



LSU COLLEGE OF
EDUCATION

CENTENNIAL CELEBRATION

A Special Issue of THE PEABODY BULLETIN



A Century of Growth

LSU COLLEGE OF EDUCATION CENTENNIAL CELEBRATION

A Special Issue of THE PEABODY BULLETIN,
A Communiqué from the Dean
Volume 4, Issue 1



The College of Education Centennial Year is upon us! This year will offer many opportunities for us to revisit our past while we envision and prepare for our futures. The kick-off event, to be held on March 7, 2008, at the Tiger Den Suites in LSU's Tiger Stadium, will allow faculty, staff, and key partners and dignitaries to begin the celebrations of our 100th year. Special Centennial lapel pins have been commissioned for distribution at these and later events. We will also unveil our centennial video which provides an historical perspective of the College, as well as the insights of faculty, students, and alumni who embrace and live the traditions and values of the LSU College of Education.

Centennial year themes—making a difference, engaging futures, and creating coherence—reflect our commitments across program areas and departments to serve our many publics through research, teaching, and other scholarly and service commitments.

We are making a difference through our research, teaching, and service by contributing locally, nationally, and internationally to the improvement of health, education, and wellness. Through our students, faculty, alumni, and friends, we engage the future by touching the lives of countless others. Our core values of leadership through service, inquiry, and creation of new knowledge are the basis for fashioning multiple, better futures by improving education and healthcare promotion at all levels and in all settings. Our multiple roles as researchers, teachers, and scholars come together as our vision for the future is guided by our desire to offer a comprehensive and coherent approach to educational research that encompasses lifelong education and wellness.

Examples of the many ways we make a difference, engage the future, and create coherence are found in this issue of the Peabody Bulletin. Sponsored programs, innovative teaching, and specialized training clearly advance one of the key goals of our college: to utilize the capacity and creativity of the college's faculty, staff, and students to advance knowledge. This also allows us continuously to interconnect theory, research, and practice to frame and solve educational and health care issues facing our society at the local, regional, national and international levels. National awards illustrate our faculty professional pursuits focused on bringing together the teaching, research and service missions of the college. Examples of such awards found in this issue are Dr. Jim Wandersee's award for lifetime contributions to botanical education; Dr. Maria Kosma's award from the American Alliance for Health, Physical Education, Recreation, and Dance; and Dr. Ray Castle's award from the National Athletic Trainers' Association.

Similarly, examples of collaboration, another one of our college goals, reflect a high degree of commitment to meeting the needs of our constituencies and communities as well as our students. Stories in this issue about the LSU Coastal Roots program and the First Responders Boot Camp are just two examples of our collaborative and connected work. The quality of students with whom we work—K-12, undergraduate and graduate—is clear in several of the stories in this issue, including the story about kinesiology students' volunteer efforts at Junior Olympics and Lab School students' cultural and environmental study-abroad adventure in Costa Rica. Our international outreach and collaborations are growing, as are our international research and influence. Faculty such as Drs. Nina Asher, William Doll, Denise Egéa-Kuehne, Jennifer Jolly, and Li Li work across borders with international scholars and universities.



ABOVE: Dean M. Jayne Fleener met with U.S. Secretary of Education Margaret Spellings during her visit to LSU's "Louisiana Looking Up!" conference hosted by the Flores MBA Alumni Association. Secretary Spellings discussed the role of the business community in strengthening our nation's K-12 and higher education systems and ensuring our students are prepared for college and the workforce.

With much to celebrate, we approach this centennial year as the midpoint of our capital campaign. As all great public universities have discovered, private giving, sponsorship, and endowments are necessary to ensure the financial stability and pursuit of excellence that goes beyond and enriches the classroom. To become a reality, the dream of making a significant difference in shaping the future requires reliance on alumni and friends to make a significant commitment of support. Only with such support can we continue to attract and retain top students and professors and continue our groundbreaking research and outreach efforts.

So, as we embark on our centennial year, I am both privileged and humbled to represent the College of Education during such a pivotal and important point in history. My twelve predecessors in the deanship have contributed much to the successes and varying perspectives of the College of Education. Faculty in the thousands and graduates, now numbering over more than 30,000, also have played key roles in creating a culture of commitment and leadership, impacting our local and global communities. The LSU College of Education now looks forward to its significant role in creating the kind of future that will advance education and wellness in the 21st century. Join me and be a part of this opportunity to make a difference.

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

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CENTENNIAL CELEBRATION



A Century of Growth

To celebrate its 100 year anniversary, the LSU College of Education is hosting a kick-off event at the Stadium Club on Friday, March 7. LSU System President John Lombardi will serve as the ceremony keynote speaker.

To provide a history and a vision of the college, past, present, and future, the college will showcase a commemorative seven-minute film during the event. The film features alumni, faculty, and students and was produced by The Bill Rodman Production Shoppe, an Emmy award-winning independent project studio specializing in long-form documentary storytelling and high definition cinematography. Award-winning film composer Mike Esneault also composed an original score for the production.

In addition to the evening kick-off ceremony, the college is hosting a student organization-led ceremony at Peabody Hall on March 7, followed by a series of events such as special lectures, visiting scholars, and alumni reunions across the nation throughout the 2008-09 anniversary year.

Originally named the "Teachers' College" by the Louisiana Board of Regents, the LSU College of Education was founded in 1908 with two faculty members. By 1915, the college added a demonstration school. From the beginning, the college has prepared leaders for offices such as supervisors, principals, and parish superintendents.

By 1939, the college expanded to include the former School of Health and Physical Education, which was renamed in 1990 to the Department of Kinesiology. This department grew from a primarily teacher education-based professional preparatory curriculum to a nationally and internationally recognized research and scholarship program that generates and disseminates knowledge about all aspects of human movement and its effects on physical activity.

Today the initial department has expanded into a collaborative unit that prepares educational and wellness professionals. The college, through various professional certification programs, spans four colleges and maintains a K-12 Laboratory School that has been ranked among the nation's top 20 percent of public high schools by *Newsweek*.

The College of Education employs more than 200 faculty, instructors, and professional staff to present students with unique opportunities for challenging, rich, and collaborative experiences.

College of Education Dean M. Jayne Fleener invites the community to the events, "As we embark on our landmark year, please join us in a celebration of our past and commitment to an engaged future."

Dates to Remember

DATE	EVENT NAME	LOCATION
February 21, 2008	Lisa Delpit Meet & Greet	McKinley Community Center
March 7, 2008	Centennial Kick-off Celebration	LSU Tiger Stadium Club Baton Rouge, Louisiana
April 17, 2008	Centennial Special Lecture Series Lisa Delpit	225 Peabody Hall Baton Rouge, Louisiana
April 20, 2008	College of Education Honors Convocation	
April 26, 2008	Houston Alumni Reunion*	Houston, Texas
May 1, 2008	Centennial Public Lecture Lisa Delpit	Istrouma
May 3, 2008	9 th Annual Kinesiology Golf Classic	LSU Golf Course Baton Rouge, Louisiana
May 24, 2008	Atlanta Alumni Reunion*	Atlanta, Georgia
June 28, 2008	Austin Alumni Reunion*	Austin, Texas
July 26, 2008	Shreveport Alumni Reunion*	Shreveport/Bossier City, Louisiana
August 23, 2008	S.W. Louisiana Reunions*	Lake Charles, Louisiana
October 18, 2008	Baton Rouge Alumni Reunion*	Baton Rouge, Louisiana

If you would be interested in an alumni reunion in your area, please contact our Alumni Coordinator, Todd Sandeman at 225-578-6796 or EducationAlumni@lsu.edu for more information. Please visit the College of Education Web site www.lsu.edu/coe/events for updated information on our events and announcements.

