Summer 2012 • Volume 78-4

International Journal for Professional Educators

The Delta Kappa Gamma Bulletin

Educational Technology

The Delta Kappa Gamma Bulletin

International Journal for Professional Educators

Summer 2012 • Volume 78-4

Educational Technology

The Delta Kappa Gamma Bulletin

The *Bulletin*, the official journal of The Delta Kappa Gamma Society International, promotes professional and personal growth of members through publication of their writings.

The *Bulletin* invites materials appropriate to the Society's Purposes: position papers, applied and/or data-based research, and other articles on announced themes or other topics of interest to educators; letters to the editor; viewpoints; book reviews; annotated bibliographies; poetry; and graphic arts.

Prose manuscripts for the *Bulletin*, a refereed journal, are reviewed by the Editorial Board and the Society editorial staff. Selection is based on relevance of the topics addressed, accuracy and validity, contribution to the professional literature, originality, quality of writing, and adherence to Submission Guidelines (see page 58). Editorial Board members evaluate each submission's focus, organization, development, readability, and accessibility to the general audience of *Bulletin* readers. Due to the diversity of the *Bulletin* audience, material of a religious, political, or patriotic nature is not suitable for publication.

Please send publication materials to **bulletin@dkg.org** or to *Bulletin* Editorial Staff, The Delta Kappa Gamma Society International, P.O. Box 1589, Austin, TX 78767-1589.

The Delta Kappa Gamma Bulletin (ISSN 0011-8044; USPS 715-850; IPM 0302295) is published quarterly each year by The Delta Kappa Gamma Society International, 416 West 12th Street, Austin, Texas. Mailing address: P.O. Box 1589, Austin, TX 78767-1589. Periodicals Postage paid at Austin, Texas. Subscription, U.S. $20 per year; single copies, $5 each. International dues include subscription to *The Delta Kappa Gamma Bulletin*. Views expressed do not necessarily agree with positions taken by The Delta Kappa Gamma Society International.

POSTMASTER: Send address changes to *The Delta Kappa Gamma Bulletin*
P.O. Box 1589, Austin, TX 78767-1589

The Delta Kappa Gamma Bulletin

Summer 2012 • Volume 78-4

Published by the Delta Kappa Gamma Society International

The Delta Kappa Gamma Society International promotes professional and personal growth of women educators and excellence in education.

Call for Submissions

Members are encouraged to submit manuscripts for consideration by the *Bulletin* Editorial Board. *The Delta Kappa Gamma Bulletin* accepts Action Research, Qualitative Research, Quantitative Research, Annotated Bibliographies, Program Descriptions, Position Papers, Book Reviews, Viewpoints, Graphic Arts, Letters to the Editor, and Poetry for **print** issues (spring, fall) and **online** issues (summer, winter). Manuscripts should be focused, well organized, effectively developed, concise, and appropriate for *Bulletin* readers. The style should be direct, clear, readable, and free from gender, political, patriotic, or religious bias. For more detailed information, please refer to the Submission Guidelines on page 58 and the Submission Grid on page 59. Listed below are the suggested themes of upcoming issues.

Winter 2013 (79-2) Educational Research (Online)
(deadline is September 1, 2012)

Action Research ✦ Qualitative Research ✦ Quantitative Research ✦ Mixed-Methods Research

Spring 2013 (79-3) Civic Engagement (Print)
(deadline is December 1, 2012)

Social Issues in Schools ✦ National Challenges ✦ Green Education ✦ Partnerships with Business/Nonprofits ✦ Service Learning/Volunteerism ✦ The Politics of Education

Summer 2013 (79-4) Education Paradigm Shifts (Online)
(deadline is March 1, 2013)

On-Line Certification ✦ Economics of Education ✦ Distance Learning ✦ Leadership ✦ Privatization of Education ✦ Charter Schools ✦ Home Schooling ✦ Back to Basics ✦ Merit Pay

Fall 2013 (80-1) The Future of Education (Print)
(deadline is June 1, 2013)

International Teaching and Learning ✦ Constructivism ✦ Technology ✦ Crisis Management ✦ Safety/Violence ✦ Changing Role of the Teacher ✦ Emergent Learning

Submit all materials to:

***Bulletin* Editorial Staff**

bulletin@dkg.org

From the Editor

The focus of this issue of the *Bulletin* aligns well with the goals of The Office of Educational Technology within the U.S. Department of Education. This Office "provides leadership for transforming education through the power of technology" by

- Promoting equity of access by ensuring a device for every learner and supporting broadband connections where they live and learn.
- Supporting powered-up educators and a robust ecosystem of entrepreneurs and innovators.
- Leading cutting-edge research in learning analytics and data to provide new types of evidence and customize and improve learning. (http://www.ed.gov/edblogs/technology/)

In this issue, "powered-up educators" from DKG share their research, practices, and perspectives about the evolving role of technology in education.

Author Marsh sets the tone by urging readers to embrace the call for change in pedagogy in order to help students develop 21st-century skills needed to succeed. She provides an example of how one district is answering that call for new literacies—information and communications literacy and digital literacy—through an extensive digital-conversion initiative. In an interview with practitioner Varnado, Novello explores how the personnel in one school are moving toward a paperless curriculum through innovative use of technology. Pilgrim, Bledsoe, and Reily provide additional real-world answers to the call for change, detailing current and potential uses of mobile, wireless technology to enhance instruction.

Several authors consider more specific uses of technology related to education. Arguing for the right of all individuals to be able to participate fully in education and beyond, Dove examines developments in assistive technology and the legislation that supports access to such technology. Clement interviews two pioneers in the use of online technology to recruit and hire teachers—a process beneficial to candidates and to those who must find qualified educators to work with their students. Considering DKG's emphasis on supporting early-career educators, Merz reviews two web sites that can be useful for new teachers and those who mentor them. Finally, Brogden provides food for thought regarding ways in which educators may—or may not—project professionalism through their use of technology.

As ever, the issue also contains thoughtful articles of general interest. Past International DKG President Rants shares her research about the impact of generational styles on the Society, offering concrete suggestions for attracting and retaining younger members. Eilers and D'Amico consider the six essential elements that help school leaders implement changes such as the Common Core State Standards, and Thomas provides insight to the subtlety of bullying based on her research with college students.

Readers will find rich resources in this issue, which is filled with descriptions of technological devices and with links to useful apps and other software. As an online offering, this issue of the *Bulletin* demonstrates the use of technology for ongoing education!

Judith R. Merz, EdD
Editor

Letter to the Editor

Dear Editor:

I hope that the summer issue on *Educational Technology* includes information about our own DKG Network! Members who already read and participate on Facebook, Twitter, and LinkedIn recognize that social networking is a way of communicating with peers in both professional and social matters. Our DKG Network is a professional site for members to blog, communicate with committees, and both share and access resources for chapters and state organizations.

There are many reasons to join the DKG Network:

1. We can communicate safely with other members who have similar interests.
2. We can set up groups that serve our particular needs, such as those that deal with specific international committees, regional events, or state organization activities.
3. We can have access to successful projects through groups focused on *Schools for Africa*, *Supporting Early-career Educators*, and so forth.
4. We can share documents that are important to members.
5. We can have links to the content-based groups or job-specific groups—for example, groups focused on math education or composed of school superintendents.

Joining the DKG Network is easy. Anyone who has an e-mail address on file at the Society's Headquarters can join by going to the DKG Web site, clicking *DKG Network*, and following the prompts. The initial password is delta01. Once logged on, users see the welcome page, which is different from the Society's home page and has very useful information. Users can then create a profile that includes only what they wish to share with other members.

This site has so much to offer DKG members even if they are not bloggers. Through our own professional network, we can definitely share our thoughts and ideas with others who have similar interests and professional and social needs. The best way to learn this site is to join and spend time to explore the contents, and I hope that *Bulletin* readers will do just that!

Maureen Watt
Omicron Chapter, Montana

Twenty-First Century Learning: Embracing the Call for Change

By Deborah Ford Marsh

The current discourse concerning the future of education is dominated by concerns that question its relevance in the new global economy where information and innovation are the primary factors of production and where technology has flattened the political and social strata that marked the 20th century (Friedman, 2005). An examination of the purpose of education from a historical perspective supports the assertion that an educational system must be aligned with the economy within which it operates and for whom it must supply a competitive and competent workforce. A clear call for change in education that has been issued from the business community, education reformers, and government is being embraced by one school district in North Carolina.

As members of the South Elementary School Third Grade Choir made their way through a local church at which they were about to perform, a student noticed a mobile chalkboard in the corner of the room. While pointing with puzzlement, she asked, "What is that?" The previous year, a second-grade teacher had asked her class to select lunch choices on the *regular* whiteboard that was seldom used because all of the classrooms were equipped with interactive whiteboards. One student, after failing several times to write with his finger, announced to the teacher, "This board doesn't work!" The world in which these students live has changed drastically from the one their teachers experienced at the same age. The workplace they will inherit probably does not even exist.

The current discourse concerning the future of education is dominated by concerns that question its relevance in the new global economy where information and innovation are the primary factors of production and where technology has flattened the political and social strata that marked the 20th century (Friedman, 2005). Sadly, too many of today's students are very familiar with 19th and 20th century tools such as chalkboards. However, even the personnel in schools equipped with the latest technology are no better able to prepare their students for the demands of the new economy than their counterparts mired in the technology and pedagogy of the past unless they also change their pedagogy. Fortunately, one district in North Carolina is setting an example others may emulate.

Historical Context

Any discussion about the future of education needs to be framed within the context of the very purpose of education. The founding documents of the United States, penned in large part by the combined efforts of Jefferson, Madison, and Adams, echoed the thoughts of philosophers Rousseau and Montesquieu, who argued that universal education was necessary for a democratic republic to exist and be sustained over time (Alexander

& Alexander, 2009; Cubberly, 1910). Public-education reformer Horace Mann also described education as an absolute and natural right that required each new generation be imbued with the knowledge of the preceding generation. He recognized knowledge as a property right to which all citizens should have equal access (Alexander & Alexander, 2009). Regardless of whether one philosophically views education as a property right among the other inalienable rights referenced in the founding documents and described in the writings of the founding fathers, a connection existed between education and economic prosperity in the early history of the United States (Siberglitt, Anton, Howell, & Wong, 2006; Silva, 2008). Although it could be debated whether new knowledge drives economic change or new economic demands drive the call for new knowledge, a definite link still exists between the needs of the worker in an economy and the educational system.

The economy is changing. Economic shifts, in the context of classic economic theory, are not new phenomena. Some economic historians point to three major economic revolutions: the shift from hunting and gathering societies to agriculture, the shift from an agrarian society to the *Industrial Age*, and the current shift from industrialization to the *New Economy* (Atkinson, 2004). Although the New Economy has yet to yield to one widely accepted name, it has been described as the *Information Age*, the *Digital Age*, and the *Knowledge Economy* (Trilling & Fadel, 2009).

It must be noted that the actual shift from one economic system to another is gradual, often taking decades to complete. New technologies are not created in steady, predictable intervals but occur in waves (Atkinson, 2004). It takes time for institutions in any society to adjust to new technology and new economic conditions, but education in the United States has been extremely slow to respond to the new demands (Darling-Hammond, 2010; Kay, 2010; Silva, 2008).

Implications for Education

The New Economy is marked by differences that demand a new vision for education. The first step is to compare the factors of production of the New Economy to those of the previous system. Trilling and Fadel (2009) described the difference in the value chain of the Industrial Age and the Knowledge Age as "brainpower replaces brawnpower and mechanical horsepower gives way to hertzpower" (p. 15). No longer is production the process of humans and machines transforming raw materials into tangible goods. The new factors of production are information, knowledge, and expertise, fueled by creativity and innovation (Friedman, 2005; Hersh, 2009).

So what do educators need to do? In 2005, former North Carolina Governor Mike Easley started the nation's first Center for 21st Century Skills to unite the business community, educators, and policymakers to bridge the gap between learning and workforce expectations in the 21st century (Partnership for 21st Century Skills, n.d.). Meanwhile, the Partnership for 21st Century Skills united business and educational groups to provide a vision and resources to guide education in the 21st century. Partner organizations included but were not limited to Ford, Hewlett Packard, Intel, Dell, Apple, Microsoft, Disney, the National Education Association, EdLeader 21, Crayola, Cisco Systems, the

Deborah Ford Marsh, EdD, is the principal of South Elementary School in Mooresville, North Carolina. A charter member of Delta Pi Chapter (NC), Dr. Marsh has served as president, vice president, recording secretary, corresponding secretary, and parliamentarian. She is the proud recipient of a DKG International Scholarship. dmarsh@mgsd.k12.nc.us

College Board's Advanced Placement Program, and the American Association of School Librarians (Partnership for 21st Century Skills, n.d.).

Clearly, the workplace of the 21st century demands a much different set of skills and knowledge, including new ideas about literacy (Silva, 2008). Literacy no longer merely means one's ability to read and comprehend. The Partnership for 21st Century Skills leaders describe several new types of literacies, including information and communications technology (ICT) literacy and digital literacy. ICT literacy is one's ability to utilize technology and digital resources to construct content knowledge and skills. Students must be able not only to use technology to learn, but also to develop stronger critical thinking, problem solving, use of information, communication, innovation, and collaboration (Dede, 2010).

