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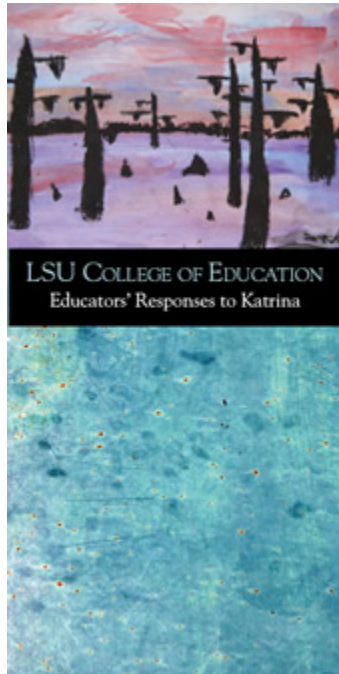
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Early Childhood Educators' Responses to Katrina and Child Outcomes

Early Childhood Educators' Responses to Katrina and Child Outcomes was funded by the National Science Foundation and the Board of Regents' Louisiana Experimental Program to Stimulate Competitive Research to develop an understanding of educational responses to natural disasters.

The study aimed to collect survey data about teachers' classroom responses to Hurricanes Katrina and Rita. A second objective of the study was to assess children's knowledge about hurricanes in general and Katrina and Rita in particular.

To request a copy of the Katrina Study brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

Educators' Responses

More than 500 teachers from Louisiana, Tennessee, South Carolina, and Georgia completed surveys about their teaching after the hurricanes. Those who reported typically doing more developmentally appropriate instruction were more likely to do hurricane-related activities than other teachers. Teachers who were personally affected reported doing more as well. The most common activities included reading stories about weather, doing planned learning activities about weather, and conducting lectures about weather. The most common activities initiated by children were telling Katrina stories, discussing Katrina or hurricane-related events, and drawing pictures about hurricanes.





Child Outcomes

Eighty child interviews were conducted in PK-3 classrooms in Louisiana. The children's stories demonstrated knowledge of hurricanes, and specifically of Katrina and Rita. Older children reported knowing more than younger children, and children with more direct personal experiences with the hurricanes knew more about hurricanes than other children.

* This material is based on work supported by the National Science Foundation under Grant No. 0555387. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Faculty

Teresa Buchanan, PhD

Diane Burts, Ed.D.

Timothy Page, PhD

Virginia Gil-Rivas, PhD

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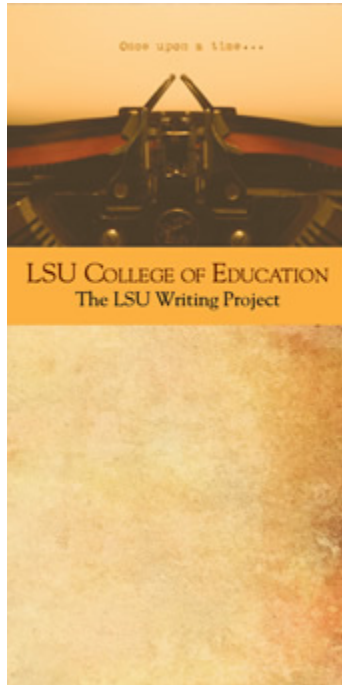
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The LSU Writing Project

The Louisiana State University Writing Project, established in 1985, is a professional development program designed to help teachers in all subject areas and at all grade levels learn new strategies for helping their students become accomplished writers and learners. This collaborative university-school partnership is dedicated to improving the quality of student writing in the schools through its approach of “teachers teaching teachers.” This means identifying successful teachers of writing, bringing these teachers together in invitational Summer Writing Institutes, and preparing them to lead workshops for other teachers. Participants join a network of teacher consultants who actively provide ongoing professional development for schools and districts.

To request a copy of the LSU Writing Project brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

The LSU Writing Project is one of nearly 200 sites in the United States, Puerto Rico, and the U.S. Virgin Islands that comprise the National Writing Project. It is centered in the Department of Educational Theory, Policy, and Practice of the College of Education of Louisiana State University, from which it serves ten parishes in the southern part of the state.

NWP initiatives broaden attention to reading and writing across the curriculum by helping teachers in content areas such as science and social studies improve the reading and writing skills of their students.

Summer Invitational Institute

For five weeks, Monday through Thursday, in the summer, a cadre of teachers from various parishes and schools in the Baton Rouge area come together to learn about the writing process and the teaching of writing and to develop themselves as writers. Participants meet to write and discuss writing, to read recent research monographs, and to prepare presentations. Through these activities, they enrich their understanding of the theory and practice of



teaching writing in kindergarten through college classrooms.