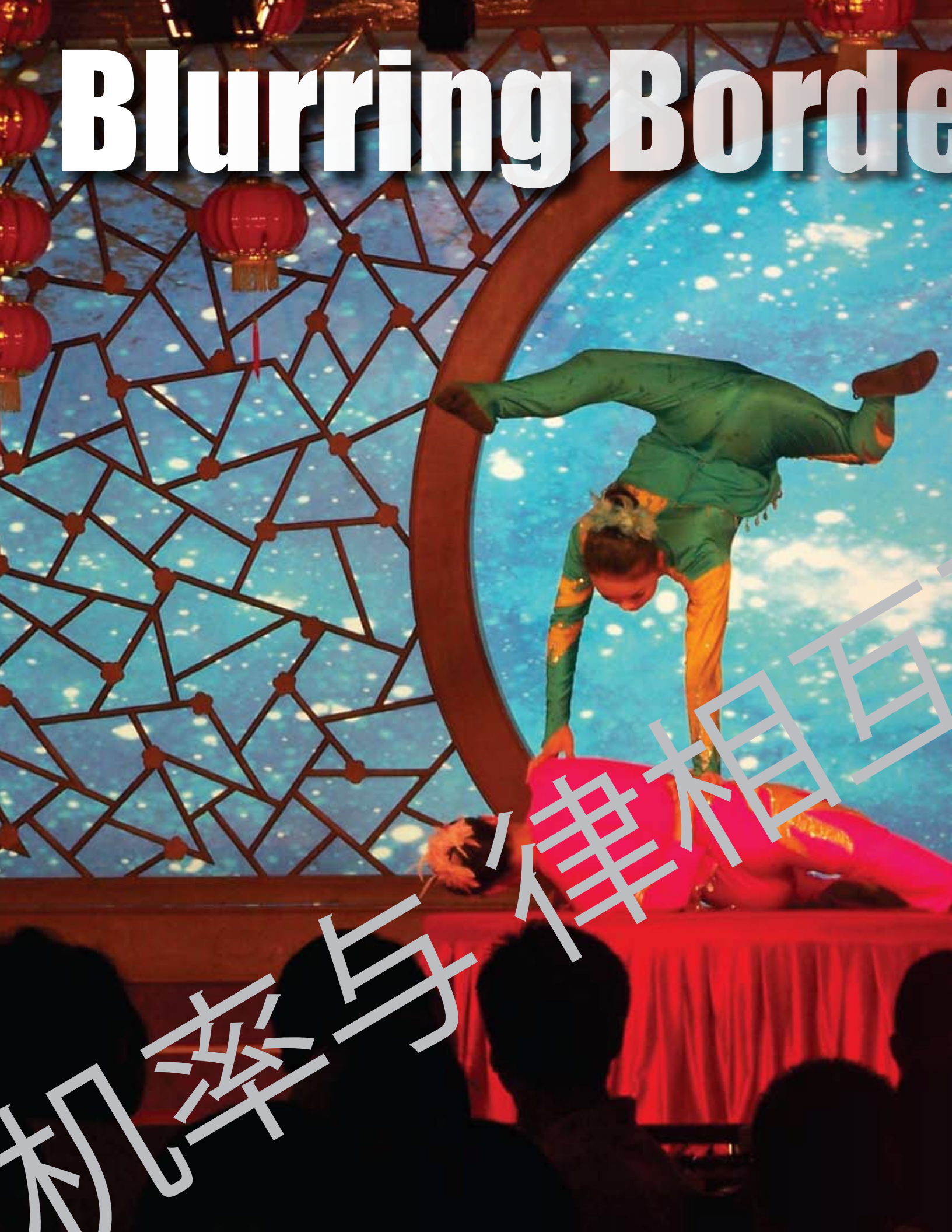
**Dates and venues are subject to change.*

SEND YOUR UPDATES!

www.lsu.edu/coe/alumni

Visit our Web site or call 225-578-6796 to share your news and accomplishments and help us communicate the success of our alumni during the Centennial Celebration.

Blurring Borders



The tour guide pulled up in a Jeep Cherokee clad with purple and gold tiger plates. But, the tour wasn't on the LSU campus, it was in Xian. Through a rich history of academic ties, College of Education Dean M. Jayne Fleener led a group of four faculty members and five graduate students on a whirlwind three-week tour of Chinese universities and public schools throughout five different provinces. The faculty and students made 20 presentations in a variety of different venues.

According to some estimates, China is home to about 20 percent of the world's population and one of the top five producing nations in the world economy. While China's population and GDP set the stage for the country's ascent into global power, the Chinese government's focus on education as an economic stimulus generates equal excitement about this country's decision to revolutionize its curriculum.

The Chinese government invited LSU to lead workshops and host talks on educational reform and reinventing curriculum, a topic on which several College of Education faculty have published books that are being translated into Chinese.

Instead of focusing on a traditional curriculum, the Chinese are reinventing their public education system and moving toward a post-modern, philosophical approach to education. The easiest way to distinguish a traditional curriculum from a post-modern curriculum deals with the rigidness of the lessons and the relationship of learning. A traditional approach to curriculum maintains the role of teacher, student, and lesson separated via discipline. On the other hand, the post-modern curriculum is a more dynamic version of learning in which the role of teacher and student is intertwined and inverted, lessons blurred across disciplines, and curriculum and culture intermingled.

"A Post-Modern Curriculum provides dynamic opportunities to go deeper, to explore in depth, to revisit from different perspectives, to be more divergent than convergent," explained Fleener.

Since John Dewey visited the Chinese mainland in 1920, the Chinese have taken an innovative approach to education. They are studying methods that will not only keep their test scores competitive but also will nurture creativity in students.

Some of the classes the LSU group toured were already initiating post-modern curricular concepts. For example, an art class used origami constructions not only as an opportunity to teach a traditional Chinese art-form but also to teach geometry. Another class used origami structures to create model cars propelled by balloons and held a race to see who could go the fastest. In essence, they used physics to calculate speed in a culture and arts class.

"It's an interesting academic exchange," noted Fleener, "They are looking to us for ways to stimulate creativity while we're looking at them for improving our testing performance and traditional academic achievement."

The LSU group was amazed at some of the accommodations they encountered while researching assessment activities in the universities and schools. For instance, one elementary school had about 6,000 students enrolled, placing the



class distribution to about 1,000 students per grade. For a physical education component, they had all 1,000 fifth-graders outside doing coordinated calisthenic activities. Academic classes typically had 50 to 75 students, some often sharing desks or benches. One high school English classroom accommodated 65 students in one room, sitting three to a small bench. Despite

the difficult class size, the lesson was full of interaction and creative activities.

Just as China is undergoing major change in its educational system, so is the United States. The accountability movement has changed American education.

"What happens in high poverty areas, is that the curriculum often becomes

lock-stepped. It loses room for chance and creativity," noted Fleener.

In focusing on accountability and transparency, some argue the U.S. has lost appreciation for having multiple routes to the same ends. Just as no two students are the same, no two classes are ever identical, even when taught by the same teacher. Fleener added, "Just as there are many routes to a mountain top, and choices of routes often depend on the skill





of the climber or weather conditions, we need to recognize that there are many ways to nurture academic excellence and obtain educational goals."

While a large section of the trip was devoted to assessment initiatives, the dean cautioned this cannot be the sole value in assessing achievement here in the United States. "We must see schooling as a place driven by

relationships and meaning rather than test scores and standards. While we may agree on the end goals of high achievement and increasing graduation rates among all our student sub-populations, we can never, with children, adopt the attitude that the ends justify the means. If we do not ignite a passion to learn or nurture the creativity of our students, high test scores will not mean

PREVIOUS PAGE: Chinese characters on the background of the first page are translated as "Chance and order not separate but intertwined." The LSU College of Education is formalizing an agreement with East China Normal University in Shanghai to host LSU Holmes graduate students in an exchange program in Chinese schools. LSU faculty M. Jayne Fleener, Bill Doll, Jennifer Jolly, and Donna Trueit accompanied by doctoral students Sean Buckreis, Marie Capoccia, Marianne Fry, Lianfang Lu, and Jie Yu co-presented at an international conference in Shanghai several tours of international universities and schools in Harbin, Shiang, Shanghai, and Quelin.

FACING PAGE/TOP LEFT: A Chinese elementary school gathers for exercises. **FACING PAGE/TOP RIGHT:** Doctoral student Jie Yu served as a translator for Emeritus Professor Bill Doll.

BELOW: E.B. "Ted" Robert Professor and College of Education Dean M. Jayne Fleener.

Continued on next page



anything to the future of this country."

The dean added that the people of China recognize, in a very real way, the impact education has on their economy and on their culture. They have committed a huge amount of resources from the highest levels of government to change what is not working and to explore in depth what is working.

"While we say we respect education in the United States, it is a different realization of what that actually means," said Fleener.

When innovation challenges tradition, tension arises. Fleener added, "We are at a time in history, to borrow a term from Thomas Friedman, when the world is becoming surprisingly flat—interconnected, and, not surprisingly, interdependent."

Through a Post-Modern Curriculum, LSU educational theorists are challenging the distinctive roles of teacher versus student, child versus the curriculum, and the nature of the individual versus the culture of the society.

Blurring these borders becomes essential not only to addressing future educational challenges but in connecting to Friedman's flat world, pregnant with the possibility of prosperity and hope.

College of Education Professor Receives Award for Contributions to Botanical Education



College of Education Professor James Wandersee (pictured left) was awarded the 2007 Charles Edwin Bessey Award by the Botanical Society of America. He received the award for lifetime contributions to botanical education at the Joint Congress on Plant Biology and Botany in Chicago in July. At the same conference, Wandersee organized

a course on "Innovations in College Teaching" and presented two research papers.

During the last 40 years, Wandersee has improved life science teaching while conducting and publishing botanical education research for the past 25 years. He manages and studies three acres at LSU AgCenter's Burden Research Center. He also developed a quarter-mile trail with 25 teaching stations for families who visit the Barton Arboretum. The trail has been modeled in all 50 states and parts of Europe and has been recognized for its teaching stewardship value. He is the 2006-09 elected Chair of the Teaching Section of the Botanical Society of America and a Lifetime Fellow of the American Association for the Advancement of Science in the Biological Sciences section.

Article Selected for Publication in Australia

The Australian journal *Discourse: Studies in the Cultural Politics of Education* has accepted Associate Professor Nina Asher's article "Writing Home/Decolonizing Text(s)" for publication. The article argues for generating decolonizing texts as one way to write and reclaim home in a postcolonial world. It discusses how colonizers must leave home to seek power and control elsewhere and therefore suffer the loss of home as they know it.

