

The Peabody Bulletin

**A Virtual Night
at the Museum**

**Students with a
Can-Do Attitude**

MATH-terpieces

**Golf: For
Business & Life**

**Educational
Ambassador to
Costa Rica**

**Local Schools
GEARing UP for
Success**

The Peabody Bulletin

A Communiqué from the Dean

Volume 3, Issue 1



We have so much to celebrate as we begin the final push to the end of the spring semester. We approach the end of an academic year filled with valuable service to our constituencies through faculty research and teaching and student activities in field experiences, internships, and service-learning opportunities. Soon-to-be graduates are considering next steps, interviewing for jobs, applying for further educational and career prospects. As our students transition to graduates, our college is also evolving. We are immersed in a strategic nation-wide recruiting process, competing for the most promising faculty and scholars to join our ranks in a variety of faculty

positions to continue and renew our intellectual and educational offerings.

I look forward to introducing you to the quality and promise of our new hires in later issues of *The Peabody Bulletin*. As of now, we have six prospective faculty candidates who have committed to joining our faculty in the Fall, three in Kinesiology and three in Educational Theory, Policy and Practice. Each of the six has conveyed enthusiasm for engaging in scholarly and academic pursuits to further the flagship agenda while also being committed to making a difference in the lives, education, and well-being of our local communities and students through their teaching, research, and service. Just as our recent hires of 2005-06 have joined our seasoned faculty to advance our commitment to excellence, we all look forward to working with our next “class” of colleagues who will bring with them freshness of ideas, perspectives, and expertise.

In addition to new faculty, I am pleased to introduce you to Todd Sandeman, our new Coordinator of Alumni Relations. Already, Todd is enthusiastically and creatively exploring a variety of mechanisms and activities to encourage our graduates to become re-engaged with the college. Todd will be working closely with Georgia Scobee, our Director of Development, and Casey Bennett, the Coordinator of the Office of Public Affairs. He will be meeting with a variety of faculty and friends groups to expand our communications networks and outreach efforts. With approximately 95 percent of our budget committed to salaries, we must rely on external funds through grants, contracts, foundations, and private giving to extend our efforts beyond the classroom. Todd’s position will allow us to expand educational excellence and outreach beyond state funding by alumni and friend-raising.

Already, we are experiencing the impact of additional funding and support made possible by the College’s development activities

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Dean M. Jayne Fleener (pictured center) hosted the District II Superintendent's Luncheon at the LSU Faculty Club to discuss the College of Education's recent restructuring in addition to the rejuvenation of the College's Policy Institute.

in conjunction with the Forever LSU capital campaign. Earlier this semester, we awarded eight new professorships in the College of Education. We hosted a celebration to highlight the contributions of the new awardees, to acknowledge the commitment of our past professorship holders, and to say thank you to the professorship donors and their families.

In addition to these past accomplishments, we have upcoming events that would not have been possible without our development efforts. On April 19, we are hosting a private screening of the documentary, *Left Behind: The Story of the New Orleans Public Schools* for LSU and community members. This film was shown to the Department of Education in Washington, D.C., the Louisiana Congressional Delegation, Harvard University, and the Massachusetts Institute of Technology. After the film, we will open the floor for a lively panel discussion with one of the co-producers and students featured in the documentary.

While the documentary producers dramatically reduced the typical \$4,000 - \$6,000 screening cost and waived the \$10/person viewing fee, we would not be able to provide our students, faculty, staff, and community members with this unique experience without the generous donations to our Excellence Fund.

Our Excellence Fund also supports our visiting scholars program, which allows us to bring prestigious scholars from around the world to share their ideas and expertise with our campus. With support from Advance Baton Rouge, we hosted Stanford University Professor Emeritus Nel Noddings, who delivered a public lecture and participated in the Curriculum Camp where she was able to interact closely with our students and faculty. Supporting opportunities for our students to engage with eminent scholars and to participate in gatherings where they see their own faculty engage in scholarly ways with others, elevates the entire intellectual community and creates a shared focus on excellence.

Other activities coming up in the next few weeks include the 8th Annual Kinesiology Golf Classic, a Celebration of the Week of the Young Child, and our awards convocation. We hope you are able to join our faculty and students in these activities and witness our revitalized commitment to excellence and engagement with our communities.

M. Jayne Fleener, Ph.D.
E.B. "Ted" Robert Professor and Dean



A Virtual Night at the Museum: *Technology Taking LSU Museum's Show on the Road*

More and more people are delving into the world of virtual life simulations. Programs like "The Sims" interact with Internet audiences by getting users to "micro manage" the lives of make-believe or virtual people. With a sales record of 70 million copies worldwide, "The Sims" illustrates the success of virtual applications.

LSU faculty are now tagging on to this popular technology with an education twist. It's called the Virtual Museum and was funded by a \$38,000 grant from the Louisiana Board of Regents.

Because of a collaborative effort between the French Education Project and the Museum of Natural Science, teachers across the state will have access to a virtual museum through compressed video distance learning at seven sites stretching from New Orleans to Shreveport.

In addition to expanding the professional networking capabilities of science and French immersion teachers, the virtual museum will also provide training in the use of online materials and technology to under served, rural areas of

the state – many of which were affected by the 2005 hurricanes.

"With a virtual museum, K-8 science and French immersion teachers will have access to LSU's immense collection of natural science specimens and rich academic expertise," said College of Education Professor [Denise Egéa-Kuehne](#), the principal investigator on the grant.

Egéa-Kuehne co-wrote the grant with Sophie Warny, the education director for the LSU Museum of Natural Science, and [Arnaud Sgambato](#), director of the French Education



Project's National Resource Center for Teachers of French.

To kick off the grant, the researchers organized a one-day orientation on the LSU campus for "facilitators," or teachers that will foster discussions at their sites and lead participants to work in small groups to create innovative classroom activities based on the presentations.

Eg a-Kuehne, Warny, and Sgambato offered examples of creative, content-rich curriculum ideas with hands-on pedagogical activities to utilize LSU's special collections. For instance, in one activity the researchers capitalized on the museum's bird collection to discuss books, possible specimen loans, scope-on-the-rope activities, and even a classroom exercise in which the students

learned to eat like a bird and build nests.

"The LSU Museum of Natural Science boasts the fourth-largest university-based bird collection in the world, rivaling that of Harvard, Berkeley, and Michigan," said Warny. "It is a wonderful opportunity for us to share these resources with teachers in Louisiana, taking them virtually behind the door to see our collections, find out details about our curators, and learn some fun facts about each collection."

