

THE PEABODY BULLETIN

Welcome Back Issue

September 2006



COLLEGE OF
EDUCATION

The Peabody Bulletin

A Communiqué from the Dean

Volume 2, Issue 4



Welcome back to a new academic year! I am thrilled to introduce, through these pages and in future issues, the newest members of our faculty. Joining us in the Department of Educational Theory, Policy, and Practice: Catriona Anderson, Jacqueline Bach, Gerlinde Grandstaff-Beckers, Renee Casbergue, Margaret-Mary Sulentic Dowell, Jennifer Jolly, Robbie McHardy, Gerra Perkins, and Sassy Wheeler. In Kinesiology, Laura Stewart is joining us as well. At the Provost's New Faculty Orientation, I was able to say the College of Education is proud to welcome approximately 38 new faculty! Because of the new elementary wing at the Lab School, in addition to the 10 new colleagues listed above, approximately 40 elementary and secondary faculty and staff were hired. We'd like to welcome all of you to our LSU COE family!

During our fall faculty retreat in August, I discussed where we've been and where we're going. I am still amazed how far we have come in just two short years. Our success and progress are clearly linked to the outstanding faculty, staff, and students in the College of Education. We experienced a smooth

transition in forming the Department of Educational Theory, Policy, and Practice (ETPP). A combination of the former Department of Curriculum & Instruction and the Department of Educational Leadership, Research, and Counseling, our new ETPP department and its five divisions will facilitate flexibility in scheduling, programs, collaborations, and interdisciplinary research. Division faculty have been busy meeting regularly and the division leaders have provided positive and enthusiastic willingness to blaze the trail in new and negotiated forms of faculty governance. The faculty division leaders of the five divisions of ETPP and the Department of Kinesiology are illustrated on the following page.

With the formal roles the division leaders will play in the department and college decision making processes, we will accomplish a much more systematic and inclusive system of shared governance and responsibility. Thanks to Chad Gothreaux, Assistant Dean for Finance & Administration, we have been able to set up separate accounts for the divisions so decisions about faculty support can more readily be made at the division level. In addition to regular meetings with their department chairs, the division leaders will also be meeting with the dean on a regular basis to advise the College about faculty issues and concerns, facilitate communications, and establish policy.

Another major accomplishment last year was the success of the Office of

Sponsored Programs. Coordinator of Sponsored Programs Mark Goodson reported these numbers since the office was established in February 2005:

- 77 proposals submitted=\$37,798,606
- 44% of proposals awarded
- 29% of funds awarded=\$10,986,365

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Division of
Administration
& Counseling
Leadership

Gary Gintner

Division of
Curriculum,
Research
& Policy
Leadership

William Doll

Division of
Elementary
Education

Jimmy Stockard

Division of
Integrated
Studies

Jan Hinson

Division of
Secondary
Education

Terri Poehl

During the 2006 Fiscal Year, we experienced similar success. These figures do not include many of the more recent awards, including the \$5.4 million GEAR UP grant.

- 51 proposals submitted=\$21,325,014
- 23 proposals awarded=\$8,436,419
- 44% of proposals were awarded
- 40% of requested funds awarded

Looking forward to this year, one of the major tasks will be to continue to hire outstanding faculty. We are planning more than ten searches for new faculty. We also have openings at the assistant and associate professor ranks due to several recent and pending retirements. Faculty committees will be working on a faculty mentoring policy to better accommodate the needs of new faculty.

The five major goals for the coming year are:

- Recruitment
- Development
- Governance
- Coherence
- Value Added

Recruitment alludes to the need to not only hire outstanding and diverse faculty but to also recruit outstanding and diverse undergraduate and graduate students.

Development goals are related to our capital campaign but also include

DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND PRACTICE

our continued efforts to coordinate communications and events that connect faculty, students, alumni, and friends. Developing and sustaining these important relationships are important not only for our fundraising efforts but for extending and communicating about the good work we do.

Governance refers to our efforts to develop, within the new departmental and college structures, a comprehensive faculty governance system with increased opportunity for communications, shared decision making, and shared responsibility. An important aspect of our governance goals for the year is to complete a draft of our college policy manual.

Coherence and value added goals include pulling together our teaching, research, and service missions as "complete packages," in which our research and funded projects inform our teaching and guide our community and professional involvements. Likewise,

communicating about the work we do is vital not only to our development and flagship goals but also to providing evidence of the value we add to our society and professions. Another aspect of coherence and value added, especially related to restructuring, is facilitating the articulation of common goals and reflecting our mission as a flagship college of education through academic programs at both the undergraduate and graduate levels and across program areas and division separations. Converging as a consistent whole, the coherence of our image, identity, and reputation is essential to our progress on the goals of the flagship agenda as who we are, how we want to be, and how others view us.

The newly formed Office of Public Affairs will play a key role in this area. As the office is established in Peabody 111, I hope faculty, students, alumni, and friends will stop by and say hello. Casey Bennett is coordinating the office which houses External Relations and Communications, Alumni Relations, and Development. To kick off the semester, there will be a College of Education Tailgate Reunion during the October 21st LSU v. Fresno State football game. See details within this Bulletin. All are welcome!

So welcome back to a new school year. I am looking forward, throughout the year, to updating you on our continued progress and accomplishments.

M. Jayne Fleener

DEPARTMENT OF KINESIOLOGY

Division of
Exercise
Physiology

Arnold Nelson

Division of
Motor
Behavior

Richard Magill

Division of
Pedagogy &
Psychological
Studies

Melinda Solmon

Division of
Undergraduate
Studies

Kathy Hill

Division of
Sport
Management

Dennis Landin

Welcome Aboard!
College of Education Hires
New Faculty & Instructors

Department of Educational
Theory, Policy, and Practice

Catriona Anderson
Jacqueline Bach
Gerlinde Grandstaff-Beckers
Renee Casbergue
Margaret-Mary Sulentic Dowell
Jennifer Jolly
Robbie McHardy
Gerra Perkins
Sassy Wheeler

Department of Kinesiology
Laura Stewart

University Laboratory School
Elementary

Elisha Aguirre
Valerie Ard
Melissa Aucoin
Danielle Blackwood
Michelle Blanchard
Nikole Blanchard
Brenda Bloom
Panay Burland
Marla Carruth
Carrie Chandler
Jan Curtis
Frankie Day
Janet Devillier
Trisha Fos
Shannon Hannaman
Kelley Heroman
Vickie Holden
Natalie Jadid
Kelly Kelly
Sheri Loy
Dorothy Major
Amy Martin
Dianne Moran
Catherine Myrick
Bonnie Otilio
Jill Palmer
Helen Reynaud
Alison Thompson
Christina Villarreal

Secondary
(Middle & High)

Jennifer Bevill
Clyde Bruce
Kathy Dauterive
Mario Juves
Carrie Major
Julie Owens
Melissa Perry
Deana Tullier

*Watch this
and future
Bulletins for
introductions!*

LSU

**Don't
Miss
Out!**



Photo Courtesy of Steve Franz, LSU Athletics

College of Education Alumni Tailgate Reunion

When?

October 21, 2006
LSU v. Fresno State
11 a.m. - 4:30 p.m.

Where?