Asher analyzes this dislocation in terms of the material, educational, and psychic reaches of colonization. Asher also examines how colonialism causes the alienation from "home." In addition, she discusses the implications for decolonization including engaging and generating decolonizing text(s).

OFFICE OF SPONSORED PROGRAMS

Awarded Grants

- Camburn, Albert. (2007, September). Superior Textbooks. *Louisiana Department of Education*: \$1,146.
- Cheek, Earl; Callender, Karen; and Denny, Margaret. (2007, May). Louisiana Professional Development School Partnership. *Louisiana Department of Education*: \$249,593.
- Denny, R. Kenton; and Callender, Karen. (2007, May). Louisiana Professional Development School Coordination Grant. *Louisiana Department of Education*: \$232,423.
- Fleener, M. Jayne. (2007, August). Southern Association of Colleges and Schools Support Staff. *Southern Association of Colleges and Schools*: \$6,000.
- Fleener, M. Jayne; and Raines, Sarah. (2007, November). Value-Added Teacher Preparation Qualitative Research Study. *Board of Regents*: \$28,500.
- Li, Li. (2007, November). The Acute Effects of Selected Pain Relievers for Neuropathic Pain. *Origin BioMed*: \$27,480.
- Mooney, Paul (with V. Gulley, Dept. of Psychology). (2007, January). Louisiana Systemic Initiatives Program. *Louisiana Department of Education*: \$18,484.

Submitted Grants

- Blanchard, Pamela (with C. Lindau, Dept. of Wetland Biogeochemistry). (2007, October). LSU Campus Lake Restoration and Education Project. *Board of Regents*: \$200,000.
- Blanchard, Pamela. (2007, November). LSU Coastal Roots. *Rockefeller Institute*: \$35,000.
- Blanchard, Pamela. (2007, October). LSU Coastal Roots. *Baton Rouge Area Foundation, Community Advancement*: \$35,000.
- Blanchard, Pamela (with M. Cherry, Dept. of Physics and Astronomy). (2007, October). Science Teacher Training Using Astrophysics Research. *Board of Regents*: \$188,610.
- Blanchard, Pamela. (2007, August). LSU Coastal Roots. *Frost Foundation*: \$15,000.
- Camburn, Albert. (2007, September). Superior Textbooks. *Louisiana Department of Education*: \$1,146.
- Curry, Jennifer; and Braud, Hillary. (2007, October). The Engaging Stakeholders Kindergarten Initiative. *Baton Rouge Area Foundation, Community Advancement*: \$35,000.
- Fleener, M. Jayne. (2007, August). Southern Association of Colleges and Schools Support Staff. *Southern Association of Colleges and Schools*: \$6,000.
- Fleener, M. Jayne; and Raines, Sarah. (2007, November). Value-Added Teacher Preparation Qualitative Research Study. *Board of Regents*: \$28,500.
- Kirshner, David. (2007, July). Structural Understanding of Algebra. *United States Department of Education*: \$636,800.
- Launey, Byron; Kirshner, David; and Blanchard, Pamela. (2007, November). Preparing Highly Qualified Teachers for the Mathematics and Science Classroom. *Board of Regents*: \$144,000.
- Li, Li (for Brad Manor, Kinesiology Doctoral Student). (2007, August). Locomotor Stability in Peripheral Neuropathy. *National Institutes of Health*: \$59,076.
- Li, Li. (2007, November). The Acute Effects of Selected Pain Relievers for Neuropathic Pain. *Origin BioMed*: \$27,480.
- Li, Li; and Hondzinski, Jan. (2007, August). Balance and Gait of People with Peripheral Neuropathy: A Pilot Study for Potential Effective Intervention Modality. *Neuropathy Association*: \$80,000.
- Madden, James (Dept. of Mathematics); et al. (Kirshner, David). (2007, October). Professional Master's Degree Programs for K-12 STEM Teachers. *Board of Regents*: \$197,840.
- Mooney, Paul (with K. McCarter, Dept. of Experimental Statistics). (2007, October). Enhancing School Data Accessibility and Utility. *Board of Regents*: \$200,837.
- Rumfellow, Dorothy. (2007, September). K-3 Reading and Math Initiative. *Louisiana Department of Education*: \$45,001.
- Smolinsky, Lawrence (Dept. of Mathematics); et al. (Kennedy, Eugene; and Ricks, Thomas). (2007, October). Merging Technology and Tradition in High School Advanced Math. *United States Department of Education*: \$659,247.
- Sulentice-Dowell, Margaret-Mary. (2007, October). The Politics of Literacy Instruction: An Historical Case Study of Elementary Literacy Programming at the Local Level. *Board of Regents*: \$96,252.

**The awarded and submitted grants listed above are based on lists collected November 20, 2007. For more recent submission activity and news of new awards, visit www.lsu.edu/coe/research*



College of Education Hosts “Teaching *The Levees*”

On October 17, 2007 the LSU College of Education Curriculum Theory Project hosted an event showcasing a multi-disciplinary curriculum with online resources based on *When the Levees Broke: A Requiem in Four Acts*, an HBO documentary about Hurricane Katrina and its aftermath, directed by Spike Lee. The evening featured a reception, curriculum presentation, clips from the documentary, and an audience-involved question and answer session.

The curriculum, entitled “Teaching *The Levees*,” was spearheaded by Columbia University Professor of Social

Studies and Education Margaret Crocco and funded through a \$975,000 grant from the New York City-based Rockefeller Foundation.

A central theme of the curriculum involves citizenship and social responsibility, along with complex, controversial issues such as race and class. Crocco and her team of Columbia University faculty, students, graduates, and staff designed “Teaching *The Levees*” to explore the many sensitive issues raised in Lee’s film.

“Teachers often don’t bring up topics of race in the classroom...it’s part of the

evaded curriculum,” Crocco said. “With a well-prepared teacher, you might get more debate about sensitive problems.”

While Crocco and her colleagues based the curriculum on Lee’s documentary, they too wanted the lessons to be pertinent across time and place. “We are trying to suggest this is not only a problem for New Orleans or our country,” she said. “The lessons exposed by Katrina and its aftermath have many historical parallels, from flooding, to earthquakes, to terrorist attacks, to name a few.”

“We focused on the questions: ‘Who are we as a country?’

‘Who do we want to be?,’ Crocco explained. Every lesson is structured around a big question related to some aspect of the film.

Some topics addressed in the “Teaching *The Levees*” project include the question of whether low-lying areas should be rebuilt; a lesson on how space, race, and poverty converge in this American tragedy; New Orleans and its sense of place and home; media coverage of the events surrounding the hurricane; and the idea of

Just in time for the second anniversary of Katrina, Teachers College Press distributed “Teaching *The Levees*” curriculum books free of charge to 30,000 high school and college teachers, and community organizations across the country in August 2007.

In addition to the printed materials, Columbia University’s EdLab at the Gottesman Libraries of Teachers College also created a Web site, www.teachingthelevees.org, to collect feedback from those who

“While ‘Teaching *The Levees*’ clearly originates from a sense of bewilderment and even outrage at the unaided suffering associated with Katrina, it does not preach,” Crocco said. “There is enough ambiguity in the film to engage people in a dialogue that will lead to debates and different points of view. The teacher’s obligation is to create a climate in which that is possible.”

“And, our obligation as a flagship university,” added College of Education Dean

“Teaching *The Levees*” asks: “What kind of country are we? What kind of country do we want to be?”

disaster preparedness and the problems related to not being prepared for such events.

To create the curriculum, several teams of researchers and advisors produced five categories of lessons (including economics, civics, history, geography, and media literacy), designed for use in high schools, colleges, community, civic, and religious groups.

Each lesson was intended to encourage groups to gather information that produces “democratic dialogue,” defined by Crocco as reasoned discussion that should ultimately lead to some type of action. For example, some lessons encourage teachers and students to investigate their own community’s disaster plan or to do something that signals a sense of responsibility to others in the community.

use the curriculum in actual classrooms and to provide a virtual space for people across the world to engage in the themes underscoring the curriculum.

M. Jayne Fleener, “Is to empower Louisiana teachers with opportunities to enrich the climate not only of our classrooms but of our global community.”



FACING PAGE/TOP: More than 200 attendees joined the College of Education for the “Teaching *The Levees*” presentation, which was made possible by Teachers College-Columbia University, The Rockefeller Foundation, HBO Documentary Films, LSU College of Education, and The Curriculum Theory Project.

ABOVE: J. Franklin Bayhi Endowed Associate Professor Nina Asher with Columbia University Professor of Social Studies and Education Margaret Crocco.



College of Education Assistant Professor Named Editor of National Publication

College of Education Assistant Professor Jennifer Jolly (pictured above) was named the editor of *Parenting for High Potential*, the parenting publication of the National Association of Gifted Children. It is a quarterly magazine designed for parents who want to make a difference in their children's lives, who want to develop their children's gifts and talents, and who want to help them develop their potential to the fullest.