The bird collection is one of many resources on campus. The museum also has 81,000 reptile and amphibian specimens, including one of the largest and most diverse snake species skeletal collections in the world. The museum holds more than 20,000 fossil specimens,

1.25 million archaeological specimens and 270,000 fish specimens. The museum also hosts one of the world's largest frozen tissues collection. The mammal collection currently holds more than 37,000 specimens, and is among the 20 largest in the nation. And, the museum collaborates with the LSU Department of Geology & Geophysics providing access to a new Earth Science exhibit.

"LSU has so many unique collections that could be put to such wonderful use by innovative teachers," said M. Jayne Fleener, dean of the College of Education. "The College of Education serves as a bridge to educators across the state by opening up our vast resources and interdisciplinary collaborations and sharing these natural treasures with the education community."

OPPOSITE PAGE: Warny's curatorial assistant and Museum of Natural Science graduate student, Rebecca Tedford, presents a hands-on activity on bird's beak adaptation and feeding, while a teacher in Lafayette practices this activity with a live bird on the screen. **ABOVE:** The organizing committee for the Virtual Museum (L to R): Denise Egea-Kuehne (College of Education/French Education Project), Terri Hammatt (Louisiana Department of Education, Foreign Language Program Consultant, Division of Standards, Assessments, & Accountability), Arnaud Sgambato (French Consulate/French Education Project), Adrienne Lopez (College of Basic Sciences), and Sophie Warny (Museum of Natural Science and College of Basic Sciences). Not Pictured: Bernard Dubernet (French Studies), Jean-May Brett and Ann Wilson (Louisiana Department of Education, Division of Science Standards, Assessment, & Accountability).



Margaret-Mary Sulentic Dowell

IN DEFENSE OF GOOD TEACHING

College of Education Assistant Professor [Margaret-Mary Sulentic Dowell](#) was awarded the 2007 Kenneth S. Goodman “In Defense of Good Teaching” Award and was honored at the Literature and Literacy for Children Conference held in Tucson, Arizona on March 3, 2007.

The internationally recognized award was named after Goodman for his advocacy efforts for teachers, political action, and holistic education. Sulentic Dowell was nominated for the Goodman award based on her personal dedication to literacy efforts in the East Baton Rouge Parish School System and for her economic and social sacrifice in pursuing those efforts.

At a reception held in her honor, Sulentic Dowell delivered a keynote address, entitled “Education for Sale: A Tale of Falling from Favor.”

“Receiving this award was a personal and career highlight as it recognized the personal cost of perseverance in overcoming adversity, while maintaining my ethics and values as they pertained to literacy learning and teaching,” said Sulentic Dowell. “It was quite an experience.”

ROPERS-HUILMAN WINS LSU FOUNDATION OUTSTANDING FACULTY TEACHING AWARD

College of Education Associate Professor and recipient of the J. Franklin Bayhi Professorship [Becky Ropers-Huilman](#) was awarded the 2007 LSU Foundation Outstanding Faculty Teaching Award.



Becky Ropers-Huilman

ASHER NAMED OUTSTANDING REVIEWER



Nina Asher

College of Education Associate Professor [Nina Asher](#) will be honored at the annual meeting of the American Educational Research Association (AERA) in Chicago, in April 2007. Recognizing her extraordinary service during 2006, Asher will receive the “Outstanding Reviewer Award” for contributing exceptional, thoughtful reviews to this flagship journal. Asher is also a faculty member of the LSU Women’s & Gender Studies and the LSU Curriculum Theory Project.

MACGREGOR RECOGNIZED FOR OUTSTANDING CONTRIBUTIONS TO SERVICE-LEARNING RESEARCH

Current TIAA_CREF Service-Learning Research Fellow and College of Education Associate Professor [S. Kim MacGregor](#) received the Award for Outstanding Contributions to Service-Learning Research at the Gulf-South Summit Conference in March. MacGregor’s research focuses on the assessment of academic programs particularly on programs in higher education aimed toward integrating service-learning experiences into course content. Through a series of papers, MacGregor’s research reflects a commitment to developing deeper understanding of how the service-learning experience can be maximized and how the partnership between the community and the academy can be strengthened.

Sloan Foundation Expands Funding College of Education Faculty Investigate Student Attrition

The Alfred P. Sloan Foundation recently added an additional \$11,000 to a \$33,000 College of Education grant spearheaded by Department of Educational Theory, Policy, and Practice Assistant Professor [Susan Gardner](#). The LSU Graduate School will also contribute another \$9,000 to assist in the data collection for the study of student attrition.

Universities make a tremendous investment when they recruit or enroll graduate students, especially doctoral students. Student attrition, a term used to describe when students resign from a university, “drop out,” transfer to another college, or simply do not complete their degree programs, can mean high costs for a university. Notre Dame recently indicated in one report that the university could save \$1 million a year if their attrition rate would decrease by just ten percent.

In addition to the financial costs attrition has on a university, leaving a doctoral program without completing the program also can have tremendous adverse affects on the life and career of the student.

In the fall, the group released preliminary findings from the first phase of their study, funded by the Sloan Foundation, which examined quantitative data from the LSU Office of Budget and Planning. The data included 218 separate variables for 10,088 students enrolled in any LSU doctoral program from 1984 to 2006.

“Very few universities have these kinds of data,” said Gardner. “LSU is unique in that it has not only maintained data on every single degree program in the university, but has done so for several decades. Literally every doctoral student who has entered this university has been accounted for and not many universities can say that.”

Based on the analysis from the first phase of the study, this additional funding from the Sloan Foundation and the LSU Graduate School will allow the researchers to fully investigate six departments that represent the disciplinary diversity at LSU and were specifically targeted based on the analysis of the first phase of the study. All interviews will be completed by the end of the spring semester and the researchers are hopeful that a list of “best practices” will be available to the entire LSU community by Fall 2007.

The Alfred P. Sloan Foundation was established in 1934 by then General Motors Corporation President and CEO Alfred P. Sloan, Jr. The foundation’s programs and interests fall into science and technology, standard of living and economic performance, education and careers in science and technology and a variety of national issues such as bioterrorism and universal access to recorded knowledge.