Peabody Hall East Courtyard

Call 225-578-2151 or
e-mail cbenne5@lsu.edu
for more information

Jambalaya

Cajun Music

College of Education Lands \$5.4 million in Federal Funding

New GEAR UP Grant Partners College with Education Activists

The LSU College of Education was recently awarded a \$5.4 million federal Department of Education grant to continue and expand the Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, in East Baton Rouge Parish and the Baker School System. This new grant will fund GEAR Up Baton Rouge for the next six years.

LSU has housed the GEAR UP grant since 2000. Since then, the program—designed to reverse the dropout rates of middle and high school students and encourage success in postsecondary education and careers—has helped reach 1,490 at-risk youth throughout the local community. Fifty-five percent of students who have participated in the program have graduated from high school, gotten their GEDs, or gone on to college.

The newly awarded grant involves not only LSU and the East Baton Rouge Parish and Baker schools, but also many community organizations such as The Young Leaders' Academy, Volunteers in Public Schools, Baton Rouge Area Chamber, Teach for America, and the YWCA of Greater Baton Rouge.

The program will concentrate on raising student skill levels in English/language arts and mathematics, advancing thinking and problem-solving capabilities, and raising the educational aspirations of both students and parents.

"We know that we have made an impact and engaged these children through 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 could be an even greater tool to empower underserved students to attain a better future through education," said [M. Jayne Fleener](#), principal investigator for the grant and dean of the LSU College of Education.

In addition to adding partnerships with long-standing community organizations, this new collaborative GEAR UP project will be more self-sustaining by following one cohort of seventh-grade students and concentrating on high-need middle schools. Baker Middle, Capitol Middle, Crestworth Middle and Kenilworth Middle schools are four of the schools chosen thus far to participate in the program.

These schools have several things in common: more than 80 percent of their student populations are on free or reduced lunch and less than 60 percent of their eighth graders go on to receive high school diplomas in four years. These schools also experienced the highest influx of students after Hurricanes Katrina and Rita.

East Baton Rouge Parish School Board Vice President and College of Education Instructor [Noel Hammatt](#) reported that the school system had ended the 2005-06 school year with more than 4,000 displaced students. With recent research suggesting that more than 80 percent of New Orleans' African American population will not return, Baker and East Baton Rouge Parish schools could absorb increased numbers of displaced, at-risk students...permanently.

"The students that came after the hurricanes, came here in distress. We had a lot of help in settling them in and ended the 2005-06 school year with 200 additional students with us," said C. Lester Klotz, superintendent of the City of Baker School System.

"Even with the NASA programs in place, we still feel that math and science scores are lower than what our students are capable of," said Klotz.

Throughout the three-year NASA Explorer Schools program, Baker Middle could receive up to \$17,500 in new resources and technology tools to bring engaging mathematics, science and technology learning to educators, students and families.

"The NASA program combined with the guidance, tutoring, and assistance we receive from LSU, we think this GEAR UP program will help our students move up to a higher level," added Klotz.

"This was a unique opportunity for our children to receive the assistance and guidance that they need over a long term basis. LSU has been a tremendous source of support to the Baker schools in a real time of need," added Klotz.

The LSU College of Education is impacting high-poverty school systems

BELOW/NEXT PAGE: Participants at the Summer Ethics Institute. GEAR UP funding will allow the College to initiate even more workshops with community partners.



in urban and rural areas through collaborations with area schools and through federal programs like GEAR UP. But the College is expanding this impact through new partnerships with fellow education activists.

“While our organizations are different, our visions and missions are the same,” said Teach for America Executive Director Marion Johnson. “Our dedicated and talented teachers are already working in schools in need. Now Teach For America and GEAR UP can provide even more children with educational opportunities and services no matter what their socioeconomic situation.”

With 13 teachers already in place in GEAR UP middle schools, Teach For America will contribute to the GEAR UP schools through monthly professional development teacher workshops on LEAP, GED, and GRE test preparation as well as familiarization with community and state/federal services and assistance programs.

While better preparing teachers indirectly affects the students, GEAR UP and its partners also will work with the students directly. A total of 1,199 seventh-grade students will participate in the new GEAR UP program, following each individual student as a cohort through the remaining middle and high school years until graduation. Each student will have one-on-one mentoring with assigned counselors and advisors throughout their six years in the program. In addition, the GEAR UP students, parents and schools will receive a tremendous amount of individualized services such as social and family counseling, educational achievement incentives, mentoring, and career and college planning.

In the 1980s, programs with similar ambitions targeted high school juniors and seniors to promote a college-bound future. Maria Pitre, Ph.D., said this was too late, “We are now talking to sixth and seventh-graders, letting them see how most jobs require some sort of postsecondary education so they can start taking courses and participating in activities that will help them achieve that goal of attending college.” Pitre is the East Baton Rouge assistant superintendent for middle school instructional services.

While college planning is an integral component of GEAR UP and a natural draw for school systems, the College wanted to expand its impact and work with additional community organizations like the Baton Rouge Area Chamber, Volunteers in Public Schools, The Young Leaders Academy of Baton Rouge, Inc., and the YWCA of Greater Baton Rouge.

“We help parents find ways to understand their children’s learning styles, not only to get them interested in going to college, but to find out what career they want to pursue once they get there,” said Deborah Jones, program director at YWCA’s Center for Family Empowerment—the group that will implement its Parent University program for GEAR UP.

“Parents are a child’s first and best teacher,” added Jones.



The Baton Rouge Parent University hosts workshops on active parenting, focusing on activities that offer help in preparing children for the ACT, provide tips on how parents can create environments that are conducive to learning, and pass along valuable information to parents about the many community resources available for families and children.

“For most middle class families, college is as natural as breathing. But for kids in high-poverty areas, with single parents, or living with relatives, college may not even be a dream,” said Tonya G. Robertson, executive director of The Young Leaders Academy of Baton Rouge, Inc. The Young Leaders Academy has been in operation for more than 13 years and focuses on developing the next generation of civic, corporate, educational, entrepreneurial, political and spiritual leaders.

Robertson said she is living proof how programs and services like GEAR UP can change lives. “It offers professional growth and development, networking and being prepared for doors when they do open up,” said Robertson. “It all boils down to access and opportunity.”

“Participating in community service, seeing examples of minorities who came from the same neighborhoods that are now managers and serving on boards of companies like the Shaw Group and ExxonMobil—this inspires the kids to get involved, to succeed, to start dreaming and preparing for their futures,” added Robertson.

Robertson said that these programs bring leadership to the foreground, and offer the best type of instruction, “They teach by doing.”

“And kids learn by doing,” added Judy Bethly, executive director for Volunteers in Public Schools (VIPS). VIPS has long been known for its “Everybody Reads” program in elementary schools, but now the organization is branching out to middle schools with the GEAR UP initiative called “Get Up and Go Breakfast Campaign.”

With the assistance of the guidance counselor, 20 seventh-graders at Capitol Middle School will participate in bi-monthly meetings with professionals not only to hear about possible careers but to do hands-on activities related to the jobs.

“We want to show the children that there are so many things they can do with their futures. If they are interested in music, we want to show them there are careers beyond the singer or the actor. There is someone who writes the lyrics, produces the videos, films the movie, coordinates the lighting...” added Bethly.