The Metiri Group (n.d.) summed up 21st century skills in four categories. *Digital Age Literacy* includes (a) basic, scientific, and technological literacies; (b) visual and information literacy; and (c) cultural literacy and global awareness. *Inventive Thinking—Intellectual Capital* includes (a) adaptability or managing complexity and self-direction; (b) curiosity, creativity, and risk-taking; and (c) higher-order thinking and sound reasoning. *Interactive Communication—Social and Personal Skills* includes (a) teaming and collaboration, (b) personal and social responsibility, and (c) interactive communication. The final category—*Quality, State-of-Arts Results*—includes (a) prioritizing, planning, and managing for results; (b) effective use of real-world tools; and (c) high-quality results with real-world application. This description of 21st century skills is comprehensive and offers a good framework for reviewing and revising school curricula.

Specific recommendations have been made for states to consider. North Carolina is one of 48 states that have adopted the *Common Core*, a "clear set of shared goals and expectations for what knowledge and skills will help our students succeed" (Common Core, home page, n.d.). This set of student outcomes was created by a multistate effort, including governors and state commissioners of education through their affiliation with the National Governors Association Center for Best Practices and Council of Chief State School Officers (Common Core, n.d.). The Common Core is neither a national curriculum nor a federal attempt to dictate curricula to the states. Rather, it is a set of agreed-upon student outcomes toward which educators in individual states can construct their own curricula, providing a consistent level of student achievement expected of graduating students across the United States. Acceptance of the Common Core as a guide for continued improvement at the state level assures employers and universities that the students who graduate from participating states have reached a high level of academic proficiency that would prepare them to be successful in the next stage of their lives (Common Core, n.d.).

In a separate but coordinated state initiative, the North Carolina Essential Standards were written using the Revised Bloom's Taxonomy (RBT). North Carolina based its new standards on the RBT to help develop the cognitive skills and knowledge expected from 21st century graduates (NCDPI, n.d.). It is now incumbent upon educators to equip all students with current technology and to align their current curricula and pedagogy with the new standards for the 21st century learner.

One District's Example

One school district in North Carolina is embracing the call for change under the leadership of Superintendent Dr. Mark Edwards. In 2008, Mooresville Graded School District (MGSD), in Mooresville, North Carolina, embarked on an ambitious digital-

conversion initiative to better prepare its students to be successful global citizens in the 21st century. Recognizing the need to equip all students with access to 21st century tools, the district embarked on a plan to provide every student in Grades 4 through 12 with a Macbook laptop to use 24 hours a day for the entire school year. The total deployment occurred within the span of 2 school years. At the same time, interactive white boards were installed in every classroom serving prekindergarten through Grade 3. In addition, many textbooks and other paper resources were replaced with digital resources. In 2011, laptops were provided for all third grade students, making MGSD, according to its Chief Technology Officer, Scott Smith, one of the first public school districts in the country to provide laptop computers for all students in Grades 3 through 12. With 21st century tools in place, the focus has turned to better understanding the changing demands of the 21st century workforce and the implications of these changes for pedagogy.

The success of any educational initiative should only be measured by its impact on student performance and learning. According to Ginger Huffstickler, MGSD Director of Accountability, the district has enjoyed remarkable growth in student performance since 2008 in two important indicators: the graduation rate of students at MGSD's only high school, and the district's composite rate of student proficiency based on the combined scores of all grades and courses subject to testing in the North Carolina accountability program. Since 2008, the high school's graduation rate has risen from 79% to 91%, the second highest in the state. The composite-performance indicator on the state's End-of-Grade and End-of-Course tests has risen 15% from 73% to 88%, the third highest composite in the state. Notably, this growth has occurred during budget cuts and reductions in force, as well as within a school district with a per pupil expenditure that is among the lowest in the state. In 2009-2010, MGSD's total per pupil expenditure was $7,462.60, ranking 99th among the 116 school districts in the state (NCDPI, n.d.).

MGSD is not resting on its laurels. The process undertaken in the district to examine and align the curricula and pedagogy with 21st century standards is continuing and is aided by the action research of MGSD educators in a doctoral cohort at Wingate University. The capstone projects have been designed to provide insights spanning topics such as 21st century learning, leadership in a digital environment, the impact of technology on students with special needs, the impact of technology on homeless students, and the impact of technology on standardized test scores. These insights have been critical to the development of the district's action plan as it embraces the call for change and works to meld its one-to-one laptop, digital-conversion initiative with the Common Core and North Carolina Essential Standards. The goal is to transform the curricula and pedagogy to ensure that all students are college- or career-ready for the global society they will inherit.

Challenges of the 21st century workplace are not greater than those experienced by previous generations—only different. Societies have always needed to problem solve, innovate, and collaborate in order not only to survive, but also to thrive. The 21st century workplace demands workers who accept challenges and embrace the complexities of challenges in an effort to solve problems. The global business community is pleading for the educational community to meet these challenges (Darling-Hammond, 2010; Silva, 2008). The call for change is loud and clear. The first decade of the 21st century has passed. Educators must respond with a sense of urgency and a disposition of focused resolve as is occurring in the Mooresville Graded School District.

References

Alexander, K., & Alexander, M. D. (2009). *American public school law*. Belmont, CA: Wadsworth.

Atkinson, R. D. (2004). *The past and future of America's economy*. Cheltenham, UK: Edward Elgar.

Common Core State Standards Initiative (n.d.). Retrieved from http://www.corestandards.org/

Cubberly, E. (1910). *Public education in the United States: A study and interpretation of American educational history.* Boston, MA: Houghton-Mifflin. Retrieved from http://www.manybooks.net/titles/cubberleetext058hsed10.html

Darling-Hammond, L. (2010). *The flat world and education*. New York, NY: Teachers College Press.

Dede, C. (2010). Comparing frameworks for 21st century skills. In J. Bellanca & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. 51-75). Bloomington, IN: Solution Tree Press.

Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. New York, NY: Farrar, Straus, and Giroux.

Hersh, R. H. (2009). A well-rounded education in a flat world. *Educational Leadership*, *67*(1), 50-53.

Kay, K. (2010). 21st century skills: Why they matter, what they are, and how we get there. In J. Bellanca & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. xiii-xxxi). Bloomington, IN: Solution Tree Press.

Metiri Group. (n.d.). Twenty-first century skills. Retrieved from http://www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf

North Carolina Department of Public Instruction. (n.d.). *Common core state and NC essential standards.* Retrieved from http://www.dpi.state.nc.us/acre/standards/

North Carolina Department of Public Instruction. (n.d.). *Statistical profile*. Retrieved from http://apps.schools.nc.gov/pls/apex/f?p=1:35:8803707628475622::NO:::

Partnership for 21st Century Skills (n.d.). *Our history*. Retrieved from http://www.p21.org/about-us/our-history

Silberglitt, R., Antón, P. S., Howell, D. R., & Wong, A. (2006). *Global technology revolution 2020.* Research Brief: Rand National Defense Research Institute. Retrieved from http://www.rand.org/content/dam/rand/pubs/monographs/2006/RAND_MG475.pdf

Silva, E. (2008). *Measuring skills for the 21st century.* Washington, DC: Education Sector. Retrieved from http://www.educationsector.org/sites/default /files/publications/MeasuringSkills.pdf

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. San Francisco, CA: Jossey-Bass.

Interview

Using Technology in the Classroom: An Interview with Pam Varnado

By Janice M. Novello

This interview continues a series initiated by members of the Bulletin's *Editorial Board. The goal of the series is to feature interviews conducted with Delta Kappa Gamma members or other educational leaders on a topic related to the theme of the issue. In this article, a leader in the field of technology discusses the innovative use of current tech devices in her school.*
[Editor's Note: URLs for applications and software referenced in this article are provided in an appendix.]

I met Pam Varnado at the Teacher's Professional Development Day of the Diocese of Venice, Florida. As the keynote speaker, Pam glided across the stage with her iPad in one hand, making lively gestures with the other. The screen contents of her little electronic device were blown up 15 feet high on two monitor towers through a wireless network. She introduced her principal, Frank Israel, who was sitting at his desk in Shreveport, Louisiana, and he greeted the 300 teachers in Florida via *iChat*. Pam's insistence that a teacher needs to ask for what her students need and not wait until someone provides it prompted this interview.

Ms. Varnado, please share some information about your educational background.
I received my BSE from Arkansas State University and began my master's program in Ripton, Vermont, at the Breadloaf School of English after spending the better part of one summer taking part in the South Mississippi Writing Project. I completed my MSE at Belhaven College, now Belhaven University. Almost all of my 19 years in education have been spent in the public school environment with incredible colleagues—both teachers and administrators—who helped me become a better teacher and, more importantly, a better collaborator. Moving to Loyola College Prep and being allowed the opportunity to work with students and teachers with the iPad has been by far the best move of my career.

How did you come to believe that an iPad would make an educational revolution in your school?
Many of us at Loyola—both students and teachers—had already embraced the technology of the iPhone; choosing the iPad was the next logical step because of its user-friendliness and immediate access to an unlimited amount of information. The size, cost, and 10-hour battery life were additional benefits of moving to an iPad platform. When Apple added the camera to the iPad 2, thereby making it a creation tool in terms of video and photo projects

as well as allowing students to *FaceTime* (i.e., make video calls), we were even more certain that we had made the right decision for our students.

Please share some educational applications of this technology.

Our students at Loyola use the iPad as a note-taking, organizational, and creation tool. Most use apps such as *Evernote*, *Penultimate*, and *Notability* to take notes and incorporate both video or photo and audio to notes. Many of my students use the app *Flashcardlet* in conjunction with the *decks* of information already created in their *quizlet.com* account to study for exams. Creation apps like *iMovie* and *Book Creator* take advantage of the iPad 2's camera function to create projects for class. Apps like *iStudiez* and *inClass* are used by many students to organize homework, exams, and projects.

Some of these organizational apps can be synced with our Loyola school calendar, which every student has configured on his or her device upon receiving permission to log on to the school network. All students at Loyola have their Loyola e-mail accounts configured on their iPads and use only this e-mail to communicate with teachers and administrators. Students and teachers alike are using *iBooks* (an e-book application by Apple Inc. for their operating system and devices) instead of paper novels for both school and personal reading. Teachers post documents—that were once copied and handed out—to their *Edline* webpage in PDF format; students then open those documents in apps such as *Type on PDF* and *GoodReader*, enter their answers, and submit to the teacher—all without ever touching a piece of paper.

Teachers use the *ShowMe* app as a whiteboard platform; this app records the user's writing and voice for playback or posting to a school Web page. Almost all of our teachers are using the *SlideShark* app to convert PowerPoints they have used for years into mp4 (video) files for playback and mirror imaging on the iPad. As a teacher, what I find most impressive about the iPad is its function to mirror image through the Apple TV. The best part of all of this is the fact that most of the apps teachers and students use are free. That is hard to beat in the classroom.

It is important we remember that, although these are the apps the students and teachers use today, new and improved apps—and new devices—are released every day. We have to remain open to new technology that is released, all the while

Pam Varnado is an English teacher at Loyola College Prep in Shreveport, Louisiana. She earned her BSE from Arkansas State University and her MSE at Belhaven College. Varnado took part in the South Mississippi Writing Project and began her master's program at the Breadloaf School of English in Ripton, Vermont. She has been an educator for 19 years. pvarnado@loyolaprep.org

Janice M. Novello, PhD, is a professor at the University of Phoenix, where she is on the faculty for the School of Advanced Studies, and a Board Member of the Florida Association of Science Teachers. She currently serves on *The Delta Kappa Gamma Bulletin* Editorial Board (2008-2012) and the National Association for Gifted Children Editorial Board. She has been elected Chair of the School Board of the Diocese of Venice. An active member of Gamma Upsilon Chapter in Mu State (FL), Dr. Novello was awarded the Honeywell/ NASA International Astro Science Fellowship. jmnovello@email.phoenix.edu

remembering that choosing the best tool for the job is what is most important.

What do you see as the pitfalls of tech use in the classroom?
Using technology in the classroom opens many doors for both our teachers and our students. What I have found that I would not necessarily consider a pitfall for my students is the temptation to multitask at inopportune moments, such as during instructional time. Classroom management takes care of almost all of the challenges I have faced using technology in the classroom. When I suspect students are *multitasking*, I use a procedure we call *flipping*. Students are required to turn their devices toward me immediately when I say "flip." Students know I am going to do this on a regular basis. As teachers, we have to train our students and expect them to use responsibly any device that is chosen.

What resources do you see as critical?
An undertaking of this nature could not have happened without an infrastructure already in place. A safe, controlled environment was necessary before we even chose the device. What we have seen is that mandatory, routine training is the most critical resource for both our teachers and our students—and our parents. With the amount of new content and technology that is introduced every day, it is imperative that we train teachers how to use the technology in the most efficient way. We feel that it is even more important to show students how to use the device responsibly and efficiently. This training must be mandatory and routine. Support from administrators and parents is also key in moving to any 1:1 initiative. Informational before-school and after-hours classes called *iLearn @ Loyola* are one way Loyola is helping to keep parents informed.