“Literally
every
doctoral
student
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universities
can say
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— College of Education
Professor Susan Gardner

OFFICE OF SPONSORED PROGRAMS

AWARDED GRANTS

- Camburn, Albert. (2006, November). Louisiana Teacher Assistance and Assessment Program (LaTAAP). *Louisiana Department of Education*: \$6,860.
- Camburn, Albert. (2007, January). LEAP Remediation. *Louisiana Department of Education*: \$1,831.
- Denny, R. Kenton. (2007, January). Louisiana State Improvement Grant (LaSIG). *Louisiana Department of Education*: \$798,570.
- Egea-Kuehne, Denise. (2006, October). The Virtual Museum. *Louisiana Board of Regents*: \$38,188.
- Ellis, Rebecca (for D. Moore). (2007, January). Validation of Fall-related Psychological Measures to Predict Falls Risk Among Independent Living Older Adults. *American Alliance for Health, Physical Education, Recreation and Dance (Graduate Student Grant)*: \$3,000.
- Fleener, M. Jayne; and Carson, Russell (with J. Shoemaker, C. Plummer, and S. Gaston). (2006, November). LSU Ready & Response Service Team, Learn and Serve Grant. *Louisiana Campus Compact*: \$135,000.
- Gardner, Susan. (2007, January). Graduate Student Retention & Success: Exploring Disciplinary and Institutional Contexts. *Albert Sloan Foundation*: \$11,700.
- Lee, Amelia. (2007, January). Golf: For Business & Life. *Professional Golfers' Association of America*: \$100,000.

SUBMITTED PROPOSALS

- Anderson, Catriona (with B. Nixon, Cain Center). (2007, March). Project PRISM: EBRPSS/LSU Elementary MSP. *East Baton Rouge Parish School System*: \$72,851.
- Anderson, Catriona (with B. Nixon, Cain Center). (2007, March). MSP Project DREAMS (Discover the REAL Excitement about Math and Science). *Iberville Parish School System*: \$64,755.
- Blanchard, Pamela (with B. Nixon, Cain Center). (2006, November). Project SCIENCE II. *East Baton Rouge Parish School System*: \$71,570.
- Camburn, Albert. (2006, November). Louisiana Teacher Assistance and Assessment Program (LaTAAP). *Louisiana Department of Education*: \$6,860.
- Camburn, Albert. (2007, January). LEAP Remediation. *Louisiana Department of Education*: \$1,831.
- Carson, Russell. (2007, January). Exploring the Relationship between Teacher Burnout and Teaching Behaviors in Physical Education. *American Alliance for Health, Physical Education, Recreation and Dance*: \$5,000.
- Denny, R. Kenton. (2007, January). Louisiana State Improvement Grant (LaSIG). *Louisiana Department of Education*: \$798,570.
- Egea-Kuehne, Denise. (2006, September). Houma and Houma-French Language Documentation Project. *National Science Foundation*: \$430,422.
- Ellis, Rebecca (for D. Moore). (2007, January). Validation of Fall-related Psychological Measures to Predict Falls Risk Among Independent Living Older Adults. *American Alliance for Health, Physical Education, Recreation and Dance (Graduate Student Grant)*: \$3,000.
- Gardner, Susan. (2007, January). Graduate Student Retention & Success: Exploring Disciplinary and Institutional Contexts. *Albert Sloan Foundation*: \$11,700.
- Gaston, Suzan. (2007, March). 2007-2008 LSYOU Summer and Year Round Program. *City of Baton Rouge*: \$193,499.

SPONSORED PROGRAMS UPDATE

The mission of the College of Education's Office of Sponsored Programs is to facilitate all administrative aspects of the pre- and post-award process, including proposal preparation, budgetary needs, human resources, subawards, contracts, procurement requisitions, projecting expenditures, and performing accounting and reporting functions. The Office of Sponsored Programs has continued to grow and build upon the momentum of the faculty and staff who have been eager to explore new funding opportunities. In September 2006, the University implemented an online proposal routing system that has proven to be much more efficient than the previous method of obtaining university approvals.

To date, in this fiscal year (2006-07), the College of Education has submitted thirty-seven proposals with a total amount requested of \$5,217,550. The College of Education has been awarded \$1,336,174 or a 26 percent success rate.

We would like to thank and recognize the faculty members who have pursued external funding for research and service projects. We will continue to work diligently with faculty and staff to make certain the College continues to achieve distinction within the University in research and service grants.

Sincerely,
Kristie Galy, Coordinator
Myriam Escobar-Aarabi, Post-Award Coordinator
Tammy Porter, Accounting Technician

Gaston, Suzan. (2007, March). 2007-08 LSYOU Year-Round Program (Active and Follow up Students). *City of Baton Rouge*: \$200,000.

Hinson, Janice (with J.P. Hatala, College of Agriculture; T. Rizzuto, College of Arts & Sciences; and A. Schawarz, College of Business Administration). (2006, December). Harnessing the Power of Social Capital: STEM Teachers Leveraging Social Network Resources in Guiding a Student's IT Career Path. *National Science Foundation*: \$1,168,962.

Landin, Dennis; Castle, Ray; and Thompson, Melissa. (2006, October). Enhancing Instruction in Musculoskeletal Mechanics and Rehabilitation. *Louisiana Board of Regents*: \$89,250.

Lee, Amelia (for Z. Gao). (2007, January). The Effects of Learning Content on Students , Motivation and Physical Activity Levels in Middle School Physical Education. *American Alliance for Health, Physical Education, Recreation and Dance (Graduate Student Grant)*: \$3,000.

Lee, Amelia. (2007, January). Golf: For Business & Life. *Professional Golfers' Association of America*: \$100,000.

Li, Li (with A. Fereydoun, College of Engineering). (2007, February). The Role of Neck Muscles during Static and Dynamic Physical Exertions. *National Institutes of Health*: \$73,500.

Lou, Yiping. (2007, January). Synthesizing the Evidence of What Works in Web-Based Learning. *National Science Foundation*: \$199,997.

Mooney, Paul (with V. Gulley, Psychology). (2007, January). LaSIP. *Louisiana Department of Education*: \$187,152.

Solmon, Melinda (for E. Domangue). (2007, January). Empowering Physical Education Teachers to be Agents of Change for Gender Equity. *American Alliance for Health, Physical Education, Recreation and Dance (Graduate Student Grant)*: \$3,000.

PGA Donates Another \$100K to Golf: For Business & Life Program

After the 2006 Ryder Cup, LSU Alumnus David Toms donated \$100,000 to the Golf: For Business & Life program, an initiative of The Professional Golfers' Association of America (PGA). The program is designed to teach and improve the golf skills of college juniors, seniors, and graduate students through instruction provided by PGA Professionals. The program also suggests ways in which students can use golf as a business tool as they enter the professional world. PGA golfers competing in the Ryder Cup team donate a portion of their earnings to a charity and university of their choice, usually their alma mater.

As part of the program, LSU employs a PGA "Class A" professional golfer who is classified as an expert instructor, skilled businessperson, and community leader, qualified not only to teach the game of golf but also to conduct the business of golf as well. Since the program launched in 2004, LSU has hosted PGA Class "A" professional golfers Chris Burkstaller, Emily Hanchar-Heroman, and Tim Brown, who has worked under Jim Flick and Jack Nicklaus.