“We believe that a child’s educational journey should include exposure. We want to take these seventh-graders out of their environment and expose them to positive things, things they may never know about,” added Bethly.

Through a partnership with Junior Achievement, VIPS will expose the students to lessons that teach skills such as oral and written communication, math calculations, and data interpretation.

Partners like the Baton Rouge Area Chamber will identify and connect GEAR UP students with professionals, exposing them to a variety of careers ranging from the expanding movie industry and music production to engineering and public service.

“The Chamber is a natural pipeline to business professionals in the community,” said Willie Johnson, senior vice president of community development for the Baton Rouge Area Chamber of Commerce.

The Chamber will be instrumental in mentoring activities such as job shadowing but will also serve as a conduit to established community volunteers and leaders, many of whom are graduates of the chamber’s leadership program that sit on boards and commissions or run for public office.

“We deal with kids who may not be reaching their full potential. If we can open their minds, and give them the tools to work with, they will dream bigger, think bigger, and achieve bigger,” Bethly said passionately.

“It is truly wonderful to see this transition,” Robertson said while reiterating how society will benefit from productive citizens and a new crop of ethical leaders and professionals.

With these established and powerful partnerships in place, GEAR UP seeks to progressively change teaching and learning in Louisiana. By increasing the access and opportunity for postsecondary education available to GEAR UP students and their families, the GEAR UP program will increase the number of low-income students prepared to enter and succeed in postsecondary education and, in turn, will inspire economic development.

Without additional help, many predict that these students could become part of a cross-generational cycle of childhood poverty, low educational performance, low educational expectation, and early exit from education. With an increased need of services for children and education in our state, LSU and its GEAR UP partners hope to serve as a resource and an advocate for underserved Louisiana schools and children.

Spotlight on New Faculty

MARGARET-MARY SULENTIC DOWELL

Department of
Educational Theory,
Policy, and Practice

Margaret-Mary Sulentic Dowell graduated from the University of Iowa in 1999 with a Ph.D. in education with an emphasis in literacy studies. She earned an M.A.E in reading education in 1989 and a B.A. in secondary English in 1979 from the University of Northern Iowa.

Having taught for 18 years in Iowa, Minnesota and Mississippi, Sulentic Dowell is a career

educator and was one of the first teachers in the nation to achieve National Board Certification in the area of early adolescence-English language arts. She has taught all public school grades except for kindergarten and eighth grade. As a former assistant professor and faculty service-learning fellow at the University of Southern Mississippi—Hattiesburg, she developed service-learning components in two required courses for teacher educators. From August 2002 to May 2006, Sulentic Dowell served as assistant superintendent for elementary instructional services for the East Baton Rouge Parish School System, supervising up to 62 elementary sites located throughout the 465 square mile area.

Sulentic Dowell will be teaching classes on reading methods with a research agenda focused on language, literacy, culture and academic service-learning.



“Academic service-learning is pedagogy. It is a pathway for preparing pre-service teachers for urban classrooms.”

—Margaret-Mary Sulentic Dowell

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sdowell@lsu.edu

OFFICE OF SPONSORED PROGRAMS

Coordinator of Sponsored Programs Mark Goodson will be departing the College of Education to join the Baton Rouge Area Foundation as the senior community planner with the Center for Planning Excellence. The College bids a sad farewell to Goodson but looks forward to seeing his progress on the implementation of the Old South Baton Rouge Neighborhood and Economic Revitalization Strategy.

AWARDED GRANTS

- Denny, Ken. (2006, June). Louisiana School Improvement Grants (LASIG). *Louisiana Department of Education*: \$184,459.
- Fleener, M. Jayne (PI); & Gaston, Suzan (PD). (2006, March). GEAR UP LSU. *U.S. Department of Education*: \$5,395,948.
- Fleener, M. Jayne. (2006, June). SACS/CASI Support Staff. *SACS/CASI*: \$6,000.
- Fleener, M. Jayne (PI); & Exner, Patricia (PD). (2006, June). Literacy Across the Curriculum Subgrant. *Louisiana Board of Regents*: \$5,000.
- Fleener, M. Jayne (PI); & Exner, Patricia (PD). (2006, August). Louisiana FIRST Online TIPS. *Pointe Coupee Parish Schools/Louisiana Department of Education*: \$38,265.
- Gaston, Suzan. (2006, March). 2006-07 LSYOU Year-Round Program. *Tangipahoa Consortium (LWIA 20)*: \$498,010.
- Gaston, Suzan. (2006, May). LSYOU Summer Food Service Program. *Louisiana Department of Education*: \$16,122.
- Kirshner, David. (2006, April). A Curriculum of Structural Understanding of Elementary Algebra. *LSU Faculty Research Grant*: \$10,000.

SUBMITTED PROPOSALS

- Camburn, Albert. (2006, July). Positive Steps. *Louisiana Board of Elementary & Secondary Education (BESE)*: \$13,789.
- Denny, Ken. (2006, June). Louisiana School Improvement Grants (LASIG). *Louisiana Department of Education*: \$184,459.
- Denny, Ken. (2006, August). PBS Contract Extension. *Louisiana Department of Education*: \$165,207.
- Fleener, M. Jayne. (2006, June). Literacy Across the Curriculum Subgrant. *Louisiana Board of Regents*: \$5,000.
- Fleener, M. Jayne. (2006, June). SACS/CASI Support Staff. *SACS/CASI*: \$6,000.
- Fleener, M. Jayne. (2006, August). Louisiana FIRST Online TIPS. *Pointe Coupee Parish Schools/Louisiana Department of Education*: \$38,265.
- Gansle, Kristin (with V. Gulley in Psychology). (2006, July). LaSIP/ LA GEAR UP Evaluation. *Louisiana Department of Education*: \$5,229.
- Gansle, Kristin. (2006, August). Evaluation of 2006-07 LINCS Program. *Louisiana Department of Education*: \$19,800.
- Gaston, Suzan. (2006, May). LSYOU Summer Food Service Program. *Louisiana Department of Education*: \$16,122.
- Gaston, Suzan. (2006, June). LSYOU Year-Round Activities 2006-07. *Louisiana Family Recovery Corps*: \$173,411.
- Gintner, Gary (with G. Jones in Psychology). (2006, July). Earl K. Long Ryan White Title III Grant. *LSU Health Sciences Center*: \$15,000.
- Taylor, Dianne. (2006, July). Examining the Impact and Costs of Mandated Programs on Student Learning and Learning Environments. *Institute for Education Sciences*: \$473,135.
- Ukpolo, Fawn. (2006, June). YouthBuild LSU. *Department of Housing and Urban Development (HUD)*: \$399,277.

Exploring Physical Activity Facilitators & Barriers of Individuals with Disabilities



The most prevalent physical activity barriers for people with physical disabilities were symptoms associated with the disability, lack of access to adequate facilities, equipment, or programs, and lack of energy or fatigue. They also found that pain, lack of transportation, and cost were also

The United States Department of Health and Human Services reported that both national health and governmental agencies have reached consensus that physical activity promotion is a public health priority. Living an inactive or sedentary lifestyle may lead to secondary health conditions, such as coronary heart disease, hypertension, obesity, Type II diabetes, osteoporosis, and decreased functioning in daily activities. For adults and children with disabilities, being physically active can pose a great challenge and an even greater health risk.