Jolly received a Ph.D. in educational psychology in 2004 and an M.S.Ed in curriculum and instruction in 1994 from Baylor University. She received a B.A. from California State University – Sacramento, majoring in social science and

minoring in government. She holds two lifetime teaching certifications and a gifted and talented endorsement for grades K-12 in the state of Texas. Jolly also has worked as the acquisitions editor for Prufrock Press and served as the editor for *Tempo*, the professional journal for the Texas Association for the Gifted and Talented.

A member of both the elementary education and integrated studies divisions in the Department of Educational Theory, Policy, and Practice, Jolly's research and teaching interests are focused on gifted education, teacher preparation, research methodologies, learning theory, and curriculum and instruction.

Student Teacher Wins Two Scholarships

Jacqueline Spencer (pictured below), PK-3 student teacher, has received the Associated Professional Educators of Louisiana (A+PEL) Student Teacher Scholarship and the Lil and Roy Murphy Scholarship from the Louisiana Early Childhood Association (LAECA).

The A+PEL Student Teacher Scholarship is a \$500 award given to an outstanding undergraduate student in child development or early childhood education who must demonstrate scholarship, professionalism, character, purpose, and leadership.

The Lil and Roy Murphy Scholarship is a \$500 award presented on the basis of the student's career goals as an educator, academic record, and accomplishments, including community involvement.





LSU Certified Athletic Trainer Receives National Athletic Trainer Service Award

Department of Kinesiology Assistant Professor Ray Castle, ATC (pictured above), has been selected as one of the National Athletic Trainers' Association's 2007 Athletic Trainer Service Award (ATSA) recipients.

This award recognizes outstanding service to the athletic training profession and the National Athletic Trainers' Association at the state and district level. Candidates for the award must have held the Certified Athletic Trainer (ATC) credential conferred by the Board of Certification for at least 15 years. Castle is one of 27 recipients of the award this year.

"Dedication, innovation, loyalty, and leadership are common traits among ATSA recipients," said National Athletic Trainers' Association (NATA) Executive Director Eve Becker-Doyle, CAE. "Those who receive the honor

serve as an inspiration to their peers and as role models to the next generation of certified athletic trainers."

"Ray Castle is richly deserving of the award," said NATA Honors & Awards Committee Chair Rochel Rittgers, ATC. "He has dedicated his career to the betterment of the athletic training profession."

The ATSA presented Castle with the award on June 28, 2007, at NATA's 58th Annual Meeting & Clinical Symposia in Anaheim, California.

March
is National
Athletic Training Month
www.nata.org

Alumni Updates

LAUREN KOCKE

Lauren Kocke is in her graduate year of the Holmes Program. She graduated from LSU in May 2007 with a bachelor's degree in elementary education. She is currently student teaching fourth grade English/language arts at Shenandoah Elementary in Baton Rouge, Louisiana.

STEPHANIE KROUSE

Stephanie Krouse is currently teaching Pre-K at St. Amant Primary School in Ascension Parish, Louisiana. She graduated in 1976 from LSU with a bachelor's degree in elementary education. She has taught grant writing workshops and written 13 grants totalling \$11,000 for school supplies.

LACY BOYER

Lacy Boyer graduated in December 2007 with her bachelor's degree in elementary education. She is currently teaching second grade at Oak Grove Primary in Ascension Parish, Louisiana.

ERIC BROWNFIELD

Eric Brownfield is a third-year teacher of world geography, American history, and free enterprise for English as a Second Language students at Robert E. Lee High School in Baton Rouge. He received his bachelor's degree from LSU in 2004 in history and his master's degree from the LSU Holmes Program.

KATE COOK

Kate Cook graduated from LSU in 2005 with a bachelor's degree in history. She is currently teaching American history and advanced placement American history at St. Joseph's Academy in Baton Rouge, Louisiana.

CHELSEA PORTER

Chelsea Porter is a fifth-year senior in the PK-3 program. She is student teaching at Bains Lower Elementary School in St. Francisville, Louisiana.

MEGAN NOEL

Megan Noel graduated in 2003 from LSU with a bachelor's degree in elementary education. She received her master's degree through the Holmes Program in 2004. She is currently teaching third-grade English/language arts at Zachary Elementary in Zachary, Louisiana, where she was recently named the 2007-08 Teacher of the Year.



The First Responders

Photos by
Wells P. Wilson Photography

Kinesiology Professor and Student Travel to DC for “Boot Camp”

Kinesiology Professor Roy Hill (pictured above) and student Rene Barber traveled to Washington, D.C., for the anniversary of September 11th to participate in a training camp as part of GO-FIRST, the Global Online First Responder Student Training Foundation. The goal of the camp is to train students and other citizens so they can be prepared to provide key services during a crisis.

The organization’s aim is to bring together students and first responder mentors from multiple disciplines and duty stations in special camps that combine hands-on training in safety, health, and security through character, career, and service-learning.

Hill and Barber were taught rescue techniques like CPR and were put in stressful situations to learn the correct responses.

“They want to provide teachers and exercise professionals the same training as police, firefighters, coast guards, and other first responders,” said Hill.



Endowed & Emeritus Professors Recognized

Four professors were nominated for the title of emeritus during the fall 2007 semester. This honorary title is reserved for faculty members who retire at the rank of professor after at least ten years of service to the university and are recommended by the campus faculty.

Charles Teddlie, the Jo Ellen Levy Yates Endowed Professor in the College of Education, retired from his faculty position in the Department of Educational Theory, Policy, and Practice after having served the university for 19 years. Teddlie's textbook on mixed methods research continues to be one of the best-selling books in the field.

Terry Geske, the J. Franklin Bayhi Endowed Professor, retired from his faculty position in the Department of Educational Theory, Policy, and Practice after having served the university for 23 years and serving as department chair on two separate occasions.

Richard Magill, the Helen "Bessie" Silverberg Pliner Endowed Professor in Kinesiology, retired after having served the university for 29 years. Magill is continuing work with graduate students.

William E. Doll, Jr., the Vira Franklin and James R. Eagles Endowed Professor, retired from his faculty position in the Department of Educational Theory, Policy, and Practice after having served the university for 19 years. Doll continues to bring national and international attention to the Holmes Elementary program and the Curriculum Theory Project.

The LSU College of Education Administrative Council recommended four faculty to the LSU Board of Supervisors for consideration for an

endowed professorship. Each has demonstrated outstanding leadership, extensive outreach and engagement in scholarly activity, and excellence in teaching, making them outstanding recipients of this honor and outstanding representatives of the College of Education.

Because of her history of excellence in research, the quality and scope of her publications, and her national and international recognition, Associate Professor Nina Asher (Educational Theory, Policy, and Practice) was recommended for the J. Franklin Bayhi Endowed Professorship.

In recognition of the collaborative work and contributions to research on healthy living, particularly with the Peripheral Neuropathy Project, Associate Professor Li Li (Kinesiology) was nominated for the Jo Ellen Levy Yates Professorship in the College of Education.

In acknowledgement of the leadership she is providing in the PK-3 and elementary program areas as well as her commitment to the revitalization of the New Orleans area schools, Associate Professor Renee Casbergue (Educational Theory, Policy, and Practice) was nominated for the Vira Franklin and James R. Eagles Endowed Professorship.

As a result of her work at the Lab School as disciplinary department chair and her contributions to the school's curriculum alignment committee, Carol Young was nominated for the Elena and Albert LeBlanc Professorship in the Laboratory School.

BELOW/L to R: Associate Professor Nina Asher, Lab School English Department Chair Carol Young, Associate Professor Li Li, and Associate Professor Renee Casbergue were awarded professorships for their leadership, teaching, outreach, and research.





Healthy Body: Healthy Mind

Lab School Supports the FIT Kids Act

In response to the growing rate of childhood obesity, U.S. Representatives Ron Kind (D-Wis.), Zach Wamp (R-Tenn.), and Jay Inslee (D-Wash) have proposed the Fitness Integrated with Teaching Kids Act (FIT Kids Act). If enacted, the FIT Kids Act would amend the No Child Left Behind Act to support quality physical education and activity for all public schools.

To help support the bill, the national and state arms of the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) submitted model programs and teachers to support the FIT Kids Act and demonstrate to the House of Representatives that it is possible to have a highly successful, quality physical education program in public schools.

Among the list was the University Laboratory School and Elementary Physical Education Instructor Joanna Faerber.

“The recommendation of Joanna Faerber is a compliment to her and the school,” said Dorothy Rumfellow, elementary principal at the Lab School.

The proposed bill would require 150 minutes per week of physical education for elementary school students and 225 minutes for middle and high school students. In addition, it asks for school districts and states to report on quantity and quality of physical education. The bill also aims to ensure children gain information, knowledge, and support to help them maintain a healthy lifestyle.

The Lab School already schedules elementary school students with 150 minutes of physical education and the middle and high school students with 250 minutes per week. But more importantly, students are taught about the importance of physical education.

“Knowledge empowers, and my belief is that we’re going to show students how and then tell them

why they need to be fit,” said Faerber.