The class rotates venues between the LSU Golf Course and the University Club located off Nicholson Road. Brown works at the University Club with local clients who pay more than \$100 per hour for his expert instruction on how to improve their golf game. The University Club venue also exposes students to sports technology such as the V-1 software by Interactive Frontiers that allows geometrical analysis of PGA professionals' golf swings via computer video monitor.

"It is an illustration of LSU's commitment to bringing top-notch teachers to work with our students and to collaborate with our faculty," said Roy Hill, a 33-year veteran of LSU and long-time instructor with the Department of Kinesiology.

College of Education Dean M. Jayne Fleener commented that, "Golf: For Business & Life incorporates the nature of our college. It is interdisciplinary; it incorporates technology into the classroom; it encourages lifelong fitness and wellness activities; and it extends our classrooms beyond the campus, out into the community."

The program has been in operation since 2004 following the PGA's initial donation of \$100,000 by Toms and a \$20,000 donation by Chris Riley.



College of Education Hosts National Academy of Education President at Shaw Center and Curriculum Camp



L to R: Petra Munro Hendry, William Doll, Nel Noddings, and Dean M. Jayne Fleener outside of the Solomon Episcopal Conference Center, the annual location for the Curriculum Camp.

National Academy of Education President Nel Noddings gave a talk on community and education on February 2, 2007, at the Shaw Center for the Arts. Advance Baton Rouge sponsored the event that drew more than 125 audience members, a number of them LSU undergraduate and graduate students involved in the Holmes and PK-3 programs in the College of Education.

A world-renowned educator, Noddings is the Lee Jacks Professor of Education Emerita at Stanford University that has authored a dozen books and is credited for developing the concept of caring in a classroom.

After the Shaw Center event, Noddings participated in the College of Education's Curriculum Camp held at the Solomon Episcopal Conference Center February 3 – 5, 2007. The camp hosts graduate students from universities across the South to present their work in the broad areas of curriculum and instruction.

The 2007 Curriculum Camp attracted more than 50 attendees from 11 different universities. Noddings talked with students and professors about her book *Critical Lessons: What Our Schools Should Teach* (2006), discussing how she organized the writing of and material in the publication. Noddings also engaged the students during their presentations and led a reflection on the group's activities on the closing night around a real campfire.

"Her conversations went beyond the antiquated style of teaching and learning, the 'Mind is a Muscle' metaphor," said College of Education doctoral student [Sean Buckreis](#). "Dr. Noddings inspired us not to force an intellectual exercise but rather to place learning in context to the students' interests—while keeping it just as rigorous."

Noddings has been a close friend of College of Education Professor [William Doll](#) for the past 35 years.

"She came out of respect for that friendship and to honor him in his last semester of teaching at LSU," said College of Education [Dean M. Jayne Fleener](#). "It will be difficult to match the enthusiasm and engagement at this year's curriculum camp."

Announcements

CREATING SAFE SCHOOLS: SAFE SPACE WORKSHOP FOR COLLEGE OF EDUCATION STUDENTS

The College of Education Office of Field Experiences and the LSU Office of Multicultural Affairs organized a half-day workshop in Safe Space training for its pre-service and in-service teacher candidates.

The day consisted of a personal quiz to rate individuals on their perceptions and attitudes towards gay, bisexual, lesbian, and transgender individuals followed by a panel discussion lead by students active in diverse organizations on campus.

Candace Creecy, a College of Education graduate student and the graduate assistant for cross-cultural affairs and the Safe Space Campaign, served as the facilitator for the event.



ABOVE (L to R): Cross-Cultural Affairs Coordinator Candace Creecy, College of Education Field Experiences Coordinator Karen Callendar, LSU students Andre Monte and Jennifer Vitter, and iCare Counselor Lisa Prejean led a Safe Space workshop for students in the teacher preparation program.

EDUCATION FACULTY FEATURED IN CHINA

A Chinese educational reform conference, held in Shanghai, P.R. China, May 25 - 29, 2007 will feature speeches by Dean M. Jayne Fleener and Professor William Doll of the LSU College of Education. Books by Dean Fleener and Professor Doll have been translated into Chinese for the conference, hosted by East China Normal University. LSU graduate students Lianfang Lu and Jie Yu will also attend the conference. While in China, the LSU contingent will also give talks on educational reform at Chinese universities in Harbin, Beijing, and Guilin.

Spotlight on New Staff

TODD J. SANDEMAN

Coordinator of Alumni Relations

College of Education Office of Public Affairs



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111 Peabody Hall

Todd Sandeman is the new Coordinator of Alumni Relations for the College of Education. He received a B.A. from the LSU College of Arts & Sciences in 1995, majoring in political science with a minor in history. In 1997, Sandeman received a Certificate of Paralegal Studies from LSU Continuing Education. Sandeman has been with LSU for almost seven years. He was elected to the LSU Staff Senate in 2005 and is a graduate of LEAD...emerge, a campus-wide leadership development program.

In addition to his professional work, Sandeman is an active volunteer leader with the Catholic Youth Organization in New Orleans, serving as both a football and basketball coach. He also serves as Treasurer of the International Hospitality Foundation and is serving his second term as Grand Knight in the Knights of Columbus, St. Dominic Council in New Orleans.



ABOVE: Cubs Honorees and Chair (L to R) Dr. James M. "Jim" Vick '60; Karen McCaskill Garland '83 (Event Chair); Margery "Tyke" Johnson Olinde '45; Dr. Andrew Roberts '87; and Oliver Brown '83.

Lab School Completes Authorization Visit for International Baccalaureate Middle Years Programme

The Lab School also successfully completed the authorization visit with the International Baccalaureate Middle Years Programme. The University Laboratory School also recently completed two Southern Association of Colleges & Schools Council on Accreditation & School Improvement reviews successfully affiliated with the International Baccalaureate Diploma Programme and Primary Years Programme. Watch for updates in the next Bulletin on progress of the IB programs.

For More News on the
University Laboratory School, visit
www.uhigh.lsu.edu

Lab School Foundation Celebrates Cubs 2007

The University Laboratory School Foundation hosted its seventh annual alumni recognition event, Cubs 2007, on March 17 at the City Club of Baton Rouge.