According to current recommendations, adults should participate in physical activity of moderate or higher intensity for at least five days per week. However, only 12 percent of the adult population with disabilities participates in regular physical activity of moderate-to-high intensity

according to the U.S. Department of Health and Human Services. Motivation is a key determinant in the level and frequency of physical activity. Researchers at the LSU College of Education focused their efforts on determining these critical factors that motivate individuals with disabilities to be physically active.

In this collaborative study, Department of Kinesiology faculty members [Maria Kosma](#) and [Rebecca Ellis Gardner](#) are working with researchers from Oregon State University to examine the psychosocial determinants and barriers of physical activity. The study participants were 223 adults with physical disabilities (e.g., spinal cord injury, cerebral palsy, and multiple sclerosis) who completed online the questionnaires of the survey study. The study questionnaires assessed physical activity beliefs (e.g., attitudes and intentions), levels, barriers, and quality of life related to health.

barriers that prevented individuals with disabilities from being physically active.

Based on these findings, the researchers promoted several strategies to potentially increase physical activity motivation and participation. Among others, they urge individuals with disabilities to plan an age and intensity appropriate physical activity program, to seek social support and information for facilities and equipment through local Independent Living Centers, and to consult with health-care providers to alleviate pain and incorporate physical activity into daily routines.

Through additional surveys and expanded research, the researchers hope to develop and offer a web-based physical activity motivational program to increase physical activity levels and to improve quality of life for individuals with disabilities.



Understanding Educational Responses in Natural Disasters

With the one year anniversary of Katrina and Rita recently past, LSU researchers have shed light as to how educators dealt with the chaos and questions in classroom communities following two of the country's most devastating natural disasters.

The National Science Foundation and the Board of Regents' Louisiana Experimental Program to Stimulate Competitive Research (LA EPSCoR) funded nearly \$100,000 for the project conducted by College of Education Associate Professor [Teresa Buchanan](#), School of Human Ecology Professor Diane Burts, and School of Social Work Associate Professor Timothy Page. The researchers collected information about both teachers' responses to and students' knowledge of the 2005 hurricanes.

To understand the educator side of the storm response, the group surveyed teachers' and schools' activities following the storms. In all, 344 teachers in

Louisiana, 93 in Tennessee, 77 from South Carolina, and 78 from Georgia completed surveys that described what school response, planned teacher-directed activities and spontaneous student-led activities took place in the weeks immediately following Hurricanes Katrina and Rita.

They reported that school-wide responses differed according to location. As expected, Louisiana schools did significantly more school-wide activities than schools in any other state. A few common examples of these school-wide activities involved collecting or providing educational materials such as classroom supplies or toys for evacuee children and providing materials for evacuee families like clothing or dishes.

One of the most surprising findings of the study was that there were no significant differences in teacher-planned classroom activities based on location. The LSU research team found that

teachers reported doing approximately the same amount of planned activities in their classrooms no matter where in the country they were located—state, school district, or hurricane-prone area.

“We expected to find a flurry of classroom activity in the Gulf Coast not only about weather but about hurricane safety. Instead, the coastal states did not adjust their classroom

instruction anymore than Tennessee—where people don't worry about a direct hit from a Category 4 hurricane,” said Buchanan, the principal investigator for the project.

Buchanan was most surprised to find that Louisiana teachers didn't seem to direct any more of their classroom activities toward helping children understand the hurricane-related events, “I think teachers were operating under the impression that it would have been harmful to the children if they had discussed the hurricanes in their classrooms. There are a lot of misunderstandings out there about what to do in a classroom following a crisis.”

In contrast to those findings, the researchers found that children varied greatly in self-initiated activities in the classroom based on their locations. Children in Louisiana initiated significantly more spontaneous activities related to hurricanes than children in other states. The most frequent activities involved children telling stories about Katrina or hurricanes, discussing Katrina or hurricane-related events in the classroom with the teacher, and

discussing Katrina or other hurricane-related events among themselves.

Another significant finding of the study dealt with grade-level learning. Pre-kindergarten and kindergarten teachers who teach children ages four to five did fewer things related to hurricanes or weather than primary grade teachers who teach children ages six to eight. The researchers found that the most common classroom activities were related to reading stories about weather, lecturing about hurricanes, or teaching a unit or theme or conducting a project about weather.

Second-grade teacher Stephanie Sarver provided a clear illustration of outstanding hurricane-related classroom activities. At E.K. Key Elementary School in Sulphur, Louisiana, Sarver based her lessons off of the Louisiana Comprehensive Curriculum and grade-level expectations. Those guidelines include sections that address community problems and engage the students in discussions about community problems. Among other activities, Sarver adapted these units after the hurricanes by commissioning her students to create Hurricane Rita commemorative stamps for a make believe relief fund. The students also were required to come to a collective decision about how to use the funds raised by the stamps. They decided that the stamp revenue should be used to fix all the “blue roofs,” clean up the trash, build an animal shelter, and and buy food for hungry people and animals.

“This school really rolled out the red carpet for us. We arrived to hand-made signs addressed to the LSU research team that read ‘Welcome LSU.’ They were excited to be a part of this hurricane project,” recalled Buchanan.

“We were glad they were part of the sample because we were able to see Mrs. Sarver’s terrific response to the hurricanes. We believe she demonstrated model teaching. Other teachers in the sample had equally impressive responses, but she did a particularly good job describing her teaching to the research team.”

To better understand learning outcomes associated with teaching practices, the researchers measured the children’s knowledge about hurricanes. For this sample, 15 teachers were selected in a stratified random sample taken from the returned Louisiana teacher surveys. The researchers selected three teachers from each grade who conducted various levels of hurricane-related activities in the class. The researchers then randomly selected and interviewed children in these classrooms to assess their understanding of hurricanes.

The six district sample of interviewees consisted of 108 children, ranging in grade levels from pre-kindergarten to third grade. Most of the children came from communities directly hit by the hurricanes with a significant percentage of children in the sample who experienced evacuation, injury, relocation to temporary housing or shelters, cohabitation with evacuees, or loss of property.

Two members of the team of interviewers went to each of the 15 schools for two days conducting interviews with the children using a new modification of the narrative story-stem methodology. Story-stem methodology uses children’s stories to assess attachment, an approach Page uses in his line of research. The research team adapted the methodology to assess knowledge of hurricanes. In this case, the researchers used six scenarios in which the

children interacted with wooden human figures, farm animals, a city scape, cars and boats, and doll houses. The researchers filmed each interview, reviewed the footage and coded the children’s responses for statistical analysis.

“These were prompts that encouraged the children to tell stories. We started the story and the child finished it while we observed their words and actions for evidence of their knowledge about hurricanes in general and Katrina and Rita in particular,” said Buchanan.

The preliminary analyses of these stories indicated that the children understood the direct effects of the hurricanes. There was very strong evidence that the children knew that trees fell down or broke, that people left their homes to evacuate, that houses were damaged, and that streets and houses flooded. Most children told stories that showed they understood that hurricanes are weather systems that can be destructive, often have heavy rain and strong winds, and that there is a hurricane season. Very few stories indicated knowledge of other characteristics or causes of hurricanes.