Grant and Community Partners

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- LSU Board of Regents
- Big Buddy's WordPlay

Louisiana Parishes Served By the LSU Writing Project

East Baton Rouge
West Baton Rouge
West Feliciana
East Feliciana
St. Helena

Pointe Coupee
Iberville
Ascension
St. James
St. Charles

Leadership Team

Elizabeth Willis, PhD

Ken Farizo, PhD

Cynthia Edmonston

Jared Wall

Joan Robbins

Connie McDonald

Thomasine Mencer, PhD

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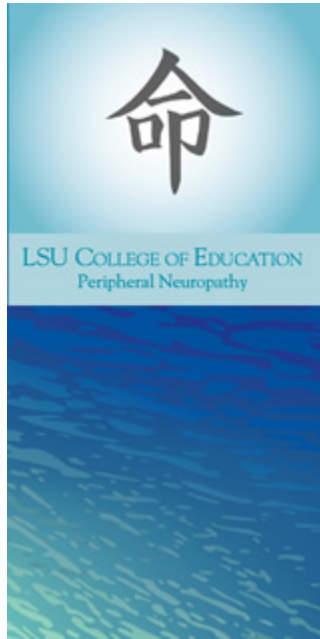
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What is Peripheral Neuropathy?

Peripheral neuropathy is a debilitating disease affecting approximately 20 million Americans (according to the 108th Congressional Report). There are potentially more than 48,000 peripheral neuropathy patients in the metro Baton Rouge area and more than 6,000 of them are older than 75. Peripheral neuropathy originates from the degeneration of peripheral nerves. The symptoms are specific to the individual but they usually include numbness, pain, and a burning sensation. For most people the symptoms are more pronounced at night. The development of peripheral neuropathy can lead to loss of balance, difficulty walking, and other functional disabilities.

To request a copy of the Peripheral Neuropathy brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

LSU Peripheral Neuropathy Studies

LSU Peripheral Neuropathy Studies was established for people with peripheral neuropathy. The program combines faculty research efforts along with education and community outreach. The program is fully staffed with exercise instructors and researchers with a variety of exercise equipment.



Treatment

There is currently no treatment for



peripheral neuropathy, although there are several medications for neuropathic pain management. Peripheral neuropathy patients share some symptoms with patients with acute and chronic ischemia. Those symptoms include loss of sensation and fine motor control. Pilot data collected by LSU Peripheral Neuropathy Studies and research literature indicate that exercise and other interventions geared towards increasing balance and functional mobility may help patients manage their symptoms and improve their quality of life.

Tai Chi

LSU Peripheral Neuropathy Studies employs Yajun Zhuang, a Tai Chi master from Jiangsu Province in China, to conduct the Tai Chi exercise intervention. Zhuang brings 23 years of teaching experience to the study in addition to his cultural experiences from a country where Tai Chi has been practiced for centuries. "Tai Chi is an ancient Chinese philosophical concept. The practice of Tai Chi improves health, makes illness disappear, and relieves mental stress," said Zhuang.

The Intervention Study

Dr. Li Li and colleagues in the Department of Kinesiology have been conducting an intervention study since the summer of 2004. The project objectives are to identify interventions that can help in managing the disease, to investigate what interventions are more beneficial, and to help people with peripheral neuropathy manage their symptoms through continuous participation. Anyone with peripheral neuropathy who can walk around (even with assistance device, walking stick or walker) is welcome to participate the study.

Faculty

Li, Li, Ph. D.

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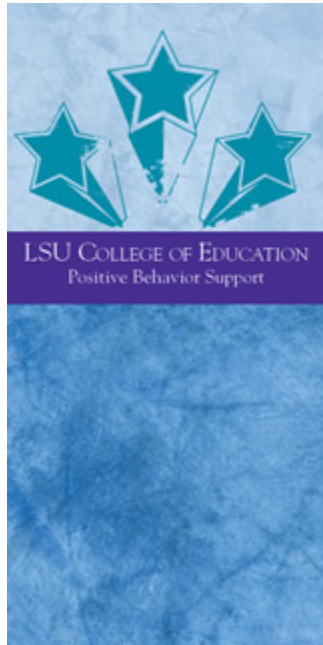
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Positive Behavior Support

School-Wide Positive Behavior Support is a successful approach to improving student behavior and academic performance by building communities of cooperative, collaborative learners. By focusing on adult behaviors and using data to act proactively, schools assess their values, goals, and procedures to create a climate that meets their desired outcomes.