More than 150 guests gathered to celebrate with U-High graduates Margery "Tyke" Johnson Olinde '45 and Dr. James M. Vick '60 as they were inducted into the Alumni Hall of Distinction and Oliver Brown '83 and Dr. Andrew Roberts '87 as they were inducted into the Athletic Hall of Fame. Olinde was recognized for her extraordinary community service and Dr. Vick for over 35 years of excellence in instruction and administration at the University of Texas at Austin. Brown, an engineer, was recognized for his numerous athletic accomplishments in basketball, including high school state tournament MVP and Louisiana State Player of the Year honors and playing on LSU's 1986 Final Four Team. Dr. Roberts was a five time, five event, swim champion in high school and instrumental in organizing the first U-High swim team; he was also a national champion and Olympic contender.



ABOVE: On February 24th 2007, the University Laboratory School's Science Olympiad teams competed in regional events held at ULL in Lafayette, placing 3rd overall and qualifying for state competition.



MATH-terpieces: The Writing Project Inspires Right Brain Art

Jennifer Neubauer, Contributor

Not many people would associate math with art. But with the help of the LSU Writing Project and artist Marion Drennen, that is exactly what Sherwood Middle School math students found themselves doing.

The LSU Writing Project, directed by [Elizabeth Willis](#), Ph.D., sponsored a trip for Sherwood Middle Algebra I, pre-Algebra, and Geometry students. Not the typical math field trip, they went to the Brunner Gallery at the Shaw Center to visit an art display.

But this was no ordinary art. All of the pieces by artist Marion Drennen were related to the field of mathematics. Drennen was present for the visit and gave the class a personal tour of the artwork, sharing thoughts, feelings, and details about each piece.

The students were encouraged to choose their favorite piece of artwork and write about their feelings on it for a Writing Marathon. College of Education student-teacher [Laura Cancienne](#) created an oversized bulletin board, “The Wall of Quantum Expressions,” containing pictures of the art they viewed, the students’ writings, and pictures taken at the Shaw Center. She also recreated a favorite piece called Napier’s Bones, an interactive way to teach multiplication.

When Principal Crawford saw the display, she wanted to continue the project. The group organized a gallery reading for each of the students to read their writing out loud to each other and to Drennen.

Drennen then challenged the students to create their own pieces of art. She told Willis, “They came. They listened. They heard. They participated. They appreciated. They really dug deep!!! Then they wrote about the experience and the work. It is wonderful profound writing. I’d like for them to respond to the work with their own work.”

The students’ artwork was added to the Wall of Quantum Expressions, and on March 1, the school held a reception to honor Drennen and the student artists. The students shared their writing and their art with parents, faculty, and Drennen. All of the students’ art revolved around numbers, from the number pi, to infinity, to the relationship between positive and negative integers.



FACING PAGE/LEFT: "Negatives and Positives," artwork created by Sherwood Middle School student, Makaley Heughan.

FACING PAGE/RIGHT: Mathematics artist Marion Drennen speaking with Sherwood Middle School students.

TOP (L to R): Sherwood Middle School Mathematics teacher Darlene Ford, LSU College of Education Writing Project Director Elizabeth Willis, Mathematics Artist Marion Drennen, Sherwood Middle School Principal Phyllis Crawford, and College of Education Student Teacher Laura Cancienne.

LEFT BEHIND

The Story of the
New Orleans Public Schools

PRIVATE SCREENING

~~\$10~~ **FREE!**

Thursday, April 19, 2007 @ 7 p.m.
Howe-Russell Room 130
Panel Discussion Following
www.neworleansleftbehind.com

LSU | Honors College and
College of Education

**ADVANCED TICKETS
REQUIRED**
Limited Seating!

RSVP by April 13th
225-578-2151
cbenne5@lsu.edu



GEARing UP for Success

The LSU College of Education's GEAR UP program gathered its partners for a retreat on Friday and Saturday, January 19 and 20, at the Lod Cook Alumni Center.

GEAR UP, or Gaining Early Awareness and Readiness for Undergraduate Programs, is a program designed to reverse the dropout rates of middle and high school students and

encourage success in post-secondary education and careers.

Representatives from Baker and East Baton Rouge Parish schools, along with LSU faculty and staff, met to discuss ways to increase students' academic performance. Community partners representing Volunteers in Public Schools, the Baton Rouge Area Chamber, Teach

for America, Big Buddy, and the YWCA of Greater Baton Rouge also joined the College for its first meeting and strategy session for the project. LSU Chancellor Sean O'Keefe and LSU Head Football Coach Les Miles also joined the group to highlight GEAR UP's importance to the University.

The College of Education received a \$5.4 million grant



from the U.S. Department of Education to expand the services and outreach made available by the first GEAR UP grant.

GEAR UP helped reach 1,490 at-risk youth in partner schools as they moved from grades seven through 12. The new GEAR UP grant will start with approximately 1,350 seventh-graders and follow the same group of students through high school.

Preliminary findings from GEAR UP show that 55 percent of students who have participated in the program have graduated from high school, received their GED, and/or enrolled in college. With the additional \$5 million in funding and the expanded list of community partner organizations, the new GEAR UP program will reach students in five schools in need of assistance in both the East Baton Rouge Parish and City of Baker school systems, especially schools which experienced the highest influx of students after Hurricanes Katrina and Rita.

“We know that we have made an impact and engaged these children throughout our past efforts in GEAR UP, but with the new post-Katrina challenges facing our state and especially our educational system, we knew that GEAR UP would be an even greater tool to empower under-served students to attain a better future through education,” said [M. Jayne Fleener](#), principal investigator of the grant and dean of the LSU College of Education.



ABOVE: LSU College of Education Dean M. Jayne Fleener chats with Janice Gradney and Sundie King at the Park Forest Middle School team planning session.

BELOW: Crestworth Middle School Principal Angela Thomas (pictured center) works with her team members on a project that demonstrates how easily students can fall through the cracks.

OPPOSITE PAGE/TOP: The Capitol Middle School team flashes their cougar sign as a symbol of unity to implement GEAR UP.

OPPOSITE PAGE/BOTTOM: Willie Johnson of the Baton Rouge Area Chamber teams up with GEAR UP Program Director Suzan Gaston.





DISTINGUISHED DISSERTATION AWARDS

Department of Educational Theory, Policy, and Practice

Donna Porche-Frilot

“Propelled by Faith: Henriette Delille and the Literacy Practices of Black Women Religious in Antebellum New Orleans”

By Petra Munro Hendry, Advisor

Donna Porche-Frilot’s dissertation focuses on situating Henriette Delille (1812-1862) as an educational theorist and reformer within the larger story of Southern educational history. Among many accomplishments, Delille is credited with creating a black Roman Catholic teaching order known as the Sisters of the Holy Family, an organization cast as the first women civil rights advocates in Louisiana.

The Sisters of the Holy Family formed institutions—schools, orphan homes, elderly homes, convents—that became sites in which both free and enslaved African Americans could envision their identities beyond the dehumanizing effects of racism.