Ana Morales Boone, a doctoral student in the College of Education, was one of the interviewers in the project. She gained first-hand insight into the students’ responses to the project by traveling to seven classrooms and conducting an average of 16 interviews per school.



CLUSTER HIRING PROPOSALS

LSU is requesting proposals for a bold new Cluster Hiring Initiative aimed at advancing the National Flagship Agenda through: 1) increasing the number of tenure-track faculty; 2) significantly promoting the scholarly productivity of our faculty; 3) enhancing graduate and undergraduate research; and 4) improving the national reputation of the university. Proposals are being solicited from faculty across all disciplines on campus. Proposals must be emailed to research@lsu.edu by 4:30 p.m. on October 20, 2006. Please visit <http://www.research.lsu.edu/cluster.htm> for more details about the initiative and instructions for preparing proposals.



"The children would take the little people figurines and immediately put them in the dollhouse attic to get them away from the water," said Morales Boone.

"In one scenario, the children would position the dolls in front of the television to discuss warnings about hurricanes and what they should do," said Morales Boone, adding, "They would have pretend conversations

about hurricanes. These preschoolers would use the word 'evacuation' and tell the wooden 'friend' about going to shelters."

Morales Boone said that it was touching and sometimes heartbreaking to see such young children's dramatic reactions to storms, giving her an appreciation for what children and teachers experienced during this difficult time. The interviews also gave Morales Boone another appreciation as well, that of the research process. Morales Boone collected and analyzed social science data from the test and pilot stage through the interview, review and coding process, offering a complete tour of the complex research cycle.

"I worked with LSU faculty, staff, students and researchers from other universities and disciplines. I met with community members and educators from all over the area. And, I participated in every aspect of the project," said Morales Boone.

"I was involved with the development of our survey instrument, our methodology, our interviews," she said, adding "I have a profound respect for all of the work

researchers invest in these projects...not to mention the time and intellectual commitment it takes to get an article published and present the findings."

Morales Boone will present these findings with the LSU faculty team at the Louisiana Early Childhood Association conference and the research team also has submitted proposals to several national meetings including the American Educational Research Association and the Society for Research in Child Development

With most of the preliminary analyses underway, the researchers will have an interesting picture to paint at these professional meetings. While the teachers were hesitant to change lessons to directly tackle the 2005 weather phenomena, the children themselves were eager to address these powerful storms. The picture that emerges could help teachers know how to respond to disasters that might occur in their own communities.

"The children would take the little people figurines and immediately put them in the dollhouse attic to get them away from the water."

—Ana Morales Boone

Ph.D. Student,
*Department of Educational
Theory, Policy, and Practice*





interviewed by a mock recruiter, building a human knot, and completing a campus-wide scavenger hunt.

“The Ethics Camp is a perfect example of our College’s commitment to providing educational opportunities for low-income, underserved students in high-poverty communities,” added [Wade Smith](#), director of the University Laboratory School and faculty member in the College of Education.

GEAR UP Baton Rouge (Gaining Early Awareness and Readiness for Undergraduate Programs in Baton Rouge) is a federally funded program through the U.S. Department of Education designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services for children, their parents and teachers in high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

“We are very appreciative of Jerry McKernan whose long-time support for the Lab School has been extended to include our GEAR UP cohort,” said College of Education Dean [Jayne Fleener](#).

“McKernan is a true cub,” added Smith. He provided a lead gift for the Lab School Foundation’s Capital Campaign. He is actively involved in the future renovations of the current gym and the construction of a new auxiliary gym. “I think what most people know Jerry for is his title of having the most grandchildren enrolled in the Lab School—13 grandkids total!” laughed Smith.

ABOVE: GEAR UP students participated in various trust and character-building activities throughout the camp.

LSU Ethics Camp Institute

The LSU College of Education through its federally funded GEAR UP program hosted a week-long workshop called the LSU Ethics Camp Institute. The workshop, held June 26 through June 30 at the LSU Laboratory School, was conceived and funded by a donation from local attorney Joseph J. “Jerry” McKernan.

The workshop involved about 30 students who participate in the GEAR UP program and featured guest speakers such as LSU basketball players and community leaders. The daily themes ranged from trust, courage and perseverance to awareness, understanding and teamwork. Each day was filled with hands-on activities for the teens such as producing a video, being



University Laboratory School News



- [Courtney Thompson](#), University High School Class of 2006, received a Cargill Community Scholarship awarded to 350 students nation-wide on the basis of academic and personal achievements. Cargill will also provide a \$200 grant in the student’s honor to the University High school library.
- For the 10th consecutive year, 100 percent of Lab School students passed the Louisiana Educational Assessment Program (LEAP 21) and the Graduate Exit Exam (GEE).
- U-High students [William Bruce](#), [Jillian Foster](#), [Katie Johnson](#), [Pooja Johnson](#), [Brooke Morris](#) and [Lauren Nyman](#) were selected to serve as team leaders at LSU’s Summer Forensic Science Camp. These students volunteered a combined total of more than 300 service hours conducting various forensic activities such as blood spatter analysis, DNA analysis, fingerprint lifting, hair and fiber analysis and shoeprint impressions.
- This summer, U-High students, families and teachers took a two week trip to Italy and Greece. While there, they toured cities across southern Europe including Venice, Burano, Florence, Rome, Naples and Capri as well the Grecian sites of Patras and Athens. Participants included [Frank Rusciano](#), [Frank Rusciano III](#), [Scott Harris](#), [Manette Sammons](#), [Bryson Agneau](#), [Drayton Agneau](#), [Kim Johnson](#), [Katie Johnson](#), [Allie Johnson](#), [Kathleen Roberts](#), [Lawrence Robillard](#), [Candence Robillard](#), [Carmen Williams](#), [Anne Williams](#), [Patricia Wilton](#), [William Wilton](#), [Vera Lazarre](#), [Greg Lazarre](#), [Ashley Carver](#), [Davis Jenkins](#), [Angelle Alcock](#), [David Schwab](#), [Case Killgore](#), [Monica Gvoich](#), [Emily Lanier](#), [Georgiana “Gina” Pentas](#), [Morgan Bankston](#), [Samantha Jarman](#), [Elilis Ducote](#), [Brighton Keller](#), [Catherine Caballero](#), [Emily Turner](#), [Caroline Gladney](#), [Darcy Wilkins](#), [T.J. Tippet](#), [Rayne Barber](#), [Carly Wilton](#) and [Anna Magee Gandy](#). Next summer the group is headed to Britain, France, Switzerland, Germany and Holland.
- U-High will host its annual alumni homecoming tailgate reunion on Friday, October 6, 2006, from 5:30 p.m.-7 p.m. outside the football field at the Cubs Complex. U-High alumni, faculty, and former faculty are invited to attend and will receive complimentary tickets to the ball game. Please contact [Melissa Babcock Argrave](#) at 225-578-3148 or margrave@lsu.edu to RSVP or for more information.



“The past five years at LSU have been a wonderful professional growth opportunity for me,” said Westbrook.