The goal of PBS is to define, teach, and support appropriate behaviors in a way that establishes a culture of competence within schools. In this environment students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers. The teachers find themselves working with the majority of students, rather than continually trying to control the entire student body.

To request a copy of the Positive Behavior Support brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

Student behavior and school responses to conduct are significant contributors to student success or failure. The legislature directed the development of a Master Model Plan for improving behavior and discipline in schools. This plan was to include positive behavior supports and other effective disciplinary tools.

Louisiana's Master Model Plan is the SWPBS Model:

- 80% Primary Prevention with all students, staff and settings
- 15% Secondary prevention with group/setting and at-risk students
- 5% Tertiary prevention with students with high-risk behavior

Elements of SWPBS

- Common purpose and approach to discipline
- Clear set of positively stated expectations and behaviors
- Procedures for explicitly teaching expected behaviors
- Continuum of procedures for encouraging expected behaviors
- Continuum of procedures for discouraging inappropriate behaviors



- Procedures for teaching expected behaviors

Louisiana State University, Special Education Programs, has been involved in the development and implementation of positive behavioral support programs since 1995. Our current program has trained individuals in behavioral support practices across the state and continues to support the implementation of these practices in over 600 elementary, middle, and high schools in Louisiana.



"SWPBS has been a benefit to our school helping to keep consistent rules and discipline throughout the school and offering short term incentives that boost the morale of both the students and the teachers."

**Deedra Zeagler, Principal
Nebo Elementary School**

"SWPBS has provided a level playing field for teachers and students. It helps to clarify the "gray" area so everyone knows the expectations and consequences for behavior on campus."

**Glen Joiner, Principal
Jena High School**

Faculty

R. Kenton Denny, Ph. D.

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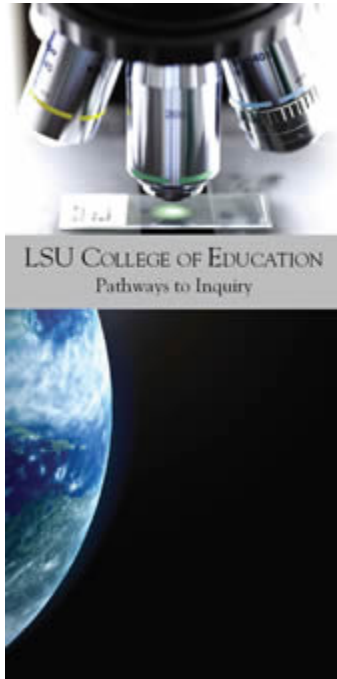
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Pathways to Inquiry Project

Pathways to Inquiry: Analyzing and Building Science Inquiry Skills through Evidence-Based Technology Integration Project is developing a link between science inquiry skills development and earth science content knowledge for middle school earth science teachers and their students.

Inquiry skills are basic scientific skills like asking testable questions, designing experiments and investigations, collecting and analyzing data, and interpreting the results. It's about teaching students how scientists ask and find answers to questions.

Through collaboration with teachers across Louisiana as well as LSU Information Technology Services, this project offers two interrelated tools, an Inquiry Skill Analyzer (iSA) and an Inquiry Activity Portal (iAP).

The project is funded by a grant through the Teacher Professional Continuum Program of the National Science Foundation.

To request a copy of the Pathways to Inquiry brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

Inquiry Skill Analyzer (iSA)

The iSA is based on the eight areas of science inquiry and their underlying skills as outlined in the National Science Education Standards. All assessment items are embedded in an earth science context. Teachers can use iSA to analyze their personal inquiry skills in different inquiry skill areas, as well as their students' skills, identify strengths and weak areas, and monitor the progress throughout the school year.



Inquiry Activities Portal (iAP)

The iAP is designed to assist teachers in

selecting inquiry activities that target specific inquiry skills in the context of earth science units taught in typical eighth grade earth science classes. All the activities included in the portal are selected based on their quality, alignment of science inquiry skills and middle school earth science content according to the National Education Standards and Louisiana Grade Level Expectations, technology-enhancement and active student-centered learning. Supplemental iAP support includes video interviews of earth scientists and teacher-based inquiry blogs.



“Effective educational programs are linked to assessments that help students grow, develop, and succeed. The purpose of this project is to develop a science inquiry skills assessment tool and activities portal that are effective, but at the same time teacher- and learner-friendly and non-threatening.”

-Yiping Lou
Principal Investigator

“Many teachers have the misconception that science inquiry activities have to be long-term projects and they find it difficult to fit them into their busy schedules. This project offers teachers a quick and easy way to locate and use earth science lessons that practice specific inquiry skills.”