According to Faerber, the Lab School recognizes that a healthy body is an important component to a healthy mind and therefore other classes are not more important than physical education. Students are not allowed to skip P.E. to make up work in academic courses.

“The students learn a lot about the principals of fitness,” said Faerber. “I had one of my elementary students tell me, ‘Mrs. Faerber, my heart needs a workout today.’ So you can see they understand the concept of a cardio workout.”

In addition to promoting physical activity in school, elementary students receive an exercise calendar with a suggestion for a new physical activity for each day outside of class. They are also encouraged to get their parents to join them.

“This helps encourage parents to stay active and fit because we know that fit parents tend

to have fit kids,” said Faerber, “And the students are excited about encouraging their parents.”

The Lab School works with the National Association for Sport & Physical Education’s Physical Best Curriculum. The purpose of Physical Best is to assist physical educators in teaching health-related fitness education, through quality resources and professional development training, with a focus on teaching cognitive concepts and knowledge through activity, enjoyment of physical activity, and inclusiveness of all children.

“Fitness is not a two-week program, like some schools present it,” said Faerber. “A lot of schools do ‘fitness’ as a one unit during the year, but we try to encourage being aware of fitness as a part of everyday activity.”

Faerber was nominated to be the Physical Best Representative for 13 Southern states. This three-year appointment involves producing the activity guides and providing teachers with information on how to make all their activities more physically effective.

And fitness is now more important than ever. According to Faerber, this young generation is one of the first not expected to live as long as their parents because of the negative effects of childhood obesity and lack of physical education.

FACING PAGE: Lab School elementary students participate in 150 hours of physical education per week.

No Sacrifice

Shanelle K. Matthews, Contributor

Although the initial intention of the No Child Left Behind (NCLB) Act of 2001 was to help children improve academically, some critics argue that the act inadvertently had negative affects on the health of those very same children it was attempting to help.

The Center on Public Education found that after implementation of NCLB, 71 percent of the districts surveyed had elementary schools that cut back on instructional time for a subject to make room for more reading and math—the primary focus of the law.

According to the American Heart Association, one-third of children in the United States are overweight. According to the National Institution of Mental Health, more than 4 million children in this country have learning disabilities. The American Obesity Association claims that today’s youth are considered the most inactive generation in history caused in part by reductions in school physical education programs and unavailable or unsafe community recreational facilities.

Although implementing a program to inspire mental growth is important, its relevance fades if children are not healthy enough to apply what they have learned. This situation presents the federal government with a difficult challenge.

It may appear that we have an either/or situation: either we have physically unhealthy children who are mentally prepared or physically healthy children who lack the mental preparedness to progress in academia?

Kinesiology Professor Kathy Hill doesn’t think we have to sacrifice one for the other.

“Many schools in Louisiana have a great policy and program on physical education,” said Hill who chairs the physical assessment workshops for the Louisiana Department of Education.

Hill continues the Department of Kinesiology tradition in wellness leadership through her work with Louisiana schools and health organizations. She currently serves as executive director for the Louisiana Association for Health, Physical Education, Recreation & Dance and is also a member of the Louisiana Governor’s Council for Physical Fitness and Sports.



Carnegie Grant to Aid Study of Louisiana Universities that Prepare Most Effective New Teachers

discover the reasons behind this surprising phenomenon. Assistant Professor Sarah Raines, a new faculty member in the Department of Educational Theory, Policy, and Practice, will lead the LSU research team in this initiative.

“Most people in our state are not aware that Louisiana is leading the nation in developing a state model that examines the effectiveness of university teacher preparation programs based upon gains in achievement of children taught by new teachers,” said Louisiana Commissioner of Higher Education Joseph Savoie. “We believe this new research will have a significant impact on the development of effective new teachers in our state and across the nation.”

“Carnegie Corporation’s grant will allow the state to fully develop a valid and reliable value-added assessment model utilizing student achievement data from all 68 school districts in Louisiana to assign teacher preparation effectiveness values to each of the state’s 20 public and private universities,” said Daniel Fallon, Carnegie Corporation of New York’s Program Director, Higher Education.

George Noell, a researcher in the Department of Psychology at Louisiana State University has been working with the Board of Regents and the

Louisiana Department of Education during the last four years to create a Value-Added Teacher Preparation Assessment Model intended to assign values to undergraduate and alternate certification programs within universities that prepare new teachers.

“There are only a few major research studies examining the use of value-added assessments to assess the utility of teacher preparation programs, and none of them is part of a coordinated effort between K-12 and higher education to improve student outcomes the way our effort in Louisiana is,” Noell said.

“We are proud that the Department of Education has a comprehensive data system to conduct research of this type,” said Paul Pastorek, Louisiana State Superintendent of Education. “This is a good example of how PK-12 education and higher education have joined efforts and are sharing data for the purpose of creating more effective new teachers.”

The \$800,000 in funding from the Carnegie Corporation of New York, along with a \$1 million match from the Board of Regents, over the next two years will allow Noell, his research team, and the Department of Education to fully develop the quantitative components of the model. In addition, it will enable all 20

Innovative research in Louisiana has shown that some teacher preparation programs in the state produce brand new teachers whose students perform as well as students taught by more experienced teachers. Now, a new \$800,000 grant from the Carnegie Corporation of New York will help university researchers in Louisiana

universities in the state to identify a researcher from their institutions to work on a state qualitative research team to conduct research to determine why some teacher preparation programs are producing new teachers who immediately demonstrate effectiveness in improving the achievement of grades 4-9 students when they start teaching.

“Dr. Noell’s pilot studies are showing us that we have universities that are producing effective new teachers within some programs and less effective new teachers in other programs at the same university,” said Jeanne Burns, Associate Commissioner for Teacher Education Initiatives, Board of Regents, Governor’s Office, and College of Education alumna. “What we do not know is why? The new grant from the Carnegie Corporation of New York and the Board of Regents will help us to identify our most effective programs and help us better understand why they are effective. It is our goal to provide effective teacher preparation programs within all universities in our state.”

Carnegie Corporation, based in New York City, was created by Andrew Carnegie in 1911 to promote “the advancement and diffusion of knowledge and understanding.” For over 95 years the Corporation has carried out Carnegie’s vision of philanthropy by building on his two major concerns: international peace and advancing education and knowledge.



Lab School Wins Laptop Grant

The Louisiana State University Laboratory School has won a Turn On to Learning (TOTL) grant of computer laptops from the State of Louisiana. TOTL is a learning technology initiative providing students with 21st Century learning tools. The TOTL initiative will provide computer laptops for 105 sixth-graders and four teachers.

The Lab School sixth-grade teachers, technology coordinator, and administrators are receiving training opportunities through the grant as well as additional equipment including laser printers, projectors, and external hard drives, and shared resources including a digital camera, a digital video camera, and iPods.

St. James Parish Students Attend Gifted Conference

Two students from St. James Parish, Sydney Jack (below/left) and Lindsay Dufrene (right) attended the annual convention of the National Association for Gifted Children (NAGC) in Minneapolis in November 2007 with their teacher, LSU College of Education graduate student Micah Bruce-Davis. As part of their investigation into why and how leaders choose a field of study, they interviewed Joseph Renzulli, one of the nation’s foremost experts in gifted education. The girls and their classmates learned to conduct qualitative analysis of the 14 interviews. Jack and Dufrene have been invited to present their findings at the next NAGC to be held in Tampa, Florida. College of Education Assistant Professor Robbie McHardy conceived the project as part of a curriculum being developed to help gifted students design their own learning goals.





PURA VIDA!

Shanelle K. Matthews, Contributor

It is tradition for graduating high school seniors to take a senior trip to celebrate the end of their academic journey. Most students frequent the beaches of Destin, Cancun, or Los Angeles but a small group of seniors at the University Lab School opted for a non-traditional location: Costa Rica.

The 13 students and two teachers made the journey to learn about the culture and diverse environments of Costa Rica. The students chose to visit Costa Rica to get first-hand experience on global topics that are part of Costa Rican culture.

Participants in this program included Rudy Aguilar, Brandon Bourgeois, Keri Bryan, Cody Dardeau, Matt Gilmer,

Laura Guillot, Amy Heard, Katie Humphreys, Lauren Nyman, Kaitlin Short, Chase Smithburg, Jerry Stovall, and Austin Winslow.

Lab School Biology Teacher Marty Loupe assisted by Baton Rouge High School teacher and College of Education alumna Tiffany Hingle led the students on tours of a wide range of locations and themes, including biodiversity conservation, the geology of the Arenal Volcano, the unique education system of Costa Rica, the conservation of sea turtles and rainforests, the development of sustainable living, and the impact of ecotourism.

Loupe was selected as one of 20 teachers to serve as educational Ambassadors to Costa Rica in March 2007 through the Toyota International Teacher Program. One pilot project of the program includes annual visits by American students to Costa Rica to study its quickly changing ecosystems and the balance between environmental conservation with community development. The Lab School students were the first group to visit Costa Rica as part of this program.

While Costa Rica has only about 0.1 percent of the world's landmass, it contains five percent of the world's biodiversity. More than 25

percent of Costa Rica is composed of protected forests and reserves.