“I look forward to a continued collaborative relationship between the College and the St. Helena school system.”

Professor Selected as Superintendent of Schools

The College of Education bid farewell to educational leadership professor [Amy B. Westbrook](#). In August 2006, Westbrook was hired as the new Superintendent of Schools for St. Helena Parish.

“Of course, we are sad to see her go. But, we know that she will make a tremendous difference in the St. Helena schools,” said [Earl Cheek](#), chair of the Department

of Educational Theory, Policy, and Practice in the LSU College of Education.

In a grant from the U.S. Department of Education, Westbrook worked extensively with school systems in East Feliciana and surrounding parishes to improve and mentor future school leaders. It was a natural transition to move from training leaders to leading.

“Although we will miss her as a faculty member, we are looking forward to continuing our close relationship with Dr. Westbrook as she assumes her leadership role in the St. Helena schools,” said [M. Jayne Fleener](#), dean of the LSU College of Education. College of Education alumni and Westbrook’s former students serve in various school leadership and educational administration positions throughout the state.



Graduate Student Lands Diversity Role on Campus

Currently pursuing a Ph.D. in educational leadership and research with an emphasis in higher education, [Marco Barker](#)’s career at LSU only began as a student. Barker quickly ascended the ranks by landing a position as assistant to the Vice Provost for Equity, Diversity & Community Outreach. Barker is among LSU leadership creating a more inclusive, diverse, equitable environment for students, professional and support staff, and faculty.

Barker’s job varies greatly from day to day but includes identifying ethnic

minority and female candidates for faculty hires, developing diversity reports for the campus, assessing campus climate and attitudes toward minority/majority issues, and aiding departments and colleges in assessing their diversity initiatives and progress.

Barker also collaborates with other campus equity, diversity, and community outreach units such as Multicultural Affairs, Women’s Center, Community-University Partnerships, the Ombuds Office, and eventually, International Programs.

TOP: Members of Amy Westbrook’s 2006 leadership cohort.

BOTTOM: Ph.D. Student Marco Barker continues his dissertation work while promoting diversity on the LSU campus.



Lab School Cuts Ribbon on Elementary Facility

The Louisiana State University Laboratory School celebrated the opening of its new Elementary Building with a ribbon cutting ceremony on August 8, 2006. Featuring an elementary media center, the new 12 classroom elementary building expanded enrollment by 300 additional children. The presentation included speakers and dignitaries such as Mayor Kip Holden, LSU Chancellor Sean O'Keefe, College of Education Dean [M. Jayne Fleener](#) and University Laboratory School Director [Wade Smith](#). Chaired by University Laboratory School parent Diana Mann, the grand opening festivities welcomed parents, grandparents, faculty, alumni and friends.



CLOCKWISE FROM TOP/LEFT: Mayor President Kip Holden joined Lab School Elementary Principal Dorothy Rumfellow and LSU Chancellor Emeritus Jim Wharton in cutting the ribbon for the new facility. **Scenes from the Celebration:** Channel 2 and the Advocate covered the event; Dean Fleener and Mayor Holden at the ceremony; **(L to R):** Lab School Students Manning and Driskell Greene; **(L to R):** Louise Bruce, Deborah Dutton, and Ann Storey enjoy the ceremony; **(L to R):** Ribbon Cutting Event Chair Diana Mann, Dean M. Jayne Fleener, U-High alumna Amelia Mann, and Chip Mann inside the new elementary media center and library.



Grass Roots Restoration

College of Education Assistant Professor [Pamela Blanchard](#) traveled to Grand Isle with students, teachers, and administrators from Lafayette Middle School and Southern Living magazine to help restore the damaged Louisiana coastline. Spearheaded by Grand Isle Port Commissioner Wayne Keller and LSU AgCenter extension service agent David Bourgeois, this planting was a joint effort of the LSU Coastal Roots Project, Lafayette Middle School's Adopt-An-Island Project and the Grand Isle Coastal Plant Resources Project.

A group of eight middle school students accompanied by Lafayette Middle School faculty and parents began the day by crossing over to from Grand Isle to Fifi Island by boat. They met with Stephen Bender, a senior writer for Southern Living Magazine, and a Southern

Living photographer. Over the course of the next couple of hours, students were photographed and interviewed while transplanting 60 red mulberry, 100 wax myrtle, and 10 black mangrove plants. The Bourgeois family, Keller and the LSU Coastal Roots project grew and supplied the 170 plants for the project.



Bourgeois has been instrumental in establishing the LSU Coastal Roots Program in Terrebonne and Lafourche parishes. Through its Adopt-An-Island Project, Lafayette Middle School has been working with Keller over the last several years to plant restoration foliage in areas that have suffered erosion problems on and near Grand Isle. Lafayette Middle was the only school in the nation awarded the Environmental Hero Award by the National Oceanic and Atmospheric Administration in 2006.

The Coastal Roots program is transitioning from the Louisiana Sea Grant College Program to the LSU College of Education and LSU Department of Horticulture. Blanchard and horticulture faculty member Ed Bush hope to bring together the College's community ties and relationships with school systems to involve students and teachers in ecological stewardship efforts across the state.

Look for the article in the summer 2007 issue of Southern Living magazine.

TOP LEFT: Grand Isle Port Commissioner Wayne Keller (center) planted with Lafayette Middle School students Victor Debetaz and Jeff Abshier. **TOP RIGHT:** The group traveled by boats to several coastal locations. **BOTTOM:** Parent chaperone Marjorie Brooks and Jeff Abshier planted seedlings. *Photographs Courtesy of Pamela Blanchard.*



Lab School Dedicates Football Field to Jeff Boss

Melissa Babcock Argrave, Contributor

The LSU Laboratory School commemoratively dedicated its football field to the memory of Jeff Boss on September 8, 2006, at halftime of the University High School season opener against Vidalia.

LSU Chancellor Sean O'Keefe dedicated the field along with LSU Athletic Director Skip Bertman and former LSU Head Football Coach Jerry Stovall, who hired Boss.

Boss came to LSU in 1980, serving as LSU football team equipment manager for 24 years, and not missing a game until August 30, 2003. While diagnosed with a brain tumor in January 2003, he continued as equipment manager until June 2003. He passed away on October 27, 2003. The 2003 LSU football season was dedicated to Boss by the team, and resulted in SEC and national championships.

ABOVE: Dignitaries and long time friends joined together to dedicate the Lab School football field to Jeff Boss.

Photographs Courtesy of Chip Mann.

"Everyone held Jeff Boss in such high regard. He left the university a legacy of excellence, dedication and sincere concern for others," said University High School Principal [Albert Camburn](#).

Boss is survived by his wife, the former Karen Ibert of Franklin, Louisiana, and daughter B.J., a University High School junior.

Spotlight on New Instructor

LAURA K. STEWART

After receiving her Ph.D. in exercise physiology and nutrition from Purdue University, Laura Stewart began a postdoctoral fellowship at Pennington Biomedical Research Center in the Division of Experimental Obesity. Within the Botanicals Research Center, Stewart investigates the use of quercetin in the prevention of Type II Diabetes in the Adipocyte Signaling Laboratory.