- Pam Blanchard
Co-Principal Investigator

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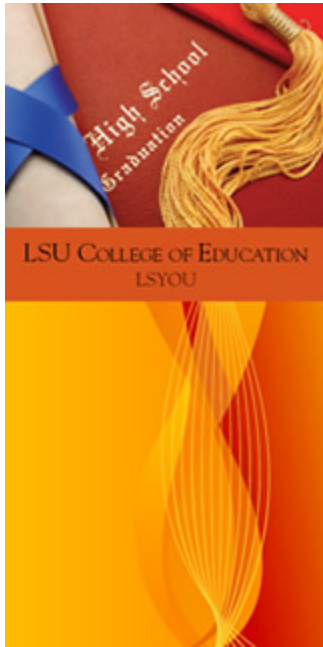
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Louisiana State Youth Opportunitites Unlimited (LSYOU)

LSYOU is a College of Education program defined by providing high school students with the skills and knowledge they will need to be successful in high school and beyond. LSYOU is also a community outreach program, used as a service-learning site where LSU faculty, staff, and students can learn effective teaching techniques while making an impact on the lives of urban youth.

The LSYOU program consists of two major segments, the summer component and the school-year component.

To request a copy of the LSYOU brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

Summer Component

The summer residential component is conducted on the LSU campus and consists of academics, campus job placement, counseling, and recreational activities offered in an environment that emphasizes family, security, and a sense of belonging.

The program lasts 24 hours per day, seven days per week, for six weeks. Participants are middle school and junior high students who are at risk for dropping out of school.

School-Year Component

The school-year component of LSYOU is an intense intervention into all aspects of the student's life. This intervention is followed by an individualized support system that follows the student until graduation. This support system involves exit test preparation, mentoring, personal and family counseling, weekend retreats on the LSU campus, and tutoring.

"We are so blessed to be a part of this program, of what it has grown

to today. Everything is so well-thought out all the way to the end.”

**– Roslyn Matthews
Mother of LSYOU student Nia
Williams**



“If it had not been for LSYOU actively involved in my life, I would not be accomplishing what I am today.”

**– Chris Johnson
Southern University
Electrical Engineering Major**

Faculty

Suzan Gaston, PhD

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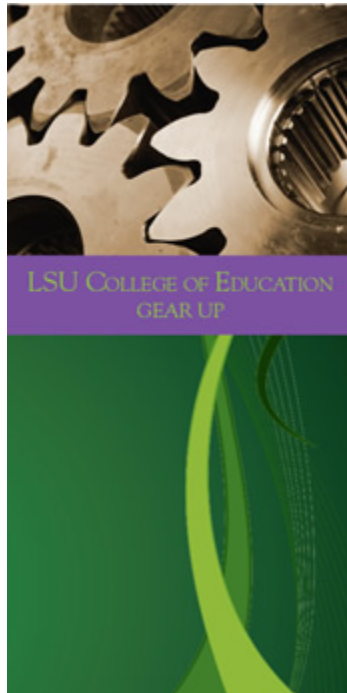
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Gaining Early Awareness and Readiness for Undergraduate Programs

GEAR UP is a federal program designed to decrease the dropout rate while increasing the college-going rate of middle and high school students. Through a six-year partnership funded by the Department of Education, LSU collaborates with the East Baton Rouge Parish and City of Baker School Systems and a number of community and internal partners to provide various services to students, families and teachers of the GEAR UP cohort.

LSU GEAR UP provides a number of research-based, best practice strategies through a case-managed approach. These services are aimed at ensuring academic success for the students by focusing on the student as a whole providing tutoring, mentoring, counseling, postsecondary education and financial aid information and other services. Through this approach, students receive consistent interventions, which lessen the need for remediation throughout the students' academic career ensuring that more students graduate and succeed in postsecondary education and careers.

To request a copy of the GEAR UP brochure, contact the Office of Public Affairs at abrous2@lsu.edu. Or, download a copy of our [tri-fold flier](#) or the above [gate-fold brochure](#).

A Proactive Project

Through a \$5.4 million grant from the U. S. Department of Education, the LSU College of Education is leading a proactive partnership of school systems and community organizations in addressing the issues of middle and high school retention, graduation and success in postsecondary education and careers. The GEAR UP partnership works with a cohort of about 1,200 students from five academically challenged schools in both the East Baton Rouge Parish School System and City of Baker School Systems. The program is designed to ensure that the students, their families and their teachers receive the services provided by GEAR UP. Five full-time GEAR UP advisors and five part-time parent liaisons work together with a number of community organizations to meet the individual needs of each GEAR UP student and family through a case-managed approach. The advisors and parent liaisons remain with the cohort of students from grade 7 – 12 providing services to the students, their families and their teachers.