“One of our hotels was a three-hour trip from San Jose. There was a huge waterfall where our tour guide told us to go ahead and swim, it was amazing,” said Kaitlin Short.

The students hiked almost everywhere they went providing an opportunity to tour the mountainous terrain and interact with different kinds of species.

Senior Keri Bryan, who is a devoted bird watcher especially enjoyed the animal life.

“My grandmother urged me to start bird watching and in Costa Rica. I was able to see over 50 species of birds including a Shining Honeycreeper, an Emerald Toucanet, and lots of macaws,” she said.

Although this is Loupe’s second year teaching at the Lab School, this was his first trip outside of the country with his students.

“It was amazing to be able to see my students be so culturally involved and to know that they care about the environment,” said Loupe.

Senior Katie Humphreys said her favorite part of the trip was the food.

“The food was awesome and it was totally different from typical American food,” said Humphreys. “The food is the culture there.”

Costa Rica is known for its high reliance of fresh fruits and vegetables. The main staple, known as gallo pinto, consists of rice and black beans, which in many households is eaten at all three meals during the day.

“I felt so healthy when I returned to the states,” said Short. “I had no desire to drink soft drinks or eat sugary foods.”

The students said everywhere they went people were shouting “Pura Vida!” which literally translates to pure life but contextually means full of life or this is living.

“The locals are really close to nature and they have so much respect for it,” said Humphreys.

All of the students agreed that their favorite activities were swimming in the open volcano and zip lining above the forest.

“You were above the clouds and you could see the entire forest, it is almost inexplicable,” said Laura Gulliot.

International Baccalaureate High School Diploma Programme

The University Laboratory High School (U-High) is part of the International Baccalaureate (IB) High School Diploma Programme which uses a global curriculum and promotes global citizenship. Emphasis is on topics that affect the entire world. Part of the IB programme requires students to complete a project demonstrating their role as active citizens in a global society through creativity, action, and service.

The Costa Rican adventure was an opportunity for the Lab School students to become familiar with a country that emphasized an eco-friendly environment and healthy living.

“This will be an annual trip to incorporate the IB project,” said Loupe. “We may visit other countries in the future, such as Peru, Ecuador, Panama, and the Galapagos Islands.



Lab School Development Director Receives Outstanding Professional Fundraiser Award

Lab School Development Director Mila Sexton received the Outstanding Professional Fundraiser Award presented by the Association of Fundraising Professionals (AFP) at the National Philanthropy Day luncheon on November 13, 2007. She received this honor for more than 20 years of success in helping others through her professional and her volunteer philanthropic efforts.

Sexton, a Certified Fundraising Executive (CFRE), is in her sixth year as Development Director for the LSU Laboratory School Foundation, a development program enhancing the school's education, arts, and athletics environments. Her 20-year career spans the areas of social service, healthcare, and education. She has raised over \$12.3 million dollars at organizations including the LCCA, the General Health Foundation, and the American Heart Association. The Laboratory School also recently raised an additional \$6.3 million in Capital Campaign funds.

As a volunteer, Sexton has raised over \$1.3 million for various other charities. She has served as a member of the Association for Healthcare Philanthropy, American Prospect Research Association, Junior League of Baton Rouge, and Planned Giving Council of Greater Baton Rouge. She is a member of the Greater Baton Rouge Chamber of Commerce and a graduate of its 1996 Leadership Class. She has served on the boards of the American Heart Association, Baton Rouge Ballet Theatre, the St. Aloysius Child Development Center, and a founding member of the Mid City Dance Project.

She advances the profession through mentoring, training, and presenting to numerous schools and associations including AFP, Southern University, and Council for Advancement and Support of Education (CASE). Sexton played a leadership role in three AFP Spring Conferences and chaired the 2005 National Philanthropy Day in a benchmark year. Among her numerous professional awards, Sexton felt most honored upon receiving the AFP's 2006 Brother Donnan Berry Award for Service.



ABOVE: University Laboratory School Foundation Development Director Mila Sexton

Ship Island Adventure

On October 17, 2007, the ninth-grade class of U-High traveled to Ship Island, a barrier island of the Gulf Islands National Seashore. The students studied a wide variety of subjects including the Civil War fort, selections from Natasha Tretheway's prize-winning collection of poems called *Native Guard*, which is set on Ship Island, and evidence of the 30-foot wall of water that crossed the island during Hurricane Katrina.

Lab School Ranked in Top 20 Percent by Newsweek

The Lab School ranked 208 in the top 1,200 U.S. schools by *Newsweek*. The ranking is an objective and appropriate recognition of student and faculty commitment to excellence in all endeavors.

The *Newsweek* ranking is based on the number of students taking advanced placement tests. The rankings reflect a school's general capacity to move beyond basic curriculum expectations and are therefore a reflection primarily of the Lab School's IB and AP classes. The concurrent enrollment efforts will not only strengthen the curriculum capacity but also provide heightened outcome expectancies for those that avail themselves of concurrent enrollment opportunities. Taken collectively the concurrent enrollment, IB, and AP courses create synergistic opportunities for Lab School students.

Lab School Faculty Participate in National Education Forum

Dorothy Rumfellow and Donna Lamonte, two members of the University Lab School faculty, were invited to participate in a national educational forum examining the correlation between best practice research and the implementation of effective reading programs. At this two day forum held in Orlando, Florida, they participated in panel discussions about educational research and curricular innovations with leading educators from across the country. They were asked to share how the literacy initiatives taking place at the Laboratory School have translated into increased student achievement.

Dorothy Rumfellow is the principal of the University Laboratory School's elementary division. Donna Lamonte, one of the literacy coaches at the school, is a National Board Certified teacher and holds the Hines Family Professorship in the College of Education.

Awards & Activities

- Three U-High Lab School seniors were chosen as National Merit Semifinalists. David Blum, John Craig, and Ashton Stewart were chosen out of 1.4 million students in 21,000 high schools all across the country.
- Results are in from LA WRITES, a Louisiana state writing contest sponsored by the Louisiana Writing Project. U-High students' writing took 19 of 72 slots in the categories of poetry, fiction, and non-fiction. About 1,000 entries from grades 1-12 were received; categories were judged by Louisiana poets, novelists, and journalists.
- University Laboratory School senior Keri Bryan was given the opportunity to teach a bird watching class that was offered through the fall of 2007. The classes were co-sponsored by the LSU Hilltop Arboretum and Baton Rouge Audubon Society and were designed to introduce parents and children to the wonderful experience of bird watching. Classes focused on hummingbirds, bird conversation, and domesticated birds.
- Nancy VonBrock, a Laboratory School art teacher, won the first place prize for her mixed media piece, "Where Do They Go?," at the Louisiana Art Education Association statewide art exhibition, *Dropping in on Louisiana*.
- Laboratory School Physical and Environmental Sciences teacher Steve Babcock (pictured right) is a regular contributor to *Beat Deluxe*, a national, independent environmental magazine publishing significant works of reporting, creative non-fiction, literature, visual art, and design.
- The Louisiana Department of Education has labeled the Lab School as demonstrating exemplary growth. This label is given to schools that score significantly higher than the gains projected by the state.



For more news on the
University Laboratory School, visit
www.uhigh.lsu.edu



Kinesiology Students Volunteer at Junior Olympics

Monique Friloux, Contributor

The phrase “athletic trainer” usually conjures up an image of a medical professional taping up an athlete’s ankle before a big game. The LSU Department of Kinesiology’s degree program in athletic training is engaging students in different venues to broaden that definition.

Two students recently took their knowledge of sports medicine to Knoxville, Tennessee, this summer to assist the medical staff of the 2007 Amateur Athletic Union (AAU) Junior Olympic Games.

Seniors Jason Girard (pictured above/right) of Deville, Louisiana, and Caitlin Redlich (left) of Basille, Louisiana, were invited to work with the medical staff of the Junior Olympics, where they were given the opportunity to work during competition with all sports and athletes from across the country.

On a day-to-day basis, the students were responsible for packing medical kits, providing acute medical care and physical rehabilitation, making sure the area was a safe environment for play, meeting with the athletic trainers and students, and acting as first responders if an injury arose.

Redlich was assigned to provide sole medical coverage to a wrestling event with 200 wrestlers on the last day the students were in Knoxville.

“Sometimes, when I was thrown into the wrestling event, we would be the only medical staff there,” said Redlich. “I was responsible for making the calls whether injured athletes could play or not. People were depending on my call and my decision.”

Fortunately, the athletic training concentration within the Department of Kinesiology fully prepared the athletic training students to make these important decisions. This medical education program offers a variety of classes, hands-on clinical experiences, and structured clinical rotations with the different sports teams on LSU’s campus and other medical facilities in the Baton Rouge area.

“I’ve worked with every team on campus at least once,” said Girard. “I worked at U-High under certified athletic trainers and was able to teach our younger athletic training students, which reinforces what I’ve learned.”

“The classes are very small,” added Redlich. “There are about

seven people in each class, so it is very hands-on.”

“We’re prepared better than anyone else in the country,” said Girard. “We can tell we’re more prepared by the confidence and clinical skills we bring to these types of experiences.”