Stewart received her M.S. in health promotion in 2000 and was awarded the Research Foundation Fellowship and the Carol J. Widule Outstanding Scholar Award while at Purdue University. She was a magna cum laude graduate at Colorado State University, receiving her B.S. in exercise science and wellness management in 1998. While at CSU, Stewart also was selected for the prestigious White House Athletic Center Internship in Washington, DC. Stewart received her first B.S. in biology from the University of Mary Washington in 1996.

Stewart taught a variety of courses ranging from marathon training and healthy lifestyles to exercise physiology and clinical lab and lecture sections on health and fitness. She presented community service lectures on weight loss and nutrition, exercise gerontology, and obesity. And, Stewart joins LSU with prior employment in the fields of exercise consulting, fitness instruction and wellness promotion.

Currently working at Pennington Biomedical Research Center on a National Institutes of Health postdoctoral fellowship, Laura Stewart will join the College as an instructor with a research focus on the use of diet and exercise in the prevention of chronic disease.



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Spotlight on New Instructors



JACQUELINE BACH

Department of Educational
Theory, Policy, and Practice

In December 2006, [Jacqueline Bach](#) will receive her Ph.D. in English Education from Oklahoma State University in Stillwater, Oklahoma. She received a master's in English from University of West Florida in 2000 and a bachelor's in English and secondary English education from Florida State University in 1995.

Bach's university teaching experience spans courses in field experiences, composition, literature and secondary education. She also has taught high school in four different states, working on reading and literacy initiatives for magnet, Montessori and school-to work curricula.

Through involvement in both academic and community outreach organizations, Bach has presented on reading issues as they relate to globalization, archetypal expectations, postmodern curriculum theory and popular culture. She also is interested in public communication of academic research, bringing educational related findings and issues to the forefront of expanded public audiences.

As a member of the secondary education division of the Department of Educational Theory, Policy, and Practice, Bach will focus her research agenda on pre-service teacher education and field experiences, pedagogy and young adult literature and film. Her expanded research interests also include feminist post-structural theory and identity construction. She will be teaching English education undergraduate courses during the fall and spring semesters.

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GERLINDE GRANDSTAFF-BECKERS

Department of Educational
Theory, Policy, and Practice

Gerlinde Grandstaff-Beckers began working with the LSU College of Education as coordinator for the Validated Practices Initiative grant with Assistant Professor Paul Mooney. Her work with this grant built upon 20 years of experience working with adults and children with all levels of disabilities.

Gerlinde Grandstaff-Beckers taught children with disabilities in both the public and private sectors. She worked in three schools in Livingston Parish, she was a care giver and trainer for foster children and adults with low-incidence disabilities in Louisiana and Florida and she was an instructor at Southeastern Louisiana University in the Department of Teaching & Learning.

Set to receive her Ph.D. in December 2006, Grandstaff-Beckers also received an

educational specialist degree and certification as an educational diagnostician from the LSU College of Education in August 2006. She received the American Association of University Women scholarship Award in 2006. Grandstaff-Beckers attended Southeastern Louisiana University, graduating Magna Cum Laude with a bachelor's in special education also earning a master's in education with an additional 30 hours of coursework in administration and supervision of instruction at Southeastern Louisiana University.

Gerlinde Grandstaff-Beckers joins the College as an instructor, teaching courses related to instructional practices for students with disabilities, characteristics for individuals with exceptionalities, and education, school and society. She is part of the Division of Integrated Studies in the Department of Educational Theory, Policy, and Practice and will focus her research and service activities on the reading skills of low achieving students and students with disabilities as well as teacher preparation.



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Announcements



Kinesiology Chair Selected for Presidential Science Council

ABOVE: [Amelia Lee](#), Mary E. Baxter Lipscomb Professor and Chair of the College of Education Department of Kinesiology, was selected to serve on the 2006 Science Board of the President's Council on Physical Fitness and Sports (PCPFS). The Science Board evaluates, reviews and makes science-based recommendation to the President's Council through the secretary of Health and Human Services about ways to improve the health and well-being of Americans. The President's Council is an advisory group of citizens who make recommendations to President George W. Bush about physical activity, fitness and sports in America.

The year 2006 marks the Council's 50th anniversary—placing LSU among current and former members including U.S. Senate Majority Leader (R-TN) William H. Frist, M.D., California Governor Arnold Schwarzenegger, and famed Apollo 13 astronaut Captain James A. Lovell to name a few.

Professor to Serve as Journal Book Review Editor

College of Education Associate Professor [Nina Asher](#) accepted an invitation to serve as a book review editor for the *International Journal of Qualitative Studies in Education*.



ABOVE: Shihui Jiang (pictured left) said goodbye in June to return to Guangxi Normal University in China. Jiang was at LSU as a visiting professor, working with College of Education faculty and the Curriculum Theory Project.

College of Education Faculty Member Joins Race & Wealth Panel Discussions at Vanderbilt and Fisk Universities

Through his book chapter on interdisciplinary approaches to addressing disparities in wealth along racial lines, College of Education Assistant Professor [Roland Mitchell](#) participated in a panel discussion hosted by the Race Relations Institute at Fisk University and the Vanderbilt University Bishop Johnson Black Cultural Center.

BOTTOM LEFT: As part of their three-year NSF grant entitled "Pathways to Inquiry," [Pam Blanchard](#) and [Yiping Lou](#)

brought four expert earth science teachers for an onsite visit to WAFB to meet with LSU professor and meteorologist Jay Grimes. Grimes discussed how weather scientists gather scientific data to predict weather trends and events in order to help the teachers identify standards-based earth science activities that embed specific inquiry skills.



American Academy of Kinesiology and Physical Education Elects Kinesiology Faculty as Active Fellow

College of Education faculty member [Melinda Solmon](#), Roy Paul Daniels Professor in Kinesiology, was elected as an Active Fellow in the American Academy of Kinesiology and Physical Education. The Academy is an honorary organization composed of individuals who have made significant contributions to the study of and/or application of the art and science of human movement and physical activity. Founded in 1930, the Academy limits the number of Active Fellows to 125 and election is by vote of the Academy membership. Dedicated to educational concerns and scientific advancements in the field, the Academy has promoted and enhanced the direction of kinesiology issues, nationally and internally. Solmon joins Richard Magill and Amelia Lee as the only other active members from Louisiana.

A national and international scholar in physical education pedagogy, Solmon's research employs socio-cognitive theories to examine motivational beliefs and behaviors in physical activity settings. She has published over 35 data-based papers in top journals in physical education, kinesiology, and education psychology. In addition, she has supplemented her empirical papers with theoretical and research methods papers that have influenced the work of other scholars. She currently serves as the co-editor of the leading journal in physical education, the *Journal of Teaching in Physical Education*.

College of Education Instructor Invited to Write Article on Hurricane Response

College of Education Instructor [Noel Hammatt](#) wrote a telling article for the *American School Board Journal* for its September 2006 issue dedicated to the rebuilding efforts in Gulf Coast schools after Hurricane Katrina. Hammatt also serves as the vice president of the East Baton Rouge Parish School Board.

Activities



TOP: College of Education Associate Professor [S. Kim MacGregor](#) participated in the fourth annual Community Bound Service Plunge as one of 20 faculty and staff group leaders for more than 400 LSU student volunteers.