Project Partners

- Baton Rouge Area Chamber
- Big Buddy
- City of Baker School System



- East Baton Rouge Parish School System
- Teach For America
- Volunteers In Public Schools
- YWCA Parent University

Strategies

The LSU GEAR UP partnership integrates a broad range of unique strategies to ensure the success of students in the program:

- Case Managed Advising
- Professional Development (pictured right)
- Tutoring
- Personal Counseling
- Leadership Training
- Character Education
- Service Learning
- Family Activities
- Financial Assistance
- Seminars
- College Tours (pictured above)
- Career Development
- Field Trips/Shadowing
- Mentoring (pictured on previous page)
- Saturday Academies
- Summer Institutes
- Summer School and Independent Study
- Incentive Programs
- Twenty-first Century Scholars Certificates
- Support Services

Faculty

Suzan Gaston, PhD

Program Web site

www.gearup.lsu.edu

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Forever LSU



The Campaign for
Louisiana State University



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.

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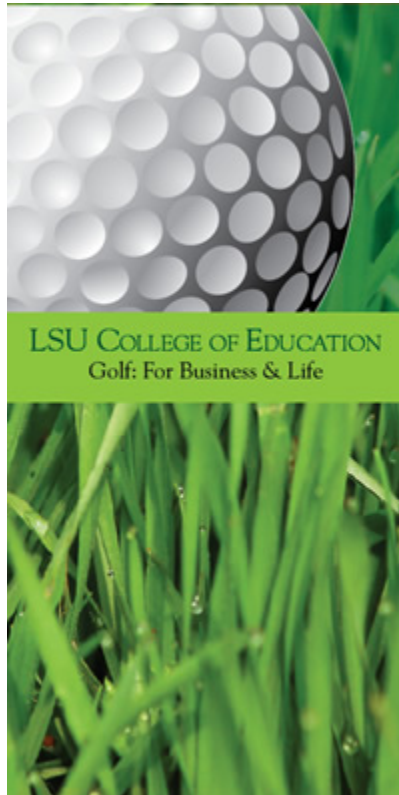
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Golf: For Business & Life

The Golf: For Business & Life program is an initiative of The Professional Golfers' Association of America (PGA) designed to teach and improve the golf skills of college juniors, seniors, and graduate students through instruction provided by PGA Professionals. The program also suggests ways in which students can use golf as a business tool as they enter the professional world.

PGA golfers competing in the Ryder Cup team donate a portion of their earnings to a charity and university of their choice, usually their alma mater. After the 2006 Ryder Cup, LSU Alumnus David Toms donated \$100,000 to the program, which has been in operation since 2004 following the PGA's initial donation of \$100,000 by Toms and a \$20,000 donation by Chris Riley.

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

To request a copy of the Golf: For Business & Life brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

Resources

Hosted on the beautiful LSU Golf Course, the class allows students access to Class "A" Professional Golfer Chris Burkstaller, a lesson that many local clients would pay more than \$100 per hour for his expert instruction on how to improve their golf game. The LSU Golf Course venue also exposes students to sports technology such as the V-1 software by Interactive Frontiers

that allows geometrical analysis of PGA professionals' golf swings via computer video monitor.



Golf: For Business & Life

"It is an illustration of LSU's commitment to bringing top-notch teachers to work with our students and to collaborate with our faculty,"

— Roy Hill

33-Year Veteran of LSU
Director of LSU Golf: For Business & Life Program
Department of Kinesiology
Instructor

Faculty

Amelia Lee, PhD

Helene Afeman

Roy Hill

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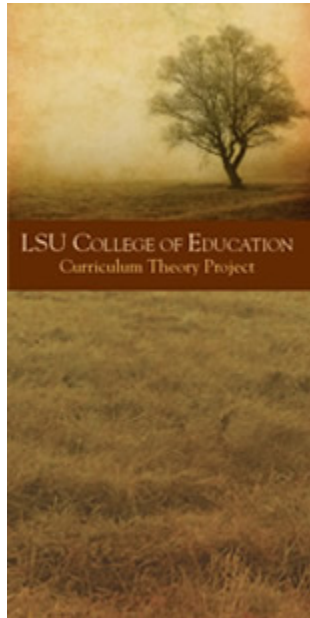
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The Curriculum Theory Project

The Curriculum Theory Project is comprised of internationally recognized scholars from different disciplinary backgrounds whose primary goals are to research the role education plays in a democratic society, participate in the future of curriculum theory nationally and internationally, enhance the graduate program of curriculum and instruction, and carry forward the College and University mission to be a leader in educational thought.