What do you envision in the future?
I hope to see a complete paperless classroom one day—a classroom that is not all about the teacher being the sole holder of the knowledge, but one where the teacher is more of a facilitator and assessor of student learning. Flipped classrooms (classrooms changed from teacher-centered to student-centered) and project-based learning will only make our students better critical thinkers and allow them to learn even more than what is required by mandated curriculums. Heavy, paper textbooks are quickly being replaced by interactive, digital textbooks. Teachers are creating digital textbooks in ePub [electronic publication] format with software like *Pages* and *iAuthor*. Teachers and students alike hold the key to creation of content; we are no longer bound by the textbook that is placed in front of us. The sky—or rather the cloud— is the limit.

Appendix

Guide to Programs and Apps Referenced in This Article

Program/App	**URL**
Book Creator	redjumper.net
edline	www.edline.com
Evernote	www.evernote.com
Flashcardlet	itunes.apple.com/us/app/flashcards*/id403199818?mt=8
GoodReader	goodiware.com/goodreader.html
iAuthor	itunes.apple.com/us/app/iauthor/id439057242?mt=8
iChat	www.apple.com/macosx/apps/all.html
iMovie	www.apple.com/ilife/imovie
inClass	inclassapp.com/
iStudiez	www.istudentpro.com
Notability	www.gingerlabs.com/cont/notability.php
Pages	www.apple.com/iwork/pages
Penultimate	www.cocoabox.com/penultimate
ShowMe	itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8
SlideShark	www.slideshark.com
Type on PDF	itunes.apple.com/us/app/type-on-pdf/id466280491?mt=8

New Technologies in the Classroom

By Jodi Pilgrim, Christie Bledsoe, and Susan Reily

The authors of this position paper describe the current and potential uses of new technologies in the classroom. Mobile, wireless devices such as global positioning systems, tablets, and cell phones are changing instruction and learning. Many of these tools provide constant access to Internet resources, which allows extensive communication and collaboration. The authors share ways educators can utilize new technologies such as the iPod and iPad.

"If we teach today's students as we taught yesterday's,
we rob them of tomorrow."
John Dewey (1944, p. 167)

New technologies are changing the way educators think about education and literacy. The U.S. Department of Education has provided a national educational technology plan (2010), titled *Transforming American Education: Learning Powered by Technology*. The authors of this plan recommend applying the advanced technologies for personal and professional use to instruction and pedagogy to improve student learning. Although schools and universities are investing in technologies such as the iPad tablet, educators are struggling to keep pace with the speed of technological development and demand (Samuels & Farstrup, 2011). Many students have access to technologies at home or at school, especially in the form of mobile technology. Educators can utilize this technology so that academic learning translates to real-world applications. Students can keep an agenda on their phones or iPods, read books on their smart phones, and utilize mobile resources such as a dictionary, calculator, or camera. Students can use phones or other technology to take pictures of the classroom agenda or the teacher's notes on the board.

Although the technology is readily available, teachers may not be successfully integrating technology into classroom practices. We encourage educators to integrate new technologies into classroom instruction by providing opportunities for students to utilize technology. We present an overview of educational transformations taking place and describe innovative ways to integrate new technologies, specifically the iPod and iPad.

Literacy

Digital literacies were labeled *hot topics* for reading education in 2010 (Cassidy & Cassidy, 2009). Biancarosa and Snow (2006) reported, "Literacy demands have increased and changed as the technological capabilities of our society have expanded and been made widely available; concomitantly, the need for flexible, self-regulated individuals who can respond to rapidly changing contexts has also increased" (p. 9). In addition, communication

is increasingly digital, with multimodal, multimedia technologies, screen-based interfaces, and expanding networks (Kress, 2000). Jobs require professionals to use the Web and tools such as wikis, blogs, and digital content for research, collaboration, and communication.

Using these real-world tools in elementary and secondary classrooms creates learning opportunities that prepare students to be more productive members of a globally competitive workforce (U.S. Department of Education, 2010). In its new technology plan, the U.S. Department of Education (2010) recommended that the nation's schools "design, implement, and evaluate technology-powered programs and interventions to ensure that students progress through our K-16 education system and emerge prepared for the workplace and citizenship" (p. 12). Varied digital technologies provide teachers of any content area with a different approach to integrating the skills of the 21st century.

New Technologies Improve Mobility and Access

Laptops are small enough and portable enough to be common classroom tools, and many teachers are able to provide student access to these computers through labs or centers. However, technologies such as iPads and iPods offer even more mobility. These screen-based technologies are becoming commonplace in elementary and secondary classrooms. The iPad is a small, hand-held computer with a flat touch-screen that serves as a personal computer with wireless access to the Internet. Its mobility allows students to engage in academic activities during times that might otherwise be wasted. More than 1,000 one-to-one projects exist in the United States that involve Apple devices and in which each student has access to a laptop or iPad (Apple Events, 2012). Although these devices are becoming more accessible, there is still much to learn about the many uses of these technologies to improve instruction and learning.

The iPad has the portability of a personal phone that can be customized by the user. This portable device has a touch screen, lacks a physical keyboard and a USB, and has the multitasking ability needed for serious computing. The iPod is a smaller, hand-held device with similar capabilities. Users of the iPad and iPod can download applications, or *apps*, for immediate use. An app is similar to a mini-software program that does not have to boot and provides information in seconds. Many apps are available for free or for a small fee. Adults utilize apps that range from weather alerts to restaurant recommendations or health tips. One can also download an app that traces a walking path and provides mileage information through global positioning system (GPS) technologies. Hundreds of thousands of apps are available for Apple customers, and many could be beneficial for educators.

Tablet technology has entered the classroom through devices such as the iPad. Instead of opening a bound textbook for class, students access digital textbooks and resources that contain interactive media and provide immediate feedback. The content is the same as a textbook, but the layout and pictures go beyond static images. Colorful, interactive diagrams, photos, and videos fill the screen. Students can explore and manipulate a 3-D picture of the human brain or enlarge text and photos. The tablet allows students to highlight text, take notes, and navigate through text by sliding a finger along the bottom of the screen. These intuitive, interactive features are appealing to students.

In January 2012, Apple released the *iBooks 2* app for digital textbooks. One advantage of a digital textbook is that it can be updated quickly with little expense as new information is revealed. Publishers can modify e-texts after they have been distributed to students. For example, publishers can update textbooks with current findings—such as

to show that Pluto is no longer considered a planet. The touch screen is another feature that engages students by allowing them to select words or concepts and view a pop-up window with information that would traditionally be found in a glossary. Major textbook publishers—including Pearson, McGraw-Hill, and Houghton Mifflin Harcourt—have already committed to produce e-text versions of textbooks. However, classroom teachers can customize and design their own resources using the *iBooks Author* app (Apple Events, 2012).

Ultimately, students in schools could access all their books on a single iPad, eliminating the need for lockers and backpacks. However, this is not the only use for this portable technology. Since Apple's release of the first iPad in 2010, consumers across the nation have integrated this and similar technologies such as the iPhone and the iPod into their daily lives. Families use technology to plan, communicate, and entertain in the home setting. Use of iPads in the classroom will not only foster the interest of students but also digitize print. Literacy teachers need to know how to transform print-based practices that have dominated schooling into digital practices that reflect authentic uses of literacy beyond the classroom (Mills & Levido, 2012). In the next section, we expand on ways teachers can integrate iPads or iPods into their classroom practices. URLs for Apple apps are provided in the Appendix.

Communication and Collaboration

The iPad can be used as a mobile computer to access the Internet. Improved access and mobility provide the opportunity for wireless communication. Several platforms exist, such as *Epsilen* (http://corp.epsilen.com), that include secure sites for e-mail among students and teachers. Students can submit assignments via e-mail to the teacher, but students can communicate with one another as well. Nonacademic purposes exist as students have already explored high-tech note-passing, but there are many opportunities to promote collaboration for educational purposes.

Brindley, Walti, and Blaschke (2009) defined collaborative learning as a process in which students develop higher-order thinking skills by creating an environment where knowledge is shared among learners in an effort to achieve common learning goals. Online collaborations provide opportunities for both teachers and students to interact. Individual students can collaborate on the same project using the Web-based *Googledocs* (docs.google.com). All changes by any contributor are saved in live time, and saving

Jodi Pilgrim, PhD, is an assistant professor and currently teaches in the Education Department at the University of Mary Hardin-Baylor. She teaches both undergraduate and graduate literacy courses. She is a member of Lambda Chapter of Temple, TX. jpilgrim@umhb.edu

Christie Bledsoe, EdD, is an assistant professor and currently teaches in the Education Department at the University of Mary Hardin-Baylor. She teaches math and science strategy courses in the undergraduate program and research courses in the doctoral program. She is a member of Lambda Chapter of Temple, TX. Cbledsoe@umhb.edu

Susan Reily MEd, is a doctoral student at the University of Mary Hardin-Baylor. She spent many years working with teachers as an instructional coach and is currently an elementary principal for Temple Independent School District. susantmpl@aol.com

multiple versions of the same draft is not necessary. A wiki is another platform for electronic collaboration. Whitney and Smallbone (2011) found that collaborative efforts produce greater learning opportunities for students. In combination with face-to-face meetings, wikis can enhance teaching and learning through instructional collaboration. According to Woo, Chu, Ho, and Li (2011), the wiki platform has shown to improve communication between genders and empower those typically too shy to participate in a regular class setting. This type of electronic collaboration certainly prepares graduates for the workplace, as employers desire applicants with strong communication and collaboration skills.

Apps can serve as portable interactive whiteboards. *ShowMe*, *Educreations Interactive Whiteboard*, and *ScreenChomp* are free downloads that record pen strokes and audio simultaneously. Then the user can post the recording online for others to access. These features can be used in any content area but are especially helpful in recording math problems with audio instructions. Students can also record their own audio or video clips to demonstrate understanding.

In one Texas school with a one-to-one iPad initiative, teachers were able to extend communication with parents by conducting face-to face videoconferences via *Facetime*, which is a standard function of the iPad 2. Both users need a Facetime account and an Internet connection to participate in a videoconference. Facetime can also provide a venue for guest speakers, interviews, and peer discussions.

Resources for the Classroom

Many apps can be used daily by teachers as management tools. For example, students can utilize a calendar, a calculator, and notes. These apps, already used by many students, need to be accepted by teachers. As a built-in application on the iPad, *Calendar* is a useful tool to organize activities both inside and outside the classroom and can help students develop organizational skills. The basic visual layout is similar to a daily planner, so the transition from hard copy to digital is relatively easy. Teachers can add events, such as tests, to the students' calendars. The iPad calculator apps are also very useful tools for students. The free apps include basic four function calculators, scientific calculators, and limited-function graphing calculators. The interfaces are very user-friendly with a keypad. The *Notes* app is a note-taking tool. According to Bannister (2010), "Lists or paragraphs can be emailed directly within the application . . . Students could use this application to take class notes, collect field notes, and author creative writing assignments" (p. 3).

The dictionary is another essential classroom tool. Dictionary apps such as *dictionary.com* allow users to search words and receive definitions. In addition to the search feature, these apps keep a history log and allow the user to review previously selected words. As the user types the word, a list of words starting with similar spellings begins to appear. The user continues to type the word until the target word appears on the screen. When the target word appears, the user touches the word to see the definition. The digital dictionary has capabilities beyond the paper dictionary, for, along with the definition, the user will see a microphone symbol on the screen. Touching this symbol prompts the device to *read* the word aloud! The reader can hear how the word should be pronounced. Now, instead of using dictionaries when a definition is needed, readers can use this application when they come to a word they cannot pronounce. The dictionary thus becomes a resource that can be used in decoding.

Apps for English language arts and mathematics are available for basic, beginning skills and range to more advanced concepts related to the content area. English language

arts teachers and students age 8 or younger enjoy practicing early-reading skills such as concepts about print and basic sight words through the app *Smarty Pants Schools*. Students can practice writing and grammar skills while creating their own interactive story using writing apps such as *Story Builder*. Several apps allow teachers to download individual or series of books related to specific types of literature. With the growing number of English Language Learners, apps for language development, such as *Learn English with busuu.com*, are essential to supplementing the needs of those learning English as a second language.

Mathematics apps can also be customized to the instructional level of individual students. Apps such as *Math Series* focus on beginning concepts of math involving number sense and include a diagnostic game to determine the instructional level for each student. The difficulty level of the app increases as the student progresses in skills. Apps are also available for rote practice of basic skills using the concept of flashcards. Many different flashcard apps are available, but *Flash to Pass* is a math-flashcard app popular with teachers and parents. Mathematics apps are also available for more advanced concepts such as algebraic equations. Similar to a calculator, *iFactor* provides a way for students to plug in equations and learn the process of solving the problem. Apps in the core content area also allow opportunities for students to collaborate and compete against each other. Apps such as *Mathletics* require a Wi-Fi connection and provide opportunities for students to practice skills while competing against others connected to the *Mathletics* app.