Director of the Athletic Training Concentration and Assistant Professor Ray Castle added, “Our athletic training students are exposed to every component and resource needed to be highly competent and successful health-care providers upon graduation.”

Students, like Girard and Redlich, who have been through the rigorous admission process, embark on a three-year program to become a Certified Athletic Trainer, or ATC. The degree program in athletic training at LSU is accredited by the Commission on Accreditation of Athletic Training Education Programs, or CAATE.

First-year students complete courses on orthopedic assessment techniques and emergency medical procedures, while second-year students learn about internal medicine assessment and physical rehabilitation. During the third year, students take courses with emphasis on psychosocial conditions, nutrition, and administrative duties.

In the last semester of the degree program, students are eligible to sit for the national medical board examination to become certified.

The successful completion of the program allows students to obtain employment in many different fields where athletic training is of the utmost importance, like high schools, colleges, professional sports teams, physicians’ offices, clinics, hospitals, corporate wellness programs, military organizations, and performing arts.



Students Honored with Service Scholarships

College of Education doctoral student Jolanta Smolen (pictured above/left), and Kimberly Storm (pictured above/right), kinesiology senior, were awarded the Tom W. Dutton Scholarship Award. The scholarship is presented to a female undergraduate or graduate student for outstanding service to the university community through participation and leadership in community service activities while attending LSU.

Smolen was honored for her work with Delta Express, a tutorial program organized by COE that addresses the needs of children who reside in a post-Katrina FEMA trailer park known as the Renaissance Village. Smolen is the campus coordinator and spends several hours every week engaging students in arts and crafts, physical fitness, and, most importantly, their homework.

Storm was recognized for her extensive involvement in campus activities and volunteer work. Storm is a member of Omicron Delta Kappa, Order of Omega, Rho Lambda, Mortar Board, National Society for Collegiate Scholars, and National Scholars Honor Society. She is the president of Rotaract, an officer in Best Buddies, and past-president of Volunteer LSU.

Tom Dutton was a member of the LSU Board of Supervisors from 1940-1967 and served as the Vice-Chair from 1940-44 and the chairman from 1950-52.

Kinesiology Chair Joins National Committee

Kinesiology Chair Amelia Lee (pictured right) has been selected to join the National Physical Activity Coordinating Committee. The committee is responsible for devising a national physical activity plan.





LSU Coastal Roots Program Works with Schools for Fall Plantings

The LSU Coastal Roots Program led students from schools across Louisiana to plant bald cypress seedlings at wetlands areas.

The plants used in this restoration effort have been raised in on-campus school can yards. A “can yard” is an area where plants are raised until they are large enough to be moved to their final planting location. The students transplanted half of their seedlings; the remaining half were re-potted into one gallon containers while they grow larger and stronger before they are moved to the park next year.

The LSU Coastal Roots Program began in 2001 with six schools. Today it is active in 18 schools in ten parishes and every year impacts 750 students in grades four through 12. The program integrates middle school life and earth sciences, and high school

biology and environmental science into elementary science. Other school groups such as environmental clubs and 4-H clubs also participate. Between 2001 and 2007, nearly 2,000 students planted 18,000 plants on 57 habitat restoration planting trips.

The LSU Coastal Roots Program originated as an education outreach project for the Louisiana Sea Grant College Program. In 2006, it transitioned into the LSU Department of Educational Theory, Policy, and Practice and the LSU Center for Plant, Environmental, and Soil Sciences.

ABOVE: A Montegut Middle School eighth grader spoke to more than 200 dignitaries about what she has learned about coastal restoration and the importance of restoring and protecting the Louisiana Coast. The dedication ceremony was held at the Louisiana Universities Marine Consortium on Oct. 26, 2007 in which the LSU Coastal Roots Program was honored.



Student Focus: Sherri George

Monique Friloux, Contributor

Sherri George (pictured above), an education graduate student, has persevered through many of life’s challenges to become an accomplished student.

As a young mother, George has someone other than herself to care for on a daily basis. “My son provides me with the motivation to work harder because now I am not just doing it for me. I am working hard for him, which is much more important,” said George.

Using her own experiences in motherhood, George has worked at Woman’s Hospital offering emotional support to pregnant teenagers and post-mastectomy patients.

“I feel that we should all learn something new every day. That is what keeps us alive and gives us our thirst for living,” said George.

As she completes her master’s degree, George tutors high school and college students. She has also worked with the LSU GEAR UP program in math at Kenilworth Middle School in Baton Rouge, Louisiana.

ANNOUNCEMENTS



Kinesiology Professor Speaks in China

LEFT: Kinesiology Professor Li Li delivered the keynote speech at the International Chinese Martial Arts Forum in Shanghai, China titled, "Tai Chi Research in the West: Past and Future." Professor Li was also named the Honorary Professor of Shanghai University of Sports.

Academic Advisor Awareness Week

COE participated in "Academic Advisor Awareness Week" on Wed., Sept. 26, hosted for students and the LSU community to learn about the services available from LSU's academic advisors.

Students Work With Sensational Seniors Program

Kinesiology students in Lisa Johnson's "KIN 3535" class worked with the Sensational Seniors Program, a fitness program aimed at keeping seniors physically fit.

The Writing Project's Mothers and Daughters Group

The Mother-Daughter writing group is hosted by Elizabeth Willis, Ph.D., of the LSU Writing Project, an LSU GEAR UP partner in collaboration with GEAR UP Case-Managed Advisor, Tamatha Brown. The group gathers at different locations every three weeks.

Alumna Wins Dissertation of the Year Award

College of Education Alumna Menthia Clark won the Dissertation of the Year Award through the American Educational Research Association. Clark graduated with her Ph.D. in 2006 and is now the principal of the Memphis Business Academy.

William Smith Passes Away

The field of education lost an inspiring teacher in the summer of 2007. William Smith, Ph.D., died on July 25. He was a retired professor and received his bachelor's, master's, and doctorate degrees from LSU. He contributed to the education field for more than 40 years.

Alumni Win Teaching Awards

West Feliciana Parish teacher Whitney Whealdon was named Louisiana Middle School Teacher of the Year. Whealdon received a bachelor's in 2001 and an M.Ed. in 2002 in secondary education. West Feliciana Parish teacher Ben Necaise (M.Ed. 2007) was also a regional winner.

Michelle Roy, (B.A. 1987) was named High School Teacher of the Year. Roy teaches at the Louisiana School for Agriculture Science in Avoyelles Parish.

Anne Robichaux (M.A. 2002) was honored as the Iberville Parish and Region VI State Teacher of the Year. Also, Susan Snowbarger (B.S. 2000; M.A. 2004), a doctoral student, was named the East Baton Rouge High School Teacher of the Year.



ABOVE: During the Literacy Share Fair on December 5, 2007, students enrolled in EDCI 3200 shared their semester final projects.



ABOVE: Advance Baton Rouge sponsored a seminar June 2007. The seminar included a panel of distinguished speakers.



ABOVE: Students in the EDUC 2000 class build educational structures representing their perceptions of education.

Up, Up... and, Away



Photograph Courtesy of Jodi Boutte

Education Undergrad Travels with Engineering Professor, Third-Graders to NASA

Monique Friloux, Contributor

Some third-graders dream of being an astronaut and watching a space shuttle launch from NASA Kennedy Space Center in Cape Canaveral, Florida. Twenty-three third-graders from Buchanan Elementary School turned that dream into a reality.

In November 2006, LSU Engineering Assistant Professor Craig Harvey introduced gifted students from Buchanan teachers Frances Brady and Sue Wilson's classes to the Node 2 Challenge, a NASA competition to name a new space node that would

launch with the space shuttle Discovery and travel to the International Space Station. Entrants were required to learn about the space station, build a scale model and write an essay explaining why they chose the name, and submit it in PowerPoint with the essay in the presentation.

The East Baton Rouge Parish Buchanan Elementary School third-graders were one of the six winning schools that named the node "Harmony" and were invited to Cape Canaveral to observe the launch on October 23, 2007.

"As the shuttle launched, I was proud to think that the Buchanan students had named the node in the cargo bay of the shuttle that had just lifted off to space and that they would make history when it was deployed on the International Space Station," said Harvey.

Harmony is the first space module to be named by people outside of NASA.

"In our research we learned that the installation of Harmony was crucial for future space explorations. Harmony will connect the European lab

'Columbus' and the Japanese lab 'Kibo' which will pave the way for future experiments and for manned Mars missions," explained Brady. Two LSU students, Jodi Boutte, an engineering graduate student, and Morgan Simoneaux, an elementary education senior, were asked to accompany the students on the trip.

Simoneaux has conducted field experiences at Buchanan Elementary and worked closely with the winning class prior to the trip.

"Interacting with the students during the trip was inspiring. It reminded me why I want to be a teacher," said Simoneaux.

The trip was an amazing experience for those involved, but it would not have been possible without the help of Chancellor Sean O'Keefe. With his background at NASA and contacts in the Baton Rouge area, Chancellor O'Keefe helped find funding for the trip.