Curriculum theory endeavors to understand educational practice within a broad social and cultural framework. While subject matter specializations tend to focus on teaching strategies within single disciplines, curriculum theory aspires to understand the overall educational significance of what counts as knowledge, and what knowledge is most valued, by whom, at what time, and for what purposes. It, therefore, emphasizes interdisciplinary themes and relations among curriculum, the individual, and society. Education is defined broadly to include formal schooling and the ways in which learning, both nationally and globally, takes place through museums, media, libraries, archives, the arts, and other social organizations.

To request a copy of the Curriculum Theory Project brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

Reflective Teaching & Inquiry

CTP programs draw upon critical, psychoanalytic, postmodern theories, teacher research, and reflective practice in order to understand the complex ways in which individuals learn. Faculty examine complexity, creativity, cognition, and feminist and literacy theories. Partnerships with school systems and universities lead to understanding in the design of professional development schools, development of teacher leaders and active citizen students, and the creation of new curricular models to enhance learning. With special emphasis on reflective practice, effective professionalism, and inquiring pedagogy, students engage in field experiences that anticipate reciprocity, initiate change, and rethink current practices.



The Internationalization of Curriculum

The Curriculum Theory Project fosters dialogues about democratic, moral, and aesthetic values worldwide. The International Association for the Advancement of Curriculum Studies (IAACS) grew from the two international curriculum theory conferences held at LSU in 1999 and 2000. The Shanghai (2003) and Tampere (2006) conferences, and the future one in Pretoria (2009) carry on this tradition.

Culture & Gender Studies

Cultural and gender studies scholarship examines the intersections of culture, gender, learning and education. Issues related to history, memory work, media, popular culture, race, gender, autobiography, spirituality, social thought, political thought, and globalism shape understandings of curriculum. In collaboration with museums, hospitals, libraries, community agencies, correctional facilities, and university organizations, the CTP strives for impact through community outreach programs that promote real word learning for social justice. These programs include service-learning, oral history, and French education projects and initiatives.

Global/Social Responsibility

Examines the roles education plays in shaping social values. Primary areas of research include ethics, human rights, democratic education, diversity, and multiculturalism. Research generated by the CTP project has provided the basis for numerous projects that seek to develop exchanges globally through international lecture programs, organizations, and conferences; and design outreach programs to develop lifelong and community based education sites.

Faculty

Nina Asher, Ph. D.
Petra Munro Hendry, Ph. D.
Jacqueline Bach, Ph. D.
Denise Egéa-Kuehne, Ph. D.
M. Jayne Fleener, Dean
Roland Mitchell, Ph. D.

Affiliate Faculty

David Kirshner, Ph. D.
Ann Trousdale, Ph. D.
James Wandersee, Ph. D.

Emeritus Faculty

William E. Doll, Jr.
William F. Pinar

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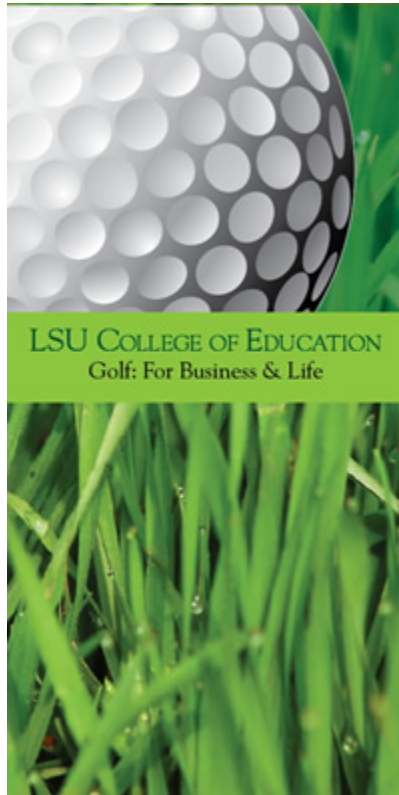
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Golf: For Business & Life

The Golf: For Business & Life program is an initiative of The Professional Golfers' Association of America (PGA) designed to teach and improve the golf skills of college juniors, seniors, and graduate students through instruction provided by PGA Professionals. The program also suggests ways in which students can use golf as a business tool as they enter the professional world.