“Content-specific apps are available for students of all ages. Often teachers can control parameters to specific skills or ability levels and monitor student progress. The engaging apps make drill and practice more fun for learners, and the immediate feedback is beneficial for student learning.”

Science and history teachers often search for innovative ways to help students to understand the content. Whether students are discovering how the world works or learning the history of the world, many apps allow students virtual experiences in the absence of real-world experiences. *The Elements* and *GoSkyWatch* are two popular science-related apps. *GoSkyWatch* turns the iPad into a telescope that students point to the sky to start exploring the stars and planets. *The Elements* app provides students with an interactive exploration of the periodic table. Many history apps provide interactive exploration as well through such apps as *HistoryTools*, which lists major news events and allows students to add their own important historical events to the timeline. Because history is always changing, apps such as *HistoryTools* and *World Book* provide current events that may not be available in the currently adopted textbook. Other apps provide opportunities for students to learn about geography. *Stack the States* and *Stack the Countries* engage children with interactive ways to memorize states and countries, while *GeoWalk* includes amazing photos that capture the beauty of geographic sites around the world.

Content-specific apps are available for students of all ages. Often teachers can control parameters to specific skills or ability levels and monitor student progress. The engaging apps make drill and practice more fun for learners, and the immediate feedback is beneficial

for student learning. Many apps are free or have a free trial version. Some iPad apps can be used on iPhones and iPods as well.

Summary

Technology offers educators a way to engage students in learning that translates to real-world applications. Although it is difficult to keep pace with changing technologies, educators must work to integrate new technologies into classroom instruction. Integrating technology extends beyond the ability to use a projector and present via PowerPoint. Integrating technology into instruction means students are utilizing technology to enhance higher-level thinking skills and problem solving. We encourage teachers to explore new technologies and to investigate ways to use digital tools as a resource supporting classroom learning. The possibilities are endless!

References

Apple Events. (2012). Apple Education Events. Retrieved from http://events.apple.com.edgesuite.net/1201oihbafvpihboijhpihbasdouhbasv/event/index.html

Banister, S. (2010). *Integrating the iPod touch in K-12 education: Visions and vices. Computers in the Schools.* Philadelphia, PA: Taylor & Francis Group.

Biancarosa, C., & Snow, C. E. (2006). *Reading next: A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.).Washington, DC: Alliance for Excellent Education.

Blanchard, J. S., & Farstrup, A. E. (2011). Technologies, digital media, and reading instruction. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed.; pp. 286-314). Newark, DE: International Reading Association.

Brindley, J. E., Walti, C., & Blaschke L. M. (2009). Creating effective collaborative learning groups in an online environment. *The International Review of Research in Open and Distance Learning*, *10*(3). Retrieved from http://www.irrodl.org/index.php/irrodl/rt/printerFriendly/675/1271.

Cassidy, J., & Cassidy, D. (2009). What's hot for 2009. *Reading Today, 26* (4), 1-8.

Dewey, J. (1944). *Democracy and education*. New York, NY: Macmillan.

Kress, G. (2000). Multimodality. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 182-202). New York, NY: Routledge.

Means, B. (2010). Technology and education change: Focus on student learning. *Journal of Research on Technology in Education*, *42*(3), 285-307.

Mills, K. A., & Levido, A. (2012). iPed: Pedagogy for digital text production. *The Reading Teacher, 65* (1), 80-91.

U.S. Department of Education, Office of Educational Technology. (2010). Transforming American education: Learning powered by technology: National educational technology plan 2010: Executive summary. Washington, DC: Author. Retrieved from http://www.ed.gov/technology/netp-2010

Witney, D., and Smallbone, T. (2011). Wiki work: Can using wikis enhance student collaboration for group assignment tasks? *Innovations in Education and Teaching International*, *48*(1), 101-110. dx.doi.org/10.1080/14703297.2010.543765

Woo, M., Chu, S., Ho, A., and Li, X. (2011). Using a wiki to scaffold primary-school students' collaborative writing. *Educational Technology & Society*, *14*(1), 43-54.

Appendix

iPad Apps for the Classroom

App	URL
ShowMe	http://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8
Educreations Interactive Whiteboard	http://itunes.apple.com/us/app/educreations-interactive-whiteboard/id478617061?mt=8
ScreenChomp	http://itunes.apple.com/us/app/screenchomp/id442415881?mt=8
Facetime	http://www.apple.com/mac/facetime/
Dictionary.com	http://itunes.apple.com/us/app/dictionary.com-dictionary/id364740856?mt=8
Smarty Pants Schools	http://itunes.apple.com/us/app/smarty-pants-school/id403824279?mt=8
Story Builder	http://itunes.apple.com/us/app/storybuilder-for-ipad/id377631532?mt=8
Learn English with busuu.com	http://itunes.apple.com/us/app/learn-english-busuu.com!/id379968583?mt=8
Math Series	http://itunes.apple.com/us/app/math-series/id301019765?mt=8
Flash to Pass	http://itunes.apple.com/us/app/flashtopass-free-math-flash/id330482882?mt=8
iFactor	http://itunes.apple.com/us/app/ifactor-and-solve-quadratics/id374211001?mt=8
Mathletics	http://itunes.apple.com/us/app/live-mathletics/id299596224?mt=8
The Elements	http://itunes.apple.com/us/app/elements-visual-exploration/id364147847?mt=8
GoSkyWatch	http://itunes.apple.com/us/app/goskywatch-planetarium-for/id364209241?mt=8
HistoryTools	http://itunes.apple.com/us/app/historytools/id385522233?mt=8
World Book	http://itunes.apple.com/us/app/world-book-this-day-in-history/id364739528?mt=8
Stack the States	http://itunes.apple.com/us/app/stack-the-states/id381342267?mt=8
Stack the Countries	http://itunes.apple.com/us/app/stack-the-countries/id407838198?mt=8
GeoWalk	http://itunes.apple.com/us/app/geo-walk-hd-3d-world-fact-book/id379602269?mt=8

Advancements in Assistive Technology and AT Laws for the Disabled

By Marianne K. Dove

As technology plays an increasingly important role in the lives of Americans, it is imperative to provide assistive technologies so that all persons can participate fully in education, employment, and daily living. The author shares key advancements in assistive technology that empower the disabled to perform functions that were previously impossible or difficult. The article also summarizes major federal legislation that provides and spurs accessibility to assistive technology in our schools and society. Today, assistive technology is not an option, but a necessity and a right for the disabled.

Introduction

Technology advances have significantly impacted people's lives in the last 50 years. Many persons cannot imagine preparing dinner without the use of a microwave, driving a car without utilizing a global positioning system (GPS), or communicating without using a wireless smart phone. Just 15 years ago, few people imagined paying bills by electronic funds transfer (EFT), shopping online, or using the Internet at broadband speeds to access the world's greatest library—the World Wide Web (WWW)—as common daily occurrences. For individuals with disabilities, modern technological advancements and low-tech and high-tech breakthroughs have not only changed but have revolutionized the way disabled American children and adults learn and live. Advancements in the development and use of assistive technologies (previously referred to as *handicapped apparatus* or *disability equipment*) have been astronomical and now enable the disabled to do what their counterparts of years ago could not have fathomed possible.

Advancements in Technology Devices for the Disabled

The benefits of assistive technology cross age, disability, and health challenge—be it a temporary, fluctuating, degenerative, or permanent condition faced by the individual. From infancy to old age, a person may face a range of possible physical, emotional, or cognitive impairments. Robitaille, author of *The Illustrative Guide to Assistive Technology and Devices* and diagnosed as profoundly deaf since the age of 4, stated, "One of the most important things to remember is that, as humans, we're all temporarily abled. At one point or another it is likely that each of us will use some form of assistive technology" (Robitaille, 2010, p. 7).

Today, thousands of assistive technology products are on the market to help empower people with mild to severe disabilities and with a wide range of individualized needs, from

the simple to the most complex. Assistive technologies can include something as low tech as a walking cane or as complex as a bionic limb. Generally, the term *low tech* encompasses anything that does not require a battery or electricity, whereas *high tech* refers to state-of-the-art technologies, sophisticated electronics, computers, or software. "When many people think of assistive technology, they think primarily about computers or sophisticated electronic devices. However, it is important to realize that assistive technology applications can be viewed as a continuum" (National Assistive Technology Research Center, 2012, p. 3).

Computer-Assistive Technology

Computer-assistive technologies provide a wide range of modifications that make it possible for many disabled persons to attend school or college (either traditional *brick* or *click* online education) and to secure gainful employment. Even persons with severe disabilities can now use computers equipped to follow and interpret commands based on eye movement or breath. Modern "Screen Readers can scan what's on the computer monitor and convert it to speech or even Braille" (Assisted Disability, 2012, p. 2).

Apple Incorporated includes assistive technology as standard features in its products and at no additional cost. For example, iPhone, iPad, iPod, OS X, and Apple TV include screen magnification and *VoiceOver*, a screen-access technology, for the blind and visually impaired. Apple also developed the world's first screen reader that can be controlled using gestures. To assist those with cognitive and learning disabilities, every Mac computer includes an alternative, simplified user interface. For those who find it difficult to use a mouse, all Mac computers include *Mouse Keys*, *Slow Keys*, and *Sticky Keys*, which adapt the computer to the user's needs and capabilities (Apple Incorporated, 2012).

Microsoft Corporation also offers assistive-technology hardware and software products (such as screen readers and voice recognition products) that provide essential accessibility to computers for those with significant vision, hearing, dexterity and mobility, language and communication, or learning needs (Microsoft Corporation, 2012). Links to these innovative technology companies can be found at [http://www.apple.com/accessibility/] and [http://www.microsoft.com/enable/at/].

Augmentative or Alternative Communication

Augmentative communication, also known as augmentative or alternative communication (AAC), refers to the various forms of communication that are used as a supplement to oral language, including voice-output communication devices and computers with synthetic speech (Gargiulo, 2012). Individuals with limited speech or who are incapable of speech (for example, with diagnoses such as autism, cerebral palsy, and cognitive disabilities) can now communicate by using synthetic speech, an artificial human speech form, produced

Marianne K. Dove, PhD, is a professor in the Department of Counseling, Special Education, and School Psychology at Youngstown State University, Youngstown, Ohio, specializing in exceptional children, assessment, and child maltreatment. She was a recipient of YSU's Distinguished Professor Public Service Award. A member of DKG's Gamma Pi Chapter (OH), Dr. Dove has also served on the Board of Trustees for the Family Service Agency, Youngstown, Ohio and presently serves on the Planning Committee for the International Conference on Violence, Abuse and Trauma, San Diego, California. mdove@ysu.edu

by an electronic synthesizer that is activated by a keyboard (Keller, Bailly, Monaghan, & Terken, 2002).

Telecommunication Devices

One of the most widely used worldwide telecommunication devices is the telecommunications device for the deaf (TDD). The TDD is an electronic method for text communication over a telephone line that is primarily designed for use by persons with hearing or speech difficulties. Other names for the TDD device include *teletypewriter*, *TTY*, *textphone*, or *minicom*. Teletypewriter and TTY are terms used in the United States; textphone is a European term; and minicom is used in the United Kingdom (Hersh & Johnson, 2003).

Personalized Emergency Response Systems (PERS) or Telecare Systems (United Kingdom term) are also widely used and employ electronic sensors, connected to alarm systems, to help parents and caregivers manage risk and help individuals live more independently (Lange, 2011). Alert notifications are customized to the user's specific risks (e.g., fall detector, run-away) and provide the safety and security of alert notifications being sent to the parent, caregiver, or contact center that can respond appropriately.

Assistive Technologies for Control of the Environment

Access and environmental controls are necessary AT devices that allow the disabled to have increased control of things in their environment and include remote controls, touchpads, switches, eye trackers, Braille signs, visual fire and smoke alarm signals, visible signaling appliances, handrails, and mobility ramps. AT aids for daily living include specially designed bathtubs, shower stalls, and toilet seats, as well as adapted grooming aids, cooking devices, and eating utensils. Many different types of visual, sound, and vibrating alarms are useful as prompts for medications, reminders for schedules, and organization devices (Green & Blair, 2011).

Assistive Technology for Cognition

Assistive Technology for Cognition (ATC) is a rapidly growing field of devices that can be used to augment and assist cognitive processes such as attention, memory, self-regulation, navigation, emotion recognition and management, planning, and sequencing activity (Gillespie, Best, & O'Neill, 2010). For example, *General User Interface for Disorders of Execution* (GUIDE) is an interactive, verbal-prompting system that talks individuals with cognitive disabilities through routine tasks (O'Neill, Moran, & Gillespie, 2010). ATC devices such as visual schedules or calendars and face and voice emotional-recognition software can be used for all aspects of schooling and daily living to improve the functional capabilities of children as well as to decrease the occurrence of challenging behaviors.

