reword. The more times a non-English speaking child hears something, the more likely he or she is to understand.

Label Classroom items in English. Many educators make the mistake of labeling items in Spanish or Urdu, for example. Many think that they are helping their foreign students feel more at ease in the class setting. While this underlining concern for foreign students is commendable, it does not help foreign students to learn English. If items are labeled in students’ native tongues, it can be said that they are already knowledgeable of these terms. LEP learners need help in learning English. Remember that most LEP learners only hear English modeled in the school environment.

List and review instructions step-by-step. Many LEP students will smile and nod their heads to indicate comprehension, but this might be a fallacy. Many foreign learners will agree with an authority figure regardless if they have gained comprehension or not.

Do not assume that if an ESOL learner speaks fluently that he or she is fluent in reading and writing. Listening and speaking are the first two skills that are mastered in the language acquisition process.

SMILE. You will be able to make a positive difference in the lives of our LEP children!

References


We’re on the Web!

http://coe.westga.edu/committees/pdk/

“Consider the postage stamp. Its usefulness consists in its ability to stick to one thing ‘til it gets there.” - Josh Billings