Bused to areas in the Old South Baton Rouge neighborhood, faculty, staff and students spruced up area public schools by painting, planting shrubs and making repairs to ailing structures.

"I feel like I am really doing something, making a difference, when I am physically helping to improve our public schools," said MacGregor after her day-long experience at McKinley High School.

"It also gave me a chance to get to know some of our new students while I am out serving our community," added MacGregor, recalling the pride she felt seeing East Baton Rouge Parish School Board President Pat Smith roll up her sleeves and help.

Charged with contributing positively to campus life and the surrounding area, The LSU Community Bound project is sponsored by the Community-University Partnership; Center for Community Engagement, Learning, and Leadership (CCELL); LSU Career Services, LSU Dining; LSU Center for Student Leadership & Involvement; LSU Parking, Traffic, and Transportation; and Volunteer LSU.



CENTER: University of California faculty members Charles Underwood and Scott Woodward along with seven UC graduate students traveled to Baton Rouge to coordinate efforts with the College of Education's activities at Renaissance Village through the [Delta Express Program](#).

The group took students in the program on fieldtrips to LSU and the zoo over the summer and was relieved to obtain use of a mobile classroom in place of the tent used over the last six months. Watch for updates in the next *Bulletin* about the program's progress and the 30 students now volunteering as part of a new class offered this semester.

RIGHT: Funded by the National Institute for Mental Health, University of North Carolina-Charlotte professors Virginia Gil-Rivas and Ryan Kilmer joined forces with the [Teresa Buchanan's](#) Katrina Family Project.

The group conducted interviews with approximately 50 families with children ages 7-10 years old in the Gulf Coast area that were directly impacted by the hurricanes. Graduate students from the UNC Department of Psychology assisted in gathering data on family functioning, personal adaptation, psychological well-being and parenting in the midst of the crisis. Gil-Rivas is an expert in the area of trauma research and conducted research with the 9-11 families.



COLLEGE OF EDUCATION COMMENCEMENT CEREMONY

August 11, 2006

The College was pleased to award a total of 106 degrees to students at the university's main ceremony on Friday, August 11, 2006. Held at the Pete Maravich Assembly Center, the College presented 42 undergraduate, 54 masters, two education specialist certificates, and eight doctoral degrees to students.

Congratulations to our
summer graduates!



LEFT: A total of 64 LSYOU students in the summer program participated in the 20th annual graduation ceremony on July 21, 2006.

Disney Teacher of the Year Among Summer Graduates

Middle School, and attended a week-long professional development trip to Disneyland Resort in Anaheim, California. By winning the three prizes, the trio will split an additional \$30,000.

The group's nomination revolved around their international literacy promotion

(B.S. 1999, M.Ed. 2000) was also among the winners. Currently teaching at McKinley Middle Academic Magnet School in Baton Rouge, Louisiana, Amond was recognized as a 2006 honoree for Middle School Math Education.

Visit "For the Love of Literacy" for more information:

<http://www.teacherweb.com/LA/DutchtownMiddleSchool/FortheLoveofLiteracy>



College of Education summer 2006 graduate **Amanda Mayeaux** (M.S. 2006) was selected as one of the Disney Teachers of the Year. As a member of a Dutchtown Middle School teacher team, Mayeaux won the prestigious award with fellow LSU alumni Monique Daigle Wild (B.S. 1991) and Kathryn Pilcher.

The team was selected from 75,000 nominees and 44 finalists. It was the first time a team won the overall prize for Middle School Teachers of the Year as well as the individual categories for the National Youth Service Award and Outstanding Teachers of the Year.

"Teaching in teams, collaborating lessons through a range of subjects, that is the future of teaching. We were thrilled to bring national attention to Louisiana schools and teachers with this award," said Mayeaux.

Mayeaux and her team received \$10,000 from Disney Worldwide Outreach, a \$5,000 donation to Dutchtown

activities through their Web site called "For the Love of Literacy," which is funded by a Milken Family Foundation Festival for Youth Grant.

Each year, their team of eighth-grade students at Dutchtown Middle School helps to support this nation-wide interactive campaign that encourages students to read great literature through book reviews, short student-directed films, poster designing and Internet discussion.

Mayeaux received her first master's degree in the Department of Curriculum & Instruction from the LSU College of Education in 1998 and a bachelor's degree from Northwestern University in 1992.

College of Education alumna Felicity Amond

ABOVE: Amanda Mayeaux (top left) with Disney Teacher of the Year team members Monique Wild (top right) and Kathryn Pilcher (seated).

Photograph Courtesy of Kevin G. Wild.

BELOW: Felicity Amond, Disney 2006 Honoree for Middle School Math Education.

Photograph Courtesy of Felicity Amond.





DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND PRACTICE LUNCHTIME ROUNDTABLE SERIES

The Lunchtime Roundtable Series is an effort to engage the entire ETPP department, to learn from our fellow colleagues, and to present works-in-progress to our scholarship community. All lectures are open to the public.

Susan K. Gardner, Assistant Professor
With graduate students Marco Barker, Marla Erwin,
Jennifer Loftin, Kay Maurin, and Kristy Miller
The Unsung Heroes of Hurricane Katrina: Student Affairs
Administrators in New Orleans
 September 29, 2006
 12-1 p.m. in Room 225 Peabody Hall

Heather Olson-Beal, PhD Candidate
Speaking the Language of Desegregation: A Case
Study of South Boulevard Foreign Language Academic
Immersion Elementary
 October 13, 2006
 12-1 p.m. in Room 219 Peabody Hall

M. Jayne Fleener, Dean
Reinventing Schools/Colleges of Education
 October 27, 2006
 12-1 p.m. in Room 225 Peabody Hall

Hongyu Wang, Oklahoma State University
Teaching in the Third Space
 November 10, 2006
 1-2 p.m. in Room 225 Peabody Hall

Bill Doll, Denise Egéa-Kuehne, Petra Hendry, Molly Quinn, Curriculum Theory Project
Remembrances of Finland; Anticipations for Pretoria:
A Report on the 2006 Meeting of the International
Association for the Advancement of Curriculum Studies
 December 1, 2006
 12-1 p.m. in Room 225 Peabody Hall

Dates to Remember

October 2	Kristy Hebert, Advance Baton Rouge Presentation	225-578-6867
October 4	Fall Holiday	
October 6	Lab School Tailgate Reunion	225-578-3148
October 16-21	Mid-Semester Exams	
October 18	School District Personnel Panel	8:30 a.m. Union/Atchafalaya 225-578-2162
October 21	LSU Football Tiger Day & Education Alumni Tailgate Reunion	11:00 - 4:30 p.m. Peabody Hall 225-578-2151
October 26	Teacher Preparation Panel	225-278-2043
November 1	Teacher Recruitment Day	225-578-2162
November 7	Kinesiology Panel	225-578-2043
November 22-26	Thanksgiving Holiday	
December 9	Classes End	
December 11-16	Final Examinations	
December 13	Student Teaching Seminar III Legal Issues in Education & Final Checkout	8:30 a.m. Union/Cotillion 225-578-2557
December 21	Commencement	225-578-2331

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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