PGA golfers competing in the Ryder Cup team donate a portion of their earnings to a charity and university of their choice, usually their alma mater. After the 2006 Ryder Cup, LSU Alumnus David Toms donated \$100,000 to the program, which has been in operation since 2004 following the PGA's initial donation of \$100,000 by Toms and a \$20,000 donation by Chris Riley.

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

To request a copy of the Golf: For Business & Life brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

Resources

Hosted on the beautiful LSU Golf Course, the class allows students access to Class "A" Professional Golfer Chris Burkstaller, a lesson that many local clients would pay more than \$100 per hour for his expert instruction on how to improve their golf game. The LSU Golf Course venue also exposes students to sports technology such as the V-1 software by Interactive Frontiers

that allows geometrical analysis of PGA professionals' golf swings via computer video monitor.



Golf: For Business & Life

"It is an illustration of LSU's commitment to bringing top-notch teachers to work with our students and to collaborate with our faculty,"

— Roy Hill

33-Year Veteran of LSU
Director of LSU Golf: For Business & Life Program
Department of Kinesiology
Instructor

Faculty

Amelia Lee, PhD

Helene Afeman

Roy Hill

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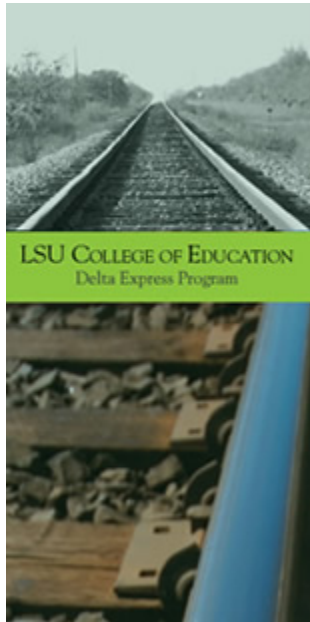
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Delta Express Program

After two of the country's most violent hurricanes struck the Gulf Coast in 2005, hundreds of thousands of Louisiana residents were relocated to temporary homes where most of the economically poor remain today.

The LSU College of Education and UC Berkeley's UC Links after-school initiative formed the Delta Express Program to address the educational needs of the children in the Renaissance Village FEMA trailer park in Baker, Louisiana.

Through additional funding from the Louisiana and Kentucky Campus Compact Learn and Serve Grants, the Delta Express Program expanded its initial structures and services to include social, emotional, health, and civic components in order to address the myriad of needs of the children and families of the Renaissance Village.

LSU faculty have used these experiences to develop materials and models for future responses to natural disasters when large populations are relocated to temporary villages.

While the living conditions may be temporary, the lives of these children cannot be put on hold. Leveraging university resources and established partnerships, this project deepens and strengthens the service-learning infrastructure, promotes opportunities for university students to engage in their communities, provides academic and civic engagement through disaster relief, and helps individuals within the Renaissance community and beyond.

To request a copy of the Delta Express Program brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

School-to-Work Transition

The Delta Express Program models materials and strategies for improving school-to-work transition competencies at Renaissance Village after an existing College of Education community partnerships and on-going workforce development initiatives developed by the Louisiana State Youth Opportunities Unlimited (LSYOU) program. Community volunteers and students enrolled in service-learning classes participate in this aspect of the project, which creates invaluable and sustainable psychological and social networks.



Conflict Resolution & Leadership Development

Programs, materials, training, and workshops facilitate conflict resolution with feedback from area teachers and administrators experiencing multiple challenges in the merging students from two cultures and cities. This program focuses on Renaissance Village and in the schools where “504-225” conflicts – derived from the telephone area codes of New Orleans and Baton Rouge – have become commonplace.

Educational Component

Service-learning classes in the College of Education are designed to help create a safe, welcoming, and engaging environment for interactive learning among older and younger peers. Specific educational offerings include after-school tutoring, digital storytelling, technology centered activities, parental professional development training, as well as enrichment and cultural activities.



Healthy Living & Life Choices

Service-learning classes in the Department of Kinesiology provide supervised and organized physical activities designed to develop collaboration and teamwork and identify and promote healthy life choices and the importance of physical activity. K-12 students participate in supervised physical activity, cooperative games and group challenges, rhythmic movement skills, and health-related fitness activities and principles. These activities also allow university students to authentically experience the course content while simultaneously enriching their cultural competence, teacher efficacy, and increasing their pedagogical, curricular, and pedagogical content knowledge.