Mobility-Assistive Technology

Advancements in mobilized wheelchairs and scooters have vastly increased the functionality of those with mobility impairments. The Massachusetts Institute of Technology (MIT) is presently designing a mobilized wheelchair called the *Leveraged Freedom Chair* that handles easily on rough, unpaved roads by using hand levers to allow for adjustable speeds. Additionally, the Leveraged Freedom Chair is compact, does not require complicated parts, and will be available at a low-end price tag (Goodler, 2010). The leveraged chair looks like a cross between a traditional wheelchair, a tricycle, and an elliptical machine.

The Leveraged Freedom Chair also holds great promise to mobilize wheelchair users in developing countries where pavement is scarce, because it can be built, fixed, or ridden anywhere (MIT Mobility Lab, 2012).

As technology plays an increasingly important role in the lives of Americans, it is imperative to develop assistive technologies so that all can fully participate in education, employment, and daily-living activities. Breakthroughs in technology continue to be made through the research and development by universities, industry, and technology corporations, and the passage of federal legislation also ensures that these developments in mainstream consumer technology can be adapted and accessible for the disabled. Assistive technology for persons with disabilities is not an option; it is a necessity and a right mandated by several U.S. federal laws.

A Brief Chronology of Assistive Technology Laws

The Act to Promote the Education of the Blind 1879. As far back as 1879, the U.S. Congress passed the first federal act to benefit the handicapped—specifically, blind students (U.S. Department of Education, Office of Special Education and Rehabilitative Services, 2012). The Act to Promote the Education of the Blind provided funding to the American Printing House (APH) for the Blind for embossed books and apparatus for blind students throughout the country, and APH continues this tradition today by producing hundreds of textbooks in a variety of media—Braille, large type, electronic, and audio-recorded—as well as devices for writing Braille and talking-computer hardware (APH, 2012).

The Tech Act of 1988 and the Assistance Technology Act of 1998. More than a century later, a formal, legal definition of assistive technology was first published and passed into federal law as the Technology-Related Assistance for Individuals with Disabilities Act (The Tech Act) of 1988. The Tech Act was repealed and replaced with the Assistance Technology Act of 1998 (AT Act of 1998). However, The Tech Act's 1988 definition for assistive technology (20 U.S.C. 1401(1)) continues to be used today: "Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

"Assistive technology for persons with disabilities is not an option; it is a necessity and a right mandated by several U.S. federal laws."

Given this definition, assistive technology can range from something as simple as a bent spoon used when eating…to pencil grips…to adaptive switches…to a complex, computer-based, augmentative-communication system. What is significant about The Tech Act definition is that "the United States is the only country in the world with statutory legislation relating to the acquisition of assistive technology and a definition of assistive technology with legal standing" (United Kingdom Foundation for Assistive Technology, 2012, p. 1).

Americans with Disabilities Act (1990) and Section 508 of the Rehabilitation Act (1998). With the passage of the Americans with Disabilities Act (ADA) in 1990, Title IV addressed assistive technology specifically, as it required that telephone companies provide the necessary services to the deaf or hearing impaired to use telecommunication devices (Family Center on Technology and Disability, 2012). In 1998, Section 508 of

the Rehabilitation Act [29 U.S.C. & 794d] required that all electronic and information technologies developed and used by any federal government agency must be accessible to people with disabilities (U.S. Government, Section 508, 2012). This included Web sites, video and audiotapes, electronic books, televised programs, and other such media. Also, The Assistive Technology Act passed in 1998 earmarked monies for states to provide low-interest loans and other alternative-financing options to help people with disabilities purchase needed assistive technology (National Dissemination Center for Children with Disabilities, 2009).

> *"Today, the convergence of consumer, educational, and assistive technology is empowering individuals—in schools and beyond—to be differently-abled rather than disabled."*

Individuals with Disabilities Education and Improvement Act of 2004. The most recent federal legislation enacted for children with disabilities is the Individuals with Disabilities Education and Improvement Act (IDEA) of 2004, which states that consideration of AT devices and services is required during the development of every Individualized Family Service Plan (IFSP) for children with disabilities from birth to under age 3 and for every Individualized Educational Program (IEP) for children with disabilities from 3 to 22 years of age (Wrightslaw Special Education Law and Advocacy, 2012). Furthermore, IDEA 2004 requires that all IFSP and IEP teams who plan for the education of a child with a disability must document *any* AT devices or services the child *needs* (Mittler, 2007). The use of the word *needs* in this legislation is significant because it establishes a more liberal interpretation for providing assistive technology; thus, more children are being given greater access to AT devices and services. The law (20 U.S.C. 1400(c)(5)(H)) requires schools to use assistive technology and services "to maximize accessibility for children with disabilities" (Wrightslaw Special Education Law and Advocacy, 2012).

The Improving Access to Assistive Technology for Individuals with Disabilities Act of 2004. In addition to the passage of IDEA in 2004, The Improving Access to Assistive Technology for Individuals with Disabilities Act of 2004 was also signed into law, providing *birth-to-death* legislation. The AT Act of 2004, a reauthorization of the Assistive Technology Act of 1998, is intended to impact anyone who has a disability as defined under any federal law (Relton, 2005). Furthermore, it defines eligibility as including anyone disabled who can be enabled by an AT device or service to minimize deterioration in functioning, to maintain a level of functioning, or to achieve a greater level of functioning in any major life activity (Bausch, Mittler, Hasselbring, & Cross, 2005).

Conclusion

Because of technology advancements and federal legislation, the United States is moving closer toward the goal of each individual with a disability being given the opportunity, education, and the needed AT to participate actively in school, the workplace, and society. U.S. Census Bureau data (2008) identified more than 54 million people with a disability, which represents 19% of the population or one out of every five Americans. The disabled represent the largest minority group in the nation and constitute the only minority group in which anyone can come to be included due to illness (such as cancer,

musculoskeletal and connective tissue disorders, cardiovascular and circulatory disorders, respiratory disorders, and diseases of the nervous system and sense organs), injuries caused by accidents, poisonings, and mental disorders (Council for Disability Awareness, 2012). Disability will affect the lives of everyone at some point, and any individual could be in need of or benefit from AT. Clearly, AT can help persons with disabilities break down barriers to education and employment, enable social relationships, increase independence, and improve quality of life. Today, the convergence of consumer, educational, and assistive technology is empowering individuals—in schools and beyond—to be *differently-abled* rather than disabled.

References

American Printing House for the Blind (2012). *The history of the American Printing House for the Blind: A chronology*. Retrieved from http://www.aph.org/about/highlite.com

Americans with Disabilities Act of 1990, Pub. L. No. 101-336, 104 Stat. 328 (1990).

Apple Incorporated. (2012). *Apple accessibility technology*. Retrieved from http://www.apple.com/accessibility/

Assisted Disability. (2012). *Assisted technology makes using the computer accessible to all*. Retrieved from http://www.at-center.com/

Assistive Technology Act of 1998, Pub. L. No. 108-364, §2432, 112 Stat. 3627.

Bausch, M. E., Mittler, J. E., Hasselbring, T. S., & Cross, D. P. (2005). *The Assistive Technology Act of 2004: What does it say and what does it mean?* Arlington, VA: Division for Physical and Health Disabilities, Council for Exceptional Children.

Council for Disability Awareness. (2012). *Chances of disability. Me, disabled?* Retrieved from http://www.disabilitycanhappen.org /chances_disability/disability_stats.asp

Family Center on Technology and Disability. (2012). *Fact sheet on assistive technology laws*. Retrieved from http://www.fctd.info /assets/assets/12/laws-2010 .pdf?1290022083

Gargiulo, R. M. (2012). *Special education in contemporary society*. Los Angeles, CA: Sage.

Gillespie, A., Best, C., & O'Neill, B. (2012). Cognitive function and assistive technology for cognition: A systematic review. *Journal of the International Neuropsychological Society*, *18*(1), 1-19. doi: 10.107/S1355617711001548

Goodler, R. (2010, April 30). A new design mobilizes wheelchair users in the developing world. *Engineering for Change*. Retrieved from https://www.engineeringforchange.org/news/2010/04/30/a_new_design_mobilizes_wheelchair_users_in_the _developing_world.html

Green, R. A., & Blair, V. (2011). *Keep it simple: A guide to assistive technologies*. Santa Barbara, CA: ABC-CLIO.

Hersh, M. A., & Johnson, M. A. (Eds.). (2003). *Assistive technology for the hearing-impaired, deaf and deafblind*. London, UK: Springer-Verlag.

Improving Access to Assistive Technology for Individuals with Disabilities Act of 2004. Pub. L. No. 108-364.

Individuals with Disabilities Education Improvement Act of 2004. Pub. L. No. 108-446.

Keller, E., Bailly, G., Monaghan, A., & Terken, J. (2002). *Improvements in speech synthesis: Cost 258: The naturalness of synthetic speech*. West Sussex, England: John Wiley & Sons.

Lange, M. (2011, October 18). *Personal emergency response systems (PERS).* Retrieved from http://www.ourremarkablestories .com/?p=661

Massachusetts Institute of Technology (MIT) Mobility Lab (2012). *The leveraged freedom chair*. Retrieved from http://mlab.mit.edu /lfc/chair.html

Microsoft Corporation. (2012). *Microsoft accessibility technology for everyone*. Retrieved from http://www.microsoft.com/enable/at/

Mittler, J. (2007). Assistive technology and IDEA. In C. Warger (Ed.), *Technology integration: Providing access to the curriculum for students with disabilities* (pp. 81-85). Arlington, VA: Technology and Media Division (TAM).

National Assistive Technology Research Center. (2012). *The assistive technology continuum*. Retrieved from http://natri.uky.edu/resources/fundamentals/defined.html

National Dissemination Center for Children with Disabilities. (2009, December). *Assistive Technology Act*. Retrieved from http://nichcy.org/laws/ata#state

O'Neill, B., Moran, K., & Gillespie, A. (2010). Scaffolding rehabilitation behavior using a voice mediated assistive technology for cognition. *Neuropsychological Rehabilitation*, *20*(4), 509-527. doi: 10.1017/S135561771100158

Relton, J. (2005, January). *Policy issues: The Assistive Technology Act of 2004*. Retrieved from http://www.afb.org/AFBPress/pub.asp?DocID=aw060109

Robitaille, S. (2010). *The illustrated guide to assistive technology and devices: Tools and gadgets for living independently*. New York, NY: Demos Medical.

Section 508 of the Rehabilitation Act (1998). 29 U.S.C. & 794d

United Kingdom Foundation for Assistive Technology. (2012). *Definition of the term assistive technology*. Retrieved from http://www.fastuk.org/about/definitionofat.php

United States Government Section 508.gov. (1998, August 7). *Section 508 of the Rehabilitation Act (29 U.S.C. 794d)*. Retrieved from http://www.section508.gov/index.cfm?fuseAction=1998Amend

U.S. Census Bureau (2008). *American community survey*. Retrieved from http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb10-ff13.html

U.S. Department of Education. (2012). *IDEA data*. Retrieved from https://www.ideadata.org/PartBReport.asp

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2012). *The Act to Promote the Education of the Blind*. Retrieved from http://www2.ed.gov/about/offices/list/osers/policy.html

Wrightslaw Special Education Law and Advocacy. (2012). *Assistive technology devices and services*. Retrieved from http://www.wrightslaw.com/info/atech.index.htm

Online Teacher Recruitment: An Interview with Two Pioneers in the Field

By Mary C. Clement

Job searching has changed dramatically over the last decade, and school administrators throughout the country use online sites for finding new hires. The author interviews the founders of two of the most successful online teacher-recruitment websites, Teachers-Teachers.com and Schoolspring.com. Their insightful answers are of value to job seekers and employers—to all in education.

I found my first teaching job by reading a bulletin board in the hallway of the career center at my university. Today, this way of advertising for new teachers seems terribly slow and antiquated. Candidates now look first to the Internet for jobs, and online teacher recruitment has grown exponentially in the last decade. In the United States, the federal government's *Race to the Top* reform initiatives call for systematized hiring and induction programs to be developed by individual school districts to recruit and keep the highest quality teachers. Hiring is now called *the strategic management of human capital* and is taking a front-row seat in the work of school administrators.

Online sites that match job seekers and districts looking for new hires offer the potential to solve some of the recurring issues in teacher recruitment and hiring. As outlined by Odden (2011), these issues include "difficulty staffing high-needs schools, chronic shortages of teachers in such subjects as math, science, and technology, and historic inability to recruit the best and the brightest into education" (p. 9). The online sites offer a much larger pool of potential candidates to districts and can offer valuable information to help the employer sort candidates by qualifications. The savings in terms of time and travel to job fairs can be substantial.

Just what do online sites offer? Basically, they are a database of potential candidates seeking jobs and of job openings listed by school districts or individual schools. Currently, the employer pays for the service, which the candidates may use for free. The site may offer résumé-writing tips and interview strategies, and it may provide the service of allowing the candidate to create and save a résumé and other relevant materials online. The directors of the online sites may provide additional services such as discussion groups to support job seekers.

Brett Spodak, the founder of Teachers-Teachers (www.teachers-teachers.com), and Jim Fitzpatrick, founder of SchoolSpring (www.schoolspring.com), may be considered pioneers in the field of online teacher-recruitment sites. Spodak, a former teacher recruiter, and Fitzpatrick, a retired superintendent, both started their sites to meet needs that they

found when searching for the best new hires. Both agreed to share their history and insights for this article.