Porche-Frilot’s tedious archival research, some the first of its kind, was interwoven with census records and interviews she conducted at the archives of the Sisters of the Holy Family, the Historic New Orleans Collection, and the New Orleans Archdiocesan Archives. What is remarkable about Porche-Frilot’s research is her attention to investigating the context which made the educational initiatives of the Sisters of the Holy Family possible—not only race but its complex intersections with religion, gender, place, history, and spirituality against the landscape of white supremacy.

Porche-Frilot’s work will have a profound impact on scholars’ understanding of how antebellum African American women shaped cultural and social institutions to promote a unique Afro-Latin-Creole theory of literacy that contested antebellum ideologies of racial inferiority.



(L to R): Petra Munro Hendry and Donna Porche-Frilot.

Department of Kinesiology

Tracie Rena Parish

“Examination of the Constructs of the Transtheoretical Model in Patients with Heart Failure: A Focus on Physical Activity Readiness”

By Michael Welch, Advisor



Tracie Rena Parish

The goal of Tracie Parish's research was aimed at improving the management of patients with chronic heart failure. Heart failure is associated with frequent hospitalizations, widespread functional impairment, and a high mortality rate. It is the single most costly cardiovascular illness in the United States, with total treatment costs estimated at \$24 billion per year.

Recent research has indicated the importance of including planned physical activity in the management of these patients, with evidence of dramatic improvements in functional ability and quality of life and a reduction in healthcare costs and mortality.

Parish's dissertation was a compilation of three projects, which focused on exercise tolerance, adaptability, and physical activity behavior in patients with heart failure.

The major findings of Parish's dissertation indicate that patients with heart failure receive inadequate information about the importance of physical activity, have significantly reduced exercise tolerance and perceived quality of life, compared to age-matched controls, but improve when engaged in planned physical activity, specifically tailored to the patients' level of education and disease. Parish's work further identifies that 65% of heart failure patients are not engaged in planned physical activity programs because of self-perceived lack of readiness, have significantly lower scores on important prognostic indicators of survival, thereby increasing their risk for heart failure related complications and mortality.

The clinical relevance of Parish's work is that prior to initiating behavior modification programs such as planned physical activity, clinicians should first assess an individual's stage of readiness. Subsequently, interventionists may have a better idea of which processes to emphasize to move a patient toward engaging in and adhering to a particular intervention. Parish's efforts will undoubtedly facilitate the further development of even more effective heart failure programs, thereby reducing health care costs and ultimately saving more lives.

College of Education Graduate to Receive Dissertation Award at AERA

College of Education alumna Menthia Clark (Ph.D., 2006) was selected as the winner of the American Educational Research Association (AERA), Division G 2007 Distinguished Dissertation Award. She will be honored at the annual meeting of AERA in Chicago on Wednesday, April 11, 2007.

Clark's dissertation, titled "Say It Loud! I'm Black and I'm Proud! A Study of Successful Black Female Students Educated in an Urban Middle School," builds on previous research which reported that academically successful Black females must choose between academic success and a positive racial identity. Clark's study examines factors that create resiliency and success in the lives of Black female students in middle schools. Through an intensive, six month involvement with girls at school, their homes, and their after school activities, Clark discovered that each girl had a positive racial identity, was proud of her academic accomplishments, and had high expectations regarding future careers. Clark is modifying her dissertation for publication as a book and plans to propose it for a film, as has happened with similar dissertations that explore the lives of young Black students.



College of Education Hosts Professorship Brunch

On Sunday, March 4, 2007, the LSU College of Education hosted a brunch at the Baton Rouge City Club to honor alumni and friends who funded professorships. The ceremony welcomed faculty receiving newly funded professorships and reunited current professorship holders with the donors that funded them.

Special guests included Mr. Ben and Mrs. Maureen Daniels, Mrs. Pat Hines and Dr. Bill Hines, and Mrs. Helen Roberts. New professorship holders were Elizabeth Willis, Becky Ropers-Huilman, Rita Culross, Denise Egéa-Kuehne, Petra Munro Hendry, and R. Kenton Denny. These faculty joined the growing list of College of Education professorship holders spotlighted on the following page.



COLLEGE OF EDUCATION PROFESSORSHIP HOLDERS

Elizabeth Willis
*Elena and Albert LeBlanc Professorship in
the College of Education*

Becky Ropers-Huilman
J. Franklin Bayhi Endowed Professorship

Rita Culross
*Jo Ellen Levy Yates
Professorship in the College of Education*

Denise Egéa-Kuehne
*L.M. "Pat" and Mildred Harrison
Professorship in the College of Education*

Petra Munro Hendry
*St. Bernard Chapter of the LSU Alumni
Association Endowed Professorship in the
College of Education*

R. Kenton Denny
*Judith Walker Gibbs Professorship in the
College of Education*

Donna LaMonte
*Hines Family Professorship in Curriculum &
Instruction*

Michael Welsch
*Robert H. and Patricia A. Hines
Professorship in Kinesiology*

Jeanne Jendrzejewski
*Elena and Albert LeBlanc Professorship in
the Laboratory School*

M. Jayne Fleener
*Dean E.B. "Ted" Robert Professorship in the
College of Education*

William Doll
Vira Franklin & J.R. Eagles Professorship

Richard Magill
*Helen "Bessie" Silverberg Pliner
Professorship in Kinesiology*

Charles Teddlie
*Jo Ellen Levy Yates Professorship in the
College of Education*



Amelia Lee
*Mary Ethel Baxter Lipscomb Memorial
Endowed Professorship*

Earl Cheek, Jr.
*Patrick and Edwige Olinde Professorship in
the College of Education*

Melinda Solmon
*Roy Paul Daniels Professorship in
Kinesiology*

James Wandersee
W.H. "Bill" LeBlanc Endowed Professorship



Pioneer Days

Lab School Students

Go Back in Time to Learn about Culture, Migration

Jennifer Neubauer & Joanna Faerber,
Contributors

Churning butter, grinding corn, and square dancing are just a few ways the second-graders of the LSU Lab School learn about migration. In a four-week unit called *Journeys in Time*, students made a case study of the pioneers to learn about why people of different cultures relocate. They studied why people move, the past and present hardships involved in traveling to a new land, and the positive and negative aspects of relocating.

To incorporate it into all their school activities, the entire staff, including music, physical education, and art teachers related material during the four week unit. In music the students learned to sing old country dance songs of the past; in physical education they learned the different forms of pioneer entertainment such as square dancing, sack races, and marbles; and in art they made pioneer costumes.