Harmony was moved into its permanent position to receive the European and Japanese nodes on Nov. 14. Space shuttle Atlantis launched December 6, 2007 to deliver "Columbus" to be attached to "Harmony." The students held a reception thanking the donors for their support on December 17, the day that Atlantis returned. The students watched the return of "Atlantis" as part of the program.

"While the launch itself was amazing, a once-in-a-lifetime experience, what was more amazing was hearing these

students counting down to launch, cheering it off to space, and thinking someday they might be future scientists, astronauts, or engineers for NASA," said Harvey.



Student Awarded Dissertation Fellowship

Monique Friloux, Contributor

College of Education doctoral student Heather Olson Beal (pictured below) has been awarded the LSU Dissertation Fellowship Award for the 2007-08 academic year.

Olson Beal's dissertation, "Speaking the Language of Desegregation: A Case Study of South Boulevard Foreign Language Academic Immersion Magnet," explores the impact of one of the longest-running desegregation lawsuits in the nation, *Davis et al. v. East Baton Rouge Parish School Board*, on a public magnet school in Baton Rouge. "This research explores the conditions under which the foreign language immersion magnet program at South Boulevard Elementary, located in a historically-black neighborhood in downtown Baton Rouge, has succeeded both in achieving an integrated student body and delivering high quality education," said Olson Beal.

To gather information about the role of magnet programs, such as the

one at South Boulevard, in desegregating schools, Olson Beal observed classes, conducted interviews with stakeholders, including parents, school board members, the principal, students and teachers, and analyzed documents such as newspaper and magazine articles, demographic data, report cards, and newsletters.

"The magnet program at South Boulevard is unique because it is delivering on some of the promises of desegregation laws by achieving the social goal of diversity in education and providing an academically rigorous education that includes second language acquisition," said Olson Beal.

The fellowship awards Beal with \$18,000 and a tuition stipend. She must maintain full-time status with a 3.5 GPA and enroll in dissertation hours.

Olson Beal will be defending her dissertation in March 2008 and hopes to graduate in May 2008.





Trainers In Training

Shanelle K. Matthews, Contributor

Athletic trainers, who are recognized by the American Medical Association, are often looked upon as humanitarians who provide unparalleled medical care to an assortment of different clientele. This clientele ranges from professional athletes to performing arts associations.

In the 1970s, LSU experimented in the field of athletic training programs offering interested students an internship-style curriculum that presented them with an opportunity to become a Certified Athletic Trainer. The program was short lived due to severe budget cuts and around 1980 the program was dropped.

Ray Castle, an assistant professor of professional practice and director of the concentration in athletic training in the Department of Kinesiology, stated that Jack Marucci, Head Athletic Trainer with the LSU Athletic Department, and his staff, initially got the ball rolling to bring the program back around 1998. "They had a very strong desire to develop future athletic trainers from LSU," said Castle. "In addition to the resources available at LSU,

there was great support from the Department of Kinesiology and Chair Amelia Lee to develop this program." The University did not resurrect the series again until 1999.

In 2004, the concentration in athletic training at LSU became accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This official recognition denotes that any student graduating from this program will be eligible to sit for the national board exam for athletic trainers and after passing can begin practicing medicine as a board certified athletic trainer.

Candidates interested in the concentration in athletic training must be academically sound and ready to embark on a rigorous three-year expedition.

"There has always been a demand for the program over the years even when there was not a degree program," said Castle. "Most of these students had exposure to an athletic trainer in high school and wondered about how to become one themselves."

Each year more than 50 students apply for the demanding program but only around 12 are admitted. “There is an increased demand because students are more educated,” said Castle. “It is very selective and requires a student that is good academically, has great time management, and is a critical thinker.”

During any given semester, there are around 18-20 athletic training clinical instructors who work within or around the athletic training program. These adjunct instructors are all certified and also teach other classes within the kinesiology department. Additionally, the program utilizes an additional 30-plus licensed health care providers (orthopedic and family practice physicians; dentists; nutritionists; psychologists; physical therapists; emergency medical personnel; etc.) that also serve in clinical and classroom instructional roles. “With any intensive medical education program, like our program, students see first hand through example in both the classroom and the clinical settings of how to perform a variety of health care clinical skills,” said Castle.

After being admitted into the program students are required to execute three years of clinical and academic work. The first clinical year includes advanced concepts and skills in: emergency medicine; orthopedic (upper and lower extremity; spine) and neurological evaluation; injury prevention; injury taping; bracing; and casting. The second clinical year consists of internal medicine, therapeutic modalities, physical rehabilitation, pathophysiology of diseases and conditions, and pharmacology. The third and final clinical year is comprised of nutrition, psychosocial intervention and referral, administrative aspects of athletic training (facility planning and risk management, insurance billing, human resource management), enhancing communication skills with patients, the public, and other health care providers. Each clinical year also includes formal structured clinical experiences that support content and skills acquired in formal classroom and laboratory courses.

Following the conclusion of the third year, students are qualified to sit for the national medical board examination. Effective January 1,

2004, these students must have graduated from an accredited degree program in athletic training to sit for the exam which is administered by the Board of Certification. The average first time passing rate countrywide is 35 percent, at LSU it is 50 percent. “Ultimately we have 100 percent pass rate and 100 percent placement. We also follow our students and do employer surveys,” said Castle.

Many of the students go onto graduate school to seek a higher degree of knowledge. According to Castle, over 80 percent of certified athletic trainers hold a master’s degree or higher. These students find employment in all fields of medical practice.

“There are limited spots within the program because the students need to get the best education possible both clinically and in the classroom,” said Castle. “They need to be able to be a highly qualified and skilled health care provider the day they graduate so that they are successful when they leave here.”

These students and faculty within the athletic training program spend an incomparable amount of time together making them a very close group of people.

“Due to the unique nature of our program, and various situations that may occur in the clinical settings, our students have all of my phone numbers. The kids have my home number...my wife is still trying to get used to it,” Castle says with a burst of laughter.

Athletic trainers often work under the supervision of a licensed medical physician and in collaboration with other medical health care providers. They are responsible for providing health care to people of all ages and body types. They help prevent injuries and supervise existing injured persons. They specialize in prevention, assessment, treatments, and rehabilitation.

“Our students and clinical faculty have to be on the same ‘boat’ at all times, so availability and communication is critical to the overall success of this program,” Castle said.

IMAGE: Students enrolled in athletic training courses at LSU gain experience during three years of rigorous training.

More than 70 Teachers from French-Speaking Countries to Teach in 11 Parishes

More than 70 teachers from French-speaking countries across the globe, including Africa, Belgium, Canada, and France, gathered for an orientation meeting, welcoming them to the state that ranks first in the nation for student enrollments in French language and French immersion programs.

This new contingent of teachers, known as the French Foreign Associate Teachers, is

sponsored by the Council for the Development of French in Louisiana (CODOFIL), the General Consulate of France in New Orleans, the Louisiana Department of Education, and

the Wallonie-Bruxelles Office in Louisiana. The College of Education French Education Project collaborates with of these groups on French language and French immersion teaching programs.



ABOVE: French-speaking teachers were provided with many bilingual classroom materials such as displays, posters, books, and online materials.

Kinesiology Assistant Professor Wins Award

In March 2007, College of Education Assistant Professor Maria Kosma (pictured below) was presented with the Mabel Lee Award during the Recognition Awards Ceremony of the annual convention of the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) held in Baltimore, Maryland.

Kosma's interview on accepting the award was published in the November 2007 issue of *Update PLUS*, the Official Newsletter of the AAHPERD.

This prestigious national award recognizes young members who have demonstrated outstanding potential in scholarship, teaching, and professional leadership. It is the highest honor a junior faculty member can receive from AAHPERD.

Kosma completed her bachelor's degree in physical education and sport science at the University of Athens in her native Greece. She went on to receive her master's at the University of Jyväskylä in Finland, and her Ph.D. at Oregon State University. She has taught exercise psychology, research methods, and adapted physical education.

Kosma believes that collaboration is important to excelling in the field and promoting physical education.

"If we are able to work together with others who are passionate about physical education and health in an honest and effective way, we will be able to achieve our goals successfully," said Kosma.





Commencement Highlights

LSU celebrated the 264th commencement exercises on December 21, 2007. Two College of Education graduates were among the ten LSU seniors who received University Medals for graduating with the highest grade-point averages in their graduating classes.

During the College of Education ceremony, the university awarded 154 diplomas. There were a total of 133 bachelor's, nine master's, six education specialists, and six doctoral degrees awarded. There were 27 parishes and 11 states represented.



ABOVE: College of Education students Breigh Bonin and Stacie Sulik were two of the ten University Medalists. Front Row. LSU Provost Astrid Merget; Allison England; Erin Sayes; Breigh Bonin; Chancellor Sean O'Keefe. Second Row: Alyse Barker; Nicole Izzo; Stacie Sulik. Third Row: Kaylin Smith; Kevin Gieseke; Chelsea Robertson.

LEFT: College of Education Dean M. Jayne Fleener surprised Beth Tope (pictured left) with the chance to walk across the stage during the commencement ceremony. Tope never had the opportunity to participate in graduation after obtaining all three of her degrees.

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