Their responses to the interview questions can provide insight for candidates seeking jobs and for teachers and administrators involved in the hiring process. For all in education, awareness of these venues for matching teachers to hiring needs is important.

What prompted you to start your online company for matching educators to job openings? How long has your site been in operation?

BS: In the 1990s, I was the executive director of a learning center that provided supplemental education services to students of all ages. In order to recruit teachers, I would attend job fairs and noticed that school systems from around the country were spending a lot of time and money traveling to these fairs. It dawned on me that it would be a lot more efficient if there were a national, virtual job fair where employers and job seekers could meet online. The job fair would operate 24 hours a day, 365 days a year, and cost a fraction of what schools were paying. I founded Teachers-Teachers.com in 1999, and now we are used by more than 1,800 school systems across the country. We have a database of more than 800,000 job seekers and help place approximately 25,000 teachers every year.

JF: I started the site in 2000-2001. The idea came to me as I thought of the power of the Internet and how it could streamline the recruiting and hiring process. I especially wanted to shorten the time from the occurrence of the vacancy to the interviews. I thought the Web held great potential here. I based the functionality and design on my experience as a high school principal and superintendent. The site has been in operation for 10 years.

What is the most common response or compliment you receive from employers about online matching of candidates and jobs?

BS: Most employers marvel at the ease of use and effectiveness of our service. When they post jobs on our Web site, they will get inundated with qualified candidates. They also appreciate our attentive customer service. Every client is assigned a dedicated recruitment consultant who provides him or her with courteous and thorough technical assistance.

JF: After our personalized customer service, employers compliment us for making the recruiting and hiring process more efficient and faster and for making the applicant pool far more diverse. Employers like the fact that they are provided *all* required documents in a consistent format. They are also grateful for the management tools that help screen candidates, schedule the interviews, and send out correspondence to the applicants. Another compliment centers on the *Activity Log*, which provides a record in the event a hiring is ever challenged. At the click of a mouse, the complete history of a job is available. All actions are time and date *stamped*. Employers express the value of this tool when requesting waivers from their state's department of education.

Is there a common complaint from employers who use your service?

BS: Everyone is complaining that budgets are tight. We are sensitive to this and so have not raised our rates in 11 years.

JF: Occasionally an employer will complain about too many applicants. We have developed filters to address this problem.

What is the most common response or compliment from the job seekers?

BS: Job seekers love the ease of use and effectiveness of our service. They really appreciate

the fact that there is no cost to them to use our service.
JF: They are grateful for all the jobs we provide. They like the fact that they can apply to such a variety of jobs from their one account on SchoolSpring.

Is there a common complaint from job seekers who use the site?
BS: Not really.
JF: Job seekers are sometimes critical of employers who do not use the correspondence tools to keep them informed. Some employers do not activate the e-mail functions or fail to close a job and notify the applicants.

What do you see for the future of your online site? How could it better serve educational employers and job seekers?
BS: We will continue to provide employers with the largest database of teacher résumés. We are constantly adding new functionality and bringing more value to our clients. We have an expanding database of employers and expect that trend to continue.
JF: We look to increase the services over a broader area and work with other related services in the recruiting field. The tools used to filter applicants will become more sophisticated, e.g., preemployment testing, background checks, and video.

What are your predictions for the teacher job market in the future?
BS: I expect that there will continue to be significant demand in critical-shortage areas such as math, science, special education, and related services. For all other areas, tight budgets will limit the hiring, but increased retirements will spur more hiring—so they should even each other out.
JF: I believe the teacher job market will continue to grow as baby boomers choose to retire. I think the role of the teacher will evolve to be more instructional coach and supervisor as the online world provides choices for learners. I believe teachers should be prepared to become managers of resources for learning as the learner and the family have access to all sorts of instructional tools online.

What skills will tomorrow's teachers need to get hired?
BS: Technology is the key skill tomorrow's teachers must have. They are going to be asked to do more and accomplish more, and technology will be the key to getting that done.
JF: Teachers will need to become skilled as online instructors and resource agents for their students. Technology will hit a tipping point soon, and teachers will be left behind if they have not embraced the power of these tools to reach and instruct the learners in their classrooms and homes.

Mary C. Clement, EdD, is Professor of Teacher Education at Berry College in Mount Berry, Georgia. She is the author of eight books, including *The Definitive Guide to Getting a Teaching Job* and *First Time in the High School Classroom*. In addition to being published in the DKG *Bulletin*, Dr. Clement has been published in the *Kappan, The American School Board Journal, Principal,* and *Principal Leadership*. She received her doctorate from the University of Illinois at Urbana-Champaign and is a member of Iota Chapter in Psi State (GA). drmaryclem@comcast.net

What has been your biggest surprise in working with employers and job seekers through your service? What trend might you predict in the future?
BS: Eleven years ago when we started Teachers-Teachers.com, I was surprised at how few employers used the Internet for recruitment. Now it has become an essential component of every employer's recruitment process. I would expect that trend to continue, and employers will leverage technology for just about every aspect of the screening process.
JF: My biggest surprise was the initial resistance to using online resources to hire staff. Trying to get employers to leave the paper applications behind was a struggle. Still today, we have employers who are printing out all the applications! I would predict that technology will begin to match the needs of employers more closely with the skills of the job seeker.

What would you like to tell all employers about online job matching or online hiring?
BS: We have the largest database of qualified teachers and the tools necessary to help employers quickly and efficiently identify those teachers they may want to hire.
JF: Employers should use the power of the technology to bring a diverse staff together for their students. They can bring people from other geographic areas to teach in the schools; use tools to find and sort the applicants; and access other partnering technologies to find the right attributes for their positions among the pool of applicants.

Conclusion

What can online job matching really do for teacher candidates? By searching a national database, candidates can see the job trends long before graduation. These trends may provide insight into which education field to select as a major or how to add an endorsement to become more employable (Clement, 2007). These sites may help to alleviate the teaching shortages that exist in the fields of math, science, and special education (American Association for Employment in Education, 2011), as candidates can be recruited into these jobs early in their college programs.

Teacher-education majors have often been interested only in jobs within a 60-mile radius of their homes (Cushner & Brennan, 2007). Through reading a national database, candidates may see that jobs in their hometowns are simply not available, but teaching jobs are open in other locations.

The potential of the online sites is tremendous. In the future, candidates may be posting videos of their teaching or have Web pages with complete electronic portfolios for employers to view before interviews. In all fairness, the owners of these sites are business people, and these sites are for-profit ones that may not remain free for the job seekers. However, the benefits have the potential to far outweigh the costs for employers and for job candidates.

References

American Association for Employment in Education. (2011). *Job search handbook for educators*. Columbus, OH: Author.

Clement, M. C. (2007). *The definitive guide to getting a teaching job*. Lanham, MD: Rowman and Littlefield Education.

Cushner, K., & Brennan, S. (2007). *Intercultural student teaching*. Lanham, MD: Rowman and Littlefield Education.

Odden, A. (2011). Manage "human capital" strategically. *Phi Delta Kappan*, 92(7), 8-12.

Web Review: Sites for Helping Early-Career Educators

By Judith R. Merz

This article continues a series of occasional book or Web site reviews contributed by members of the Bulletin's *2010-2012 Editorial Board. Editor Merz provides a review of electronic resources for helping early-career educators.*

One of the key initiatives launched by the new DKG International Educational Excellence Committee has been support for early-career educators (SEE)—an idea proposed as an international project to be discussed and considered at the DKG Convention in New York City, July 2012. In this review, I provide an overview of two sites that may be useful to early-career educators and those who serve as their mentors.

Survival Guide for New Teachers
http://www2.ed.gov/teachers/become/about/survivalguide/index.html
Developed by the U.S. Department of Education, this site features many resources to help new educators understand the profession. Central to the site is a *survival guide*, subtitled *How New Teachers Can Work Effectively with Veteran Teachers, Parents, Principals, and Teacher Educators*. After an opening message for new teachers detailing current research on the need for supporting early-career educators, the authors of the guide provide separate sections on working with the various stakeholders who make up the school community. Each section—Working with (a) Veteran Teachers, (b) Parents, (c) Principals, and (d) College and University Education Professors—provides an overview of the challenges and rewards of these interactions, as well as tips on building a relationship with each group. Perhaps most helpful and insightful are the comments and examples provided by 53 first-year teachers, as well as a section entitled *Help Desk: Resources for First-Year Teachers* that provides links to a wealth of electronic resources.

Apart from the central guide, the site also provides information about (a) training and degree programs, (b) ways to find teaching opportunities, (c) student assessment, (d) addressing student needs, and (e) professional development. An extensive section focused on ways to improve student performance provides lesson ideas; tools and practices for K-12; subject-specific ideas for early childhood, reading, math, and other academic subjects; as well as links to ideas on character education, parent involvement, preparing students for college, education reform, and using technology. The site is a rich resource to help early-career educators understand the challenges of teaching and ways to navigate the most common of these challenges.

NewTeacher.com
http://newteacher.com/

NewTeacher.com is a "non-commercial website funded by The First Days of School Foundation, a nonpartisan, nonprofit, public benefit corporation based in the San Francisco Bay Area" (newteacher.com). The foundation was created by Rosemary and Harry Wong, award-winning educators and writers, who specialize in disseminating effective practices for all educators. The site provides a "clearinghouse for information about helping new teachers. It collects and disseminates information that will help educators meet the needs and challenges of the thousands of new teachers that enter the profession each year" (newteacher.com).

Sections on the site include *Recent Postings*, *Online Books*, *Published Papers*, and *Web-Based Papers*. All new information appears first in the *Recent Postings* segment, available in a chronological list beginning with the most recent posting. As the postings age, they are moved and archived in the most appropriate of the other sections. Two recent postings exemplify this section:

- Feb 1, 2012: *Significant Research and Readings on Comprehensive Induction,* by Harry and Rosemary Wong (2012). This is a frequently updated compendium of research and readings on comprehensive induction, coaching, and mentoring with emphasis on the difference between the three processes. The summaries are divided into three sections: 1) mentoring, 2) sustained professional development, and 3) coaching.
- January 2012: *Coaching Teachers to Be Effective Teachers*, by Harry and Rosemary Wong (September 2011). The role of an instructional coach is to improve the effectiveness of teacher instruction. Look at "instruction"—the act, process, or art of imparting knowledge and skill. Look at "coach"—to teach. The focus of instructional coaches is to teach teachers how to be effective instructors. (newteacher.com)

In the *Online Books*, *Published Papers*, and *Web-based Papers* sections, the site owners present portions of significant books and complete papers for use by readers. Visitors to the site have permission to download and print pages from the books and are provided with information should they wish to duplicate the other offerings in quantity for sharing. The site is heavily dominated by materials from the Wongs; however, their standing in the educational community is strong, and the resources are practical and useful.

The resources on these two Web sites are excellent for helping early-career educators and their mentors. They could also provide great food for thought for a chapter or state organization workshop as members pursue the SEE initiative!

Judith R. Merz, EdD, editor of the *Bulletin*, is a retired school superintendent who works as a doctoral advisor to students at Nova Southeastern University. A member of Alpha Chapter in New Jersey and past president of that state, Dr. Merz has also served on the international level as a member of the Communications Committee (2004-2006), the Editorial Board (2006-2010), and the Educational Excellence Committee (2010-2012); and as chair of the Ad Hoc Online Leadership Committee (2007-2008). jmerz@aol.com

How/Do Educators Project Professionalism through Technology? A Case for "Posting"

By Lace Marie Brogden

The author of this position paper makes an argument for re:visioning *and claiming professionalism through choices educators make about using (or not using) social networking tools. Her intent is to provoke thought about in/action and e-posting in continually evolving educational contexts.*

Once upon a time, in a former life as a classroom teacher, I was what Bates (as cited in Bates and Sangrà, 2011) described as a *Lone Ranger* (a term inspired by invoking the nostalgic main character of old Hollywood 'cowboy' films): a dedicated educator who works on her own and who puts "a great deal of time and effort into experimenting with technology for teaching" (p. 138). Before many years had passed, while still working as a classroom teacher, I came to feel I was not (completely) alone and so settled into and became comfortable with an *early adopter* role. Not as independent or *avant-garde* as Lone Rangers, early adopters are most often those educators who approach Information Communications Technology (ICT) with a certain degree of enthusiasm and interest—and usually before the technological innovation in question becomes mainstream or adopted by the majority of members in a given educational context. Throughout the first decade of my professional, working life, my role as an early adopter felt relatively manageable and, at times, even exciting. As my career(s) in education progressed, I changed work environments and educational contexts, working in both administrative and academic positions.

During the second decade of my career, I transitioned from the classroom to work at the Ministry of Education and then in academia. In these contexts, institutional support of technology became more normative, and so, although my interest level remained high, I became more and more of a consumer of technology (*end-user* might be another familiar term) and less and less of an early adopter. During this period of time, Internet use exploded, I learned to blog (a 3-year adventure long since abandoned), and I became reasonably proficient (but by no means an expert) with the various *en vogue* course-management software platforms.