"It enforces their learning," says physical education teacher [Joanna Faerber](#) on the student immersion in the topic.

The students read stories about pioneering, migration patterns, and relocation, like *Wagon Wheels*, *The Long Way to the New Land*, and *If You Travelled West in a Covered Wagon*.

Visitors came to the school from the West Baton Rouge Museum and the Baker Museum. The WBR Museum presented a program called Grandmother Marguerite's Trunk. For the presentation all the lights were turned off and lanterns lit to help the students travel back in time. Then they got to see different toys of the day and learn about daily life in the pioneer times.

The unit also required students to talk with their parents about their heritage. They learned where their family came from and when and how they came to America. "They discover that we are all from another place," said second-grade teacher [Jill Crutti](#). Then on "You Are What You Eat Day" the class participated in a pot-luck meal. Each student brought a food from the country of their ancestors.

"We've also broadened the program," said Crutti. "We looked not only at long ago, but also at why they would have to move." In class discussion the students came up with reasons like going away to college or because their parents move. "I said another reason for relocation would be for love and my kids were like, 'Eeeeeew!'" says second-grade teacher [Sheri Loy](#).

In addition, this year they were able to discuss how natural disasters can cause people to move. They discussed the effects of Hurricanes Katrina and Rita on the South.

The unit culminated in a trip to the Zachary Historical Village with students and their parents. Students dressed in the costumes they made and the classes visited the one-room schoolhouse and toured the Victorian McHugh House (including the outhouse). They learned how to wash clothes, grind corn, and make butter.



The rest of the activities were provided by the school. The students participated in a “Shiny Apple Contest.” Students decorated apples to make them as shiny as possible. “Everybody gets a ribbon,” said Crutti. “We have ribbons for things like roundest apple, most delicious apple, most creative. The important thing is that there are no winners or losers. Just good old-fashioned fun.”

The children put on a square dancing performance and then made the parents get up and try it too. They also put on a musical performance. Quilts were spread out on the ground and everyone enjoyed a picnic lunch of chicken, biscuits, and ice cream hand-churned by the students earlier in the day. Everyone enjoyed playing games in the afternoon like marbles, sack races, battledore and shuttlecock, and hopscotch.

The students loved the unit and many students in the high school remember it as one of their favorite times. When asked what he learned, one second-grader replied, “It was much harder on people back then, especially for the kids. You’d probably have more chores.” But even so, he said he would love to live in the pioneer times. And what would be his favorite chore? “Milking the cow!”

Spotlight on New Faculty

CATRIONA ANDERSON Department of Educational Theory, Policy, and Practice

Catriona Anderson received her M.Ed. in elementary education from the LSU College of Education Holmes Program in 1998. She earned her B.S. in elementary education in 1997.

Anderson began teaching at Highland Elementary in 2003. She taught fifth grade and tutored fourth-grade students to prepare them for their LEAP test and served as the school’s math specialist. She also served on the Highland Elementary/LSU Partnership Advisory Council. Prior to that, she taught fifth and third grades at North Highlands Elementary.

Anderson has worked with the Louisiana Teacher Assistance and Assessment Program mentoring new teachers. She has also mentored LSU student teachers and supervised LSU field experience teachers in language arts and social studies. In addition, Anderson was a master teacher with the East Baton Rouge Parish Observation Program.

Anderson joins Educational Theory, Policy, and Practice as an Instructor. She will be teaching Elementary Math Methods and will be supervising student teachers.



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Celebrating the Week of the Young Child

On April 22, 2007, the Association for the Education of Young Children at LSU (AEYC @LSU) is holding a Week of the Young Child Kick-Off Party. Located on the LSU Parade Grounds from 2:00 – 4:00 p.m., the event will include an obstacle course, kiddie pools where children can dig for treasure, sidewalk chalk, jump rope, and a relay race. In addition, there will be opportunities for parents and educators to learn to make various outdoor materials for children and different “rainy day” activities.

Week of the Young Child (April 22-28, 2007), sponsored by the National Association for the Education of Young Children (NAEYC), is an opportunity for early childhood programs across the country,

including child care and Head Start programs, preschools and elementary schools, to hold activities to bring awareness to the needs of young children.

“Early learning experiences are crucial to the growth and development of young children,” said Afton Tucker, College of Education student and vice president of AEYC @LSU. “Week of the Young Child provides opportunities for all of us to recognize the importance of the early years, and to work together to build better futures for all children.”

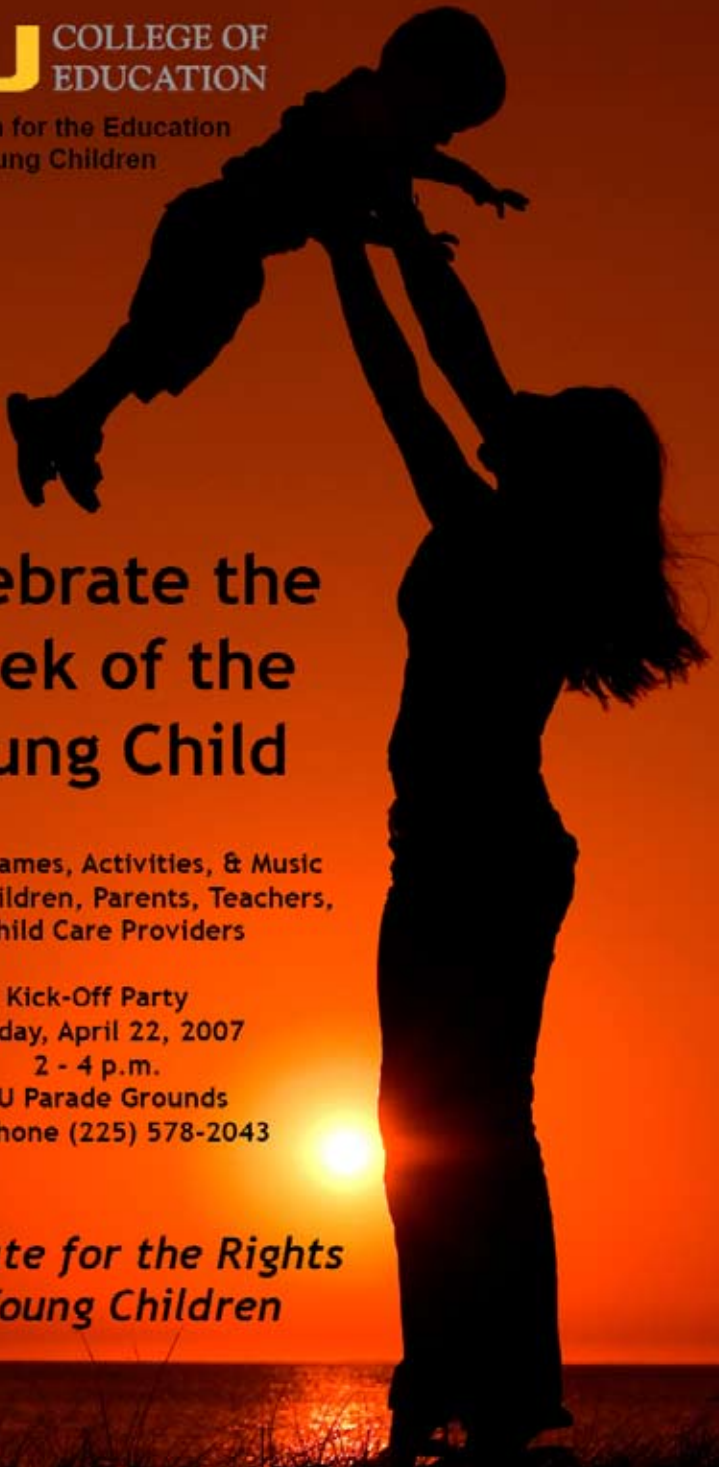
AEYC @LSU has 50 College of Education early childhood education majors working together to build public support for high-quality early childhood education programs. AEYC @LSU is an affiliate of NAEYC, the largest organization of early childhood educators and others dedicated to improving the quality of early education programs for children birth through age eight. Founded in 1926, NAEYC has nearly 100,000 members and a national network of over 300 local, state, and regional affiliates.