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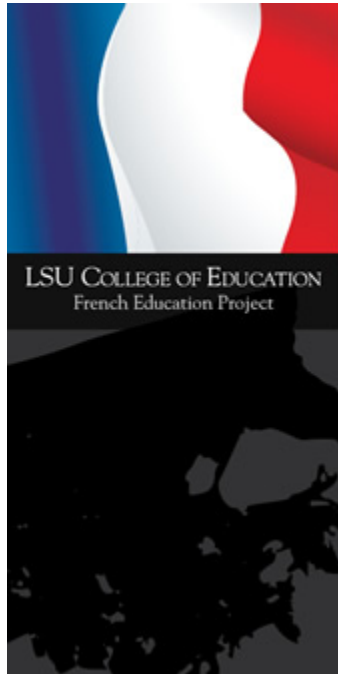
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French Education Project

The French Education Project supports, enhances, and improves the teaching of French and Francophone cultures with special emphasis on Louisiana's Francophone heritage. The French Education Project focuses on teacher education, material development, and research. Louisiana schools are leading the United States in foreign language immersion programs. Among the 91 schools nation-wide with French immersion programs, almost 30 are in Louisiana according to the Center for Applied Linguistics.

Student enrollment in French immersion programs in Louisiana has been on a steady increase since the early 1990s. Louisiana hosts one-fourth of the nation's 12,000 students enrolled in this rigorous curriculum. The rich, cultural heritage of the state and its people provide an excellent atmosphere for research and development that could be applied to all foreign language immersion programs.

The French Education Project also assists the French Consulate in the recruitment of Council for the Development of French in Louisiana (CODOFIL) teachers that staff immersion schools.

To request a copy of the French Education Project brochure, contact the Office of Public Affairs at abrous2@lsu.edu.

FEP National Resource Center

The LSU FEP National Resource Center was established in May 2005 After Louisiana French and French immersion educators requested a space to communicate, research, and diffuse pedagogic materials. The Embassy of France in the United States has recognized LSU as one of five National Resource Centers, along with Rutgers University, the University of Southern California, the University of Wisconsin, and Yale University.

The online resource center shares lessons, activities, and documents for educators teaching language arts, mathematics, science, history, geography, and the French language.

The online resource center provides unique access to educators' resources and recommendations that may be otherwise unavailable in parishes with limited budgets for immersion programs.

French Education in Louisiana

"Immersion programs are an innovative approach to learning for English-speaking



students, in which all disciplines are taught in the foreign language. Students not only learn about science or history, but they do so in a French-speaking classroom environment. The teacher is usually a native of France or other French-speaking countries such as Africa, Canada or Belgium, and the students are expected to learn and communicate in French. Research shows these students' results on the high-stakes standardized tests are higher than students from non-immersion schools." - Denise Egéa-Kuehne, Director French Education Project

Faculty

Denise Egéa-Kuehne, PhD
Arnaud Sgambato

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The Campaign for
Louisiana State University

Week of the Young Child Invites Children and Families for Games, Art, Music & Fun



LSU Hosts Family Celebration

Week of the Young Child Invites Children and Families for Games, Art, Music & Fun

Sunday, April 20, 2008

2:00 - 4:00 p.m.

LSU Parade Grounds

BATON ROUGE, LA—On April 20, 2008, the Association for the Education of Young Children at LSU (AEYC@LSU) hosted a Week of the Young Child Family Celebration. Located on the LSU Parade Grounds from 2:00 – 4:00 p.m., the event included art, music, and games for young children. In addition, there was opportunities for parents to learn about the impact of play on children's development. The theme of this year's event was "Play is a child's work."

The LSU Chapter of the National Association for the Education of Young Children (NAEYC) hosted the event as an opportunity to bring awareness to the needs of young children. Last spring nearly 200 people attended the inaugural event.

"Early learning experiences are crucial to the growth and development of young children," said Emily Roark, LSU student and treasurer of AEYC @LSU. "Week of the Young Child provides opportunities for all of us to recognize the importance of the early years, and to work together to build better futures for all children."

AEYC @LSU has more than 50 early childhood education majors at LSU working together to build public support for high-quality early childhood education programs. The early childhood education program at LSU is a collaborative unit involving faculty and educators from both the College of Agriculture and the College of Education. AEYC@LSU is an affiliate of NAEYC, the largest organization of early childhood

educators and others dedicated to improving the quality of early education programs for children birth through age eight. Founded in 1926, NAEYC has nearly 100,000 members and a national network of over 300 local, state, and regional affiliates.

Angela Owings Broussard

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Week of the Young Child Celebration Photos

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