Now, into my third decade as a professional educator, I find myself a mainstream user of a variety of e-tools, master of none, and my calls to the campus *Helpdesk* become ever-more frequent. I have a smart phone, a first-generation tablet (purchased just over a year ago, it is almost obsolete), a home computer, a work computer, nine tabs open in my Web

browser as I prepare the penultimate version of this article, and recurring tendonitis in both wrists. I do have an account on the *DKG Network*; I do not have a *Facebook* page; I am finally learning to *tweet*, and on a daily basis, I officially feel like a late adopter. *Bref*, something happened along the way to my (lack of) e-learning.

In their examination of individual inhibitors—i.e., things that get in the way of people working with and through technology—Birch and Burnett (2009) reported that "the literature proposes that later and nonadopters of educational technology may be less adventurous, more risk averse, less comfortable with change, less intrinsically motivated and less likely try new and novel ideas" (p. 122). I find myself wondering… is this me? I am pretty sure I am intrinsically motivated, and I love learning. I admit to disliking change but find myself constantly changing anyway. Although I have never bungee-jumped, I have chosen to become a highly proficient bilingual (to the extent that I work in my second language each day); I am working on learning a third language, and I spend time in unfamiliar cultural contexts. I am passionate about ideas, and I consider myself, intellectually at least, a postmodern risk taker of sorts. So is there something more complex at play in how and when I and others use—or choose not to engage with—various technologies?

Over the course of the past year, I have become e-connected through a social media tool that markets itself as a networking tool for professionals. My network is small by social media standards (sitting right around the 100-links mark); I am connected to a couple of comptrollers, a president of an independent consulting firm, a media specialist, a director of a nonprofit group (with whom I also have work connections), a few journalists, some human-resource professionals, a geographic information systems (GIS) technician, a politician, numerous academics in both professorial and administrative roles, and, excluding my DKG affiliations, two teachers.

…Excluding DKG affiliations, two teachers. Only two teachers.

This has me wondering: how do educators—and teachers in particular—see themselves *as professionals* in a *post*ing world? Which e-tools do educators choose? How might these tools produce their professionalism, and, vice versa, how might their professionalism shape these tools? Is professionalism even relevant? Is *professionalism in education* a modernist and therefore outdated 20th century notion? I argue it is not. Indeed, I argue complex understandings of professionalism need to be at the fore as educational professionals in myriad learning contexts grapple with the *Brave New World* (Huxley, 1932) of now.

Although my day job is that of educational researcher, this paper is not grounded in empirical research or aggregated case studies. Rather, it finds its genesis in a philosophical *hunch*—a suspicion, based on anecdotal observations with hundreds of preservice and inservice teachers—that as a group (one might say, as a profession), educators need to continue thinking about the hows and whys of posting in a postmodern world. This is not an idea I have fallen upon lightly. I have been thinking and grappling with it for quite some time.

In this article, I have purposely alluded to my own experience in terms of decades, thus positioning—indeed, posting—myself as a midcareer educator. Easy math reveals I am not a

Lace Marie Brogden, PhD, is a member of Alpha Chapter (Saskatchewan, Canada). She currently serves as the Area Representative (Canada) on the 2010-2012 International Administrative Board. Dr. Brogden is an associate professor of language teacher education in the Faculty of Education at the University of Regina and Director of the *Baccalauréat en éducation française* program. She has "two terrific kids who know way more 'stuff' about technology than she does—and that's as it should be." lace.brogden@uregina.ca

member of Gen Y; *to me*, writing this article does reveal me as a member of Gen X. Ulrich (2003) might have agreed. Drawing on the work of Fussell (as cited in Ulrich, 2003), he reiterated "as 'Category X,' those who negotiate the subcultural, mainstream divide with 'insolence, intelligence, irony, and spirit'" (p. 3).

Born at the end of the last century, my son is what Prensky (2001) termed a *digital native*. As for my daughter, born early this millennium and thus far considered a member of the *iGeneration* like her brother, I strongly suspect she may well belong to a generation not yet defined and about which unifying characteristics cannot yet be envisaged. Although the alphabet soup of students in my preservice teacher education courses continues to reflect the end of the alphabet, Xers are becoming less and less common, Ys are busy taking up space, and Zs are knocking at the door of educational change. As teacher, I keep a Wikipedia bookmark on my desktop computer so I can keep in view the shifting definitions that continue to alter:

> A marked difference between Generation Y and Generation Z is that members of the former remember life before the takeoff of mass technology, while the latter have been born completely within it. This generation has also been born completely into an era of postmodernism and globalization. Generation Z are known for curating online at a rapid pace: sharing thoughts and observations on a variety of media, topics and products. (Wikipedia, 2012, para. 3-4)

Although I have invoked notions of generational difference, risk aversion, innovation, self-perception, and change throughout this article, I have done so in a way that I hope leads to multiplicity rather than to fixed identity. This is my to attempt to convey my hunch-and-growing-belief that e-learning and e-posting are not one thing, cannot be managed in a single *best* approach, and will not remain stable. French philosopher Jean Baudrillard (2003/2000) echoes still and again: "The rules of the game are changing, but it is no longer we who set them. That is the destiny of a culture: our own" (p. 52). Therefore, what I do believe—in this fleeting, temporal time and space—is that one constant for educational professionals can be to continue to think—deeply. Whenever, however, and if-ever one engages in this continually changing, mutating, posting world, may efforts to cultivate a professional e-image be thought-full and thought-provoking.

References

Baudrillard, J. (2003). *Passwords*. London, UK: Verso.

Bates, A. W., & Sangrà, A. (2011). *Managing technology in higher education: Strategies for transforming teaching and learning*. San Francisco, CA: Jossey-Bass.

Birch, D., & Burnett, B. (2009). Bringing academics on board: Encouraging institution wide diffusion of e-learning environments. *Australasian Journal of Educational Technology, 25*(1), 117-134.

Huxley, A. (1932). *Brave new world: A novel*. London, UK: Chatto & Windus.

Prensky, M. (2001, October). Digital natives, digital immigrants. *On the Horizon, 9*(5). doi: 10.1108/10748120110424816

Ulrich, J. M. (2003). *Introduction: Generation X: A (sub)cultural genealogy*. In J. M. Ulrich & A. L. Harris (Eds.), *GenXegesis: Essays on "alternative" youth (sub)culture* (pp. 3-37). Madison, WI: University of Wisconsin Press/Popular Press.

Wikipedia (2012, Feb. 19, 02:26). *Generation Z*. Retrieved from: http://en.wikipedia.org/wiki/Generation_Z

The Impact of Generational Styles on The Delta Kappa Gamma Society International

By Carolyn J. Rants

This article is presented to assist Society members in understanding the generational differences of Delta Kappa Gamma members and how these differences affect the recruitment and retention of members today. Society members have different expectations, experiences, culture, and core values because they grew up at different times in history. A survey of Generation X members and listening workshops for Generation X and Millennial members at five regional conferences provided information that enables all generations to work together for the betterment of The Delta Kappa Gamma Society International.

The nearly 100,000 members of The Delta Kappa Gamma Society International (DKG) range in age from 24 to 100+ years (DKG 2008 membership records; personal communication, 2008). Meeting the needs of such a variety of individuals is a Herculean task. One way to view this range of nearly 75 years of experiences is to group individuals according to the generation in which they were born. Researchers (Howe & Strauss, 2003; Underwood, 2007) found that expectations, accomplishments, experiences, culture, and core values of each group are unique. This article is presented to assist Society members in understanding generational differences and in considering ways that generations can work together for the betterment of the Society. For purposes of this article, the generational styles are the Silent Generation, the Boomer Generation, Generation X (Gen X), and the Millennial Generation.

The Silent Generation members (born 1925-1942) grew up in the depression era and came of age during World War II. Women did not combine careers with child rearing, often entering employment only after the children were raised (Howe & Strauss, 2003; Lancaster & Stillman, 2002; Underwood, 2007).

Members of the Boomer generation (born 1943-1960) are currently retiring. Many senior teachers and administrators are members of this group. They grew up in a culture of the Cold War, Vietnam, race issues, sexuality, and AIDS. They were members of the baby boom following World War II. Work was adventurous and heroic. Many women were involved in the feminist movement (Howe & Strauss, 2003; Lancaster & Stillman, 2002; Underwood, 2007).

Currently membership in the Society is composed primarily of members of the Silent and Boomer generations. The Silent Generation members were initiated when the Society was steeped in tradition. However, most Boomers also appreciate the dignity and constancy of traditions. Traditions may need to change in order to effectively recruit and retain Gen

X or Millennial members.

Generation X members (born 1961-1981) grew up in a different culture, a time of conflict and the aftermath of Vietnam. Their childhood was about survival: 40% were raised by divorced or separated parents (Underwood, 2007). They survived by being independent and self-reliant. These students were the first *latchkey kids*. Because traditional values were often lacking in their families of origin, they became more committed to spending time with their children. More Gen X women waited until age 25 to have families as they were no longer willing to sacrifice their families and personal lives for careers (Jayson, 2010). They used technology to stay in touch with families (Howe & Strauss, 2003; Underwood, 2007).

The Millennial Generation incorporates those persons born since 1982. Underwood (2007), author of *The Generational Imperative*, called this group the most adult-supervised young people in American history. This generation experienced very different formative years from those of previous generations. Howe and Strauss (2003) described seven core traits of the Millennial Generation. They are (a) special, (b) sheltered, (c) confident, (d) team oriented, (e) conventional, (f) pressured, and (g) achieving. Millennials are used to being praised, having adults make decisions for them, being confident in their problem-solving ability, combining team work and technology, willingly accepting adult authority, and becoming well educated with definite expectations. Millennials are the ultimate multitaskers and use technology with ease. Millennials are often called the *we generation* because they have been team oriented since childhood and are used to collaborating with others (Butterfield, 2007).

Survey of Gen X Members

What does DKG have to offer these younger educators? I explored this question in 2006 when I surveyed members in the Northwest Region who described themselves as members of Generation X. Because the Society database does not track birth dates of members, I needed another method to gather input from members in the desired age category. As the Northwest Regional Director, I developed an informal survey that was peer reviewed for validity. I then sent this survey (see Appendix), in both an electronic version and by hard copy, to all 16 state-organization and province presidents in the Northwest Region. These state-organization presidents were encouraged to send the survey to chapters in their states or provinces and to have members in the appropriate age category return the survey directly to me.

In total, 252 surveys were returned. Fifty-eight (58) of them were not used because the members who responded were over age 44. Therefore, 194 surveys were tabulated, and simple response percentages were derived for each question. According to the 2006 DKG membership numbers, there were 14,380 members in the Northwest Region, with 1.3% of the members in the region responding to the survey (personal communication, 2006).

Carolyn J. Rants, EdD, served as International President of The Delta Kappa Gamma Society, 2008-2010; as Vice President, 2006-2008; as Northwest Regional Director, 2004-2006; and as Iowa State Organization President, 1995-1997. Recipient of DKG's International Achievement Award in 2011, Dr. Rants retired in 2007 as Vice President for Instruction and Student Services at Western Iowa Tech Community College in Sioux City, IA, after a 50-year career that began as an elementary teacher and included multiple positions at the postsecondary level. Active in many professional and community organizations, Dr. Rants has received multiple awards for leadership and has been recognized in *Who's Who in America* and *Who's Who in American Education*. carolyn@rants.net

The open-ended questions were summarized, and the topics with the most comments are included in the discussion below.

The data in the returned surveys were used to prepare a workshop for presentation at the 2006 International Convention describing Generation X members in the Northwest Region at that time. The data provided the following description of the Gen X members.

- 87% of the members believed that chapter programs are interesting.
- 82% of the members preferred to receive information by e-mail.
- 78% of the respondents were married with children.
- 73% of the members knew that the chapter had a project.
- 73% of the chapters used technology to communicate with members.
- 68 % of the members were asked to join by people they knew.
- 60% of the respondents had been initiated since 2000.
- 60% of the members preferred a week-night meeting time.
- 52% of the members were asked to join by someone they admired.
- 51% of the respondents were elementary teachers.
- 39% of the respondents had served on a chapter committee.
- 36% of the members had visited the Society Web site.
- 24% of the respondents had attended a state meeting.
- 23% of the respondents had been a committee chair.
- 22% of the chapters did not use technology to communicate with members.
- 21% of the members had worked on a chapter project.
- 19% of the members would use childcare for meetings if it were available.
- 16% of the members did not know whether the chapter had a project.

Open-ended items. Participants responded to the following two open-ended items: *List at least three (3) ideas that you have said or heard others say that would assist the Society in being more relevant to Generation X teachers. How could the Society better attract and keep members?*

The most-offered comment focused on the need for relevant programs. Ninety-five (95) members commented on the need to have programs that focused on current topics in education and topics that met the needs of younger, working teachers. Several members wrote that the Society needed more relevant, *hip* programs. One member wrote, "We need to be more up-to-date instead of such a dinosaur." One responder stated, "Do something—not just sit in a meeting and listen to committee reports. Have a picnic, make a craft, do roadside cleanup. Do something together so there is a reason to go to meetings."