For more information, contact Afton Tucker at (225) 268-9223 or Jessie Speer at (985) 640-8935.

<http://coe.ednet.lsu.edu/events/index.htm>

LSU COLLEGE OF
EDUCATION

Association for the Education
of Young Children



Celebrate the Week of the Young Child

Booths, Games, Activities, & Music
Fun for Children, Parents, Teachers,
& Child Care Providers

Kick-Off Party

Sunday, April 22, 2007

2 - 4 p.m.

LSU Parade Grounds

Telephone (225) 578-2043

*Advocate for the Rights
of Young Children*

Teacher Awarded Costa Rica Study Tour

LSU Lab School Educator Selected as Educational Ambassador

Melissa Babcock Argrave, Contributor

A Louisiana State University Laboratory School teacher has been selected as an educational ambassador through the Toyota International Teacher Program.

Marty Loupe, a University High School biology teacher, will join a delegation of 20 U.S. teachers traveling to Costa Rica in March 2007 in a fully funded, 10-day study program.

The program, a partnership between Toyota and the Institute of International Education, seeks to provide educators with the opportunity to observe, interact with and understand Costa Rican communities and their efforts to preserve their environment and culture in a rapidly modernizing global society.

With multi-disciplinary backgrounds ranging from science to art, the selected teachers will bring their unique perspectives to those they meet in Costa Rica. Those experiences will then be incorporated into their classroom curricula and community projects, preparing students for an increasingly global future, and inspiring the creative teaching of international, cultural and environmental themes in U. S. schools and communities.

The educators were selected based on their professional and leadership qualifications and their plans for the incorporation of their experiences into the classroom. Loupe has been teaching for seven years and is in his second year at the University Laboratory School.

Loupe will travel along the Caribbean slope of Costa Rica, meeting and talking with community leaders, school representatives and scientists to learn how Costa Ricans are balancing environmental conservation with community development. He will also see how innovative strategies are being implemented in the areas of development, agronomy, conservation and education.

Loupe plans to utilize this experience to gain knowledge of the area and make connections with individuals and



organizations in preparation for a return in June, 2007 with a group of University High students to aid in the conservation of endangered sea turtles.

High school students from the *Colegio Agropecuario de San Carlos* pose for a photograph with Marty Loupe after asking him questions about educational customs of the U.S. Later, the students took him on a tour of their school to teach him about their ongoing agricultural and environmental projects.





A “Can Do” Attitude

LSU Coastal Roots Program Working with Grade Schools to Help Prevent Wetland Erosion

With scientists predicting that New Orleans could be a coastal city in 10 years or less, the LSU Coastal Roots Program is working with schools in a grassroots effort to restore the wetlands, can by can, tree by tree.

On Friday, March 16, the LSU Coastal Roots Program is leading approximately 100 students from Albert Cammon

Middle School in St. Rose, La., from 10 a.m. to 1 p.m. to plant nearly 1,000 swamp red maple and bald cypress seeds in their brand new can yard.

A can yard is an area where plants are raised until they are large enough to be moved to their final planting location. Albert Cammon is the second of three middle schools in St. Charles Parish that are installing new can yards this

year. R.K. Smith Middle in Luling installed their can yard in March and J.B. Martin Middle in Paradis will be installing theirs in the near future.

These schools are beneficiaries of a service-learning grant written by Barry Guillot, a teacher at Harry Hurst Middle in Destrehan in St. Charles Parish, whose students have been participating in the



ABOVE: In December, the LSU Coastal Roots Project worked with middle school students in a community service activity planting cypress trees and other landscaping at the Cypress Sawmill Museum in Patterson, Louisiana.

Coastal Roots Program since 2003. St. Charles is the only parish that has all of its middle schools participating in the program. There are currently 17 schools in 10 parishes participating in the LSU Coastal Roots Program.

Students will watch over their wetland tree seedlings until late next fall, when the seedlings are between 9 and 12 inches tall. At that time, the students will transplant half of them to Bayou Segnette State Park, which received significant damage from Hurricanes Katrina and Rita in 2005. The remaining half of their seedlings will be repotted into one-gallon containers in the can yard, where they will grow larger and stronger before their eventual move to the state park the following year. Students will keep the production cycle going by planting a new set of 1,000 seedlings the following spring.

"It is a wonderful opportunity to have a joint cooperative endeavor with local schools for projects we are already working on in our parks and to get students actively involved in restoring Louisiana's coasts and marshes," said Raymond Berthelot, chief of interpretive services at the Louisiana Office of State Parks.

The LSU Coastal Roots Program is an environmental stewardship program devoted to advocating community partnerships and self-sustaining environmental coastal restoration projects.

"The kids are learning how to take care of something that will make a difference in the environment," said Pam Blanchard, director of the LSU Coastal Roots Program. "We believe that this project is a wonderful launching point for lessons to teach the kids about why we're losing our wetlands and why environmental stewardship is so important. It's a great vehicle to teach both life and earth science concepts as well as provide students a hands-on stewardship project that makes the science content interesting, relevant, and memorable."

Info?

If you have questions about material contained in this publication or would like to submit a story idea, please contact:

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