Respondents also mentioned the need for interactive activities to enable them to get better acquainted with members of their chapters. One member wrote, "I don't know most members, and they don't really have the opportunity to talk with me. I feel isolated sometimes, like I have nothing in common with them."

Members noted that service projects can be a way to attract and involve younger educators. They especially wanted projects that were visible in the community or that could be done for or with children. As one member wrote, "If we are going to give up our Saturdays with family, make sure it's a worthwhile venture."

Many members wrote about continuing to initiate more members like themselves (those in the Gen X category). One member suggested initiating several younger members at a time so that they would have a group with which they could identify. This would help with the isolation factor.

However, new members were also concerned that they were often made to feel that

they had to take over as chapter officers right away. New members wanted to be involved but not to be overloaded. One member wrote,

> Don't expect new members to fill the chapter-officer positions. The older, retired members say that they have already served those positions and won't do it again. However, they have more time and could offer their experiences to show new members how to do the job.

Two members wrote that they had tried to change and update their chapters but met with so much resistance that they would never do something like that again.

As a group, Gen X members wanted shorter, better-organized, and less-formal meetings. Several respondents suggested that there should be fewer meetings during the year, perhaps bimonthly or quarterly. Using technology to distribute committee reports and minutes would streamline the business meeting as well as keep all members informed.

Many responders wrote that the chapters needed to have flexible meeting times. Saturday was not the best choice of a meeting day for this group of members. They encouraged chapters to think about all members when planning times and dates. Survey responders expressed a need for chapters to be flexible with attendance and to recognize family needs. They suggested that planners check local activity calendars, as meetings are often scheduled at times when teachers are required to assist at school activities.

2009 Regional Conferences

In 2009, as International President, I held a listening workshop for Gen X and Millennial members at each of the five regional conferences. The purpose of the workshop was to hear their vision for the future. Not only did these members attend, but members from the Silent Generation and Boomers attended also, seeking ways to attract younger members. The workshop participants not only talked about changes for their chapters, but also about ways to streamline international meetings.

2010 International Convention

The ideas shared by participants at the listening workshops were incorporated into plans for the 2010 International Convention. Numerous sessions were presented on using technology; a Cyber Café was available for persons to check e-mails and send quick messages. The registration confirmation letter contained information about appropriate attire, including casual dress, for various functions. The invited speakers all addressed issues in education beyond the Society, and they were held to strict time allotments. Business was handled in an expedited manner.

Connecting Generations

Generations often approach topics in different ways. According to Underwood (2007), persons feel differently about topics because they came of age during different times in history. One's generational core values and attitudes influence career choices, consumer decisions, and lifestyles. Generational growing-up experiences affect how persons react today.

Generational influences can be found in the Society. In the past, chapter-officer positions were held by members of the Silent and Boomer generations, and Gen X members just came to meetings. This does not seem to work anymore. Boomers and members of the Silent Generation feel that they have served their time in leadership positions and do not want to do it again. Gen X members feel unprepared for leadership positions because they

have never been asked to do anything before and are often criticized when they try new ideas. Silent Generation and early members of the Boomer generation expect to dress up for Saturday meetings, while Gen X and Millennials want to wear jeans on Saturday and want a short business meeting so they can enjoy a good program or project activity before returning to family activities. Flexible meeting times with segmented time slots for social, business, and program can enable members to attend parts of a meeting if they cannot attend the entire time. Many Gen X and Millennial members prefer after-school meetings with only treats, rather than a Saturday meeting that often involves a meal.

Many of the comments from the listening sessions focused on use of technology. E-mail was the preferred way to send meeting reminders, minutes, and reports to the membership.

Gen X and Millennial members do not always understand the value of Society traditions. A comprehensive orientation prior to initiation would familiarize them with both the traditions of the Society and the benefits of membership today. These generations seek meaning in organizations (Armour, 2005; Butterfield, 2007), and they drop out if they do not find that meaning at the chapter level.

Conclusion

When members of the listening workshops were asked, "What is it that you are looking for in the Society?" they provided the following comments.

- We are looking for professional development and connections with other women.
- We want to be part of a positive group, something larger than ourselves.
- We want to connect professionally, collaborate with others, and have a chance to give back.
- Friends, mentors, history, and tradition are all part of the things that we seek. We just may seek them in a different format.

Successful organizations connect all generations. As Society members, are we listening to the requests from all generations? What can we do in our chapters to meet the needs of Gen X and Millennial educators? Do we use the expertise of our younger generations to present pertinent programs? Do we use technology to communicate? Do we respect the need of Gen X and Millennial members to attend family activities? (Remember: they won't always have children at home.) Are our business meetings short and to the point? Lancaster and Stillman (2002), writing in *When Generations Collide*, concluded that "bridging the generation gaps at work [and I also believe bridging the generation gap in organizations] can provide huge payoffs when it comes to recruiting, retaining, managing, and motivating others.… Remember that no one is right or wrong…we're just different" (p. 335).

Thus, chapter leaders should simply ask members in their respective chapters about any changes that might be needed to recruit and retain Gen X and Millennial members. They are the future of Delta Kappa Gamma and, as the old cliché states, the future is now.

References

Armour, S. (2005, November 7). Generation Y, they've arrived at work with a new attitude. *USA Today*, p. 2B.

Butterfield, B. (2007, May). Preparing for the millennial tsunami. *Associations Now,* p. 11.

Engaging the next generation: How non-profits reach young adults. (2007, September 10). Executive Summary retrieved from http://www.adcouncil.org.

Howe, N., & Strauss, W. (2003). *Millennials go to college*. Washington, DC: The American Association of Collegiate Registrars and Admissions Officers.

Irvine, M. (2011, June 19). Study: More college freshmen feel 'above average.' *Sioux City Journal*, p. B7.

Jayson, S. (2010, November 18). There's some natural tension between generations. *USA Today*, p. 2D.

Lancaster, L., & Stillman, D. (2002). *When generations collide.* New York, NY: HarperCollins.

Lipson, J. (2003, Spring/Summer). Gen X at work: Are we there yet? *AAUW Outlook*, p. 24.

Underwood, C. (2007). *The Generational Imperative: Understanding generational differences in the workplace, marketplace and living room*. North Charleston, SC: BookSurge.

Van Dyk, D. (2008, Summer). Who's holding the handbag? A new generation of American luxury consumers is telling mom what to buy. *TIME Style & Design,* pp. 55-59.

Withers, W. (2006, March 2). At 10,000 feet: Enrollment shifts and change facing Iowa's community colleges. Speech presented in Sioux City, IA.

Appendix

March 2006

Dear Delta Kappa Gamma Member:

I am preparing a program for presentation at the International Convention in San Diego about how The Delta Kappa Gamma Society International can best meet the needs in **recruiting and retaining Generation X women (ages 25-44) as members.** Please answer the following questions. Be candid with your answers. Also feel free to respond as to how you think other Gen X teachers would respond.
The answers will be summarized and used as responses from women teachers from the Northwest Region. No names will be shared. The goal is to highlight changes that need to occur in the Society if we are to meet the challenge of increasing membership of young members.
You can return this survey by e-mail to cjrants@willinet.net or by snail mail to Carolyn Rants, 2904 South Cedar #4, Sioux City, Iowa 51106
Thank you for your participation.
Carolyn Rants
Northwest Regional Director

Survey of Generation X Members in Delta Kappa Gamma
Demographic Information

Age: _____ 25-29 _____ 30-34 _____ 35-39 _____ 40-44

Educator Position:

_____ teacher—elementary
_____ teacher—middle school
_____ teacher—high school
_____ teacher—post-secondary
_____ administrator
_____ not actively teaching now
_____ other

Marital Status:

_____ single
_____ married with children
_____ married with no children
_____ divorced/widowed with children
_____ divorced/widowed with no children

Date Initiated into Delta Kappa Gamma

_____ Year

I have served in the following leadership positions.

_____ chapter committee member
_____ chapter committee chair
_____ state committee member
_____ state committee chair

_____ chapter officer _____ state officer

I have attended the following meetings.

_____ state meeting

_____ regional conference

_____ international convention

Chapter Programs

Programs in my chapter are_____ (check as many as apply)

_____ *boring* _____ *involve me in an activity*

_____ interesting _____ too long

_____ valuable _____ too short

Chapter Projects

_____ My chapter has a project.

_____ My chapter does not have a project.

_____ I do not know whether my chapter has a project.

_____ I have worked on the chapter project.

_____ I would like to work on a project.

Communication

Does your chapter use technology to communicate with you? _____ YES _____ NO

How would you prefer to receive information about chapter activities and events?

_____ telephone _____ newsletter _____ e-mail

Have you visited the Society website? _____ YES _____ NO

Meetings

Best time for a chapter meeting would be

_____ after school _____ a week night

_____ Saturday morning _____ Saturday noon luncheon

_____ Other Specify _____

Does your chapter provide childcare for members to attend a meeting? __ YES __ NO

Would you find it easier to attend meetings if childcare was provided? ___YES ___NO

Why did you join Delta Kappa Gamma?

_____ I was asked by someone I knew.

_____ I was asked by someone I admired.

_____ Purposes of the Society were important to me.

_____ Other _____

Your Ideas

List at least 3 ideas that you have said or heard others say that would assist the Society in being more relevant to Generation X teachers.

_____

_____

_____

How could the Society better attract and keep members?

_____

_____

_____

Essential Leadership Elements in Implementing Common Core State Standards

By Linda H. Eilers and Martha D'Amico

Six essential elements enable school leaders to approach and implement any change such as the Common Core State Standards Initiative in K-12 schools in the United States. Leadership requires a clear purpose, priorities, alignment, professional discourse, risk taking, and feedback. The authors describe each element and implications for effective school leaders.

School leaders are those who guide the teaching and learning in institutions charged with educating today's youth. These leaders include but are not limited to principals, instructional facilitators, coaches, and lead teachers. As school personnel whose role is to affect student learning, school leaders in the United States have the responsibility of guiding the implementation of curricular changes such as the Common Core State Standards Initiative (CCSSI). The CCSSI is a state-led effort orchestrated by the National Governors Council and the Council of Chief State School Officers to provide clear-cut goals for what students in U.S. schools serving kindergarten through Grade 12 should know, understand, and be able to do to be successful in college and the workplace.

The CCSSI is based on achievement data of U.S. students and input from critical stakeholders. These stakeholders include scholars, teachers, school leaders, professional organizations, and parents, who developed a set of Common Core Standards that provide learning outcomes for all students in all schools across the United States. The Standards are a roadmap for schools, teachers, and parents. However, unlike some past initiatives that dictated curriculum, assessment instruments, and pacing of instruction, these Standards do not dictate how teachers must teach. The development and implementation of curriculum to meet these goals is left to individual states, districts, schools, and specifically the school leaders (Council of Chief State School Officers and National Governors Association, 2011).

School leaders have the responsibility of deciding how best to meet these Standards by moving faculty and staff to uncharted territory. Because of the immediacy and requirements from state departments of education, many may find themselves dictating instructional changes that have not been carefully thought out in an effort to implement these Standards. Without guidance from a skilled leader, teachers and students are likely to experience frustration and failure. To avoid such a scenario, we challenge school leaders to consider the following elements as they embark on this new initiative. These six essential elements are selected from those identified by experts on school leadership and the ones we believe are the most critical to successful implementation of the CCSSI (Benjamin,

2011; Brown, 2004; Center for the Future of Teaching and Learning, 2010; Engels, Hotton, Devos, Bouckenooghe, & Aelterman, 2008; Friedman, 2004; Fullan & Knight, 2011; Mendez-Morse, 1992; Printy, 2010; Seashore Louis & Wahlstrom, 2011; Thessin & Starr, 2011; Wise & Jacobo, 2010). These elements are (a) establishing a purpose, (b) setting priorities, (c) aligning personnel with curricular needs, (d) practicing professional discourse, (e) encouraging risk taking, (f) and providing feedback.

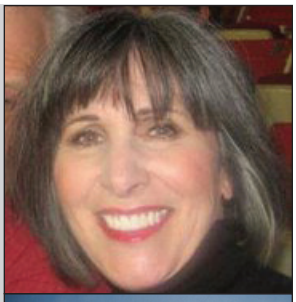
Establish a Purpose

The first essential element of effective school leadership is to set a purpose. Brown (2004), Engels et al. (2008), Friedman (2004), Mendez-Morse (1992), and Printy (2010) argued that a shared purpose and vision, a goal-oriented mission, and a focused course of action are critical to teaching and learning. School leaders must develop an informed, shared vision for how their schools will operate to implement the Standards fully. They must immerse themselves in the tenets and spirit of the initiative to promote (a) deeper coverage of less content; (b) thoughtful balance of text type and genre; (c) connection of mathematical practices to content; (d) integration of history, social studies, and science into language arts; (e) college- and career-readiness anchor standards for each of the language arts; and (f) a heavy emphasis on all types of technology embedded into all curricular areas (Council of Chief State School Officers and National Governors Association, 2011). This purpose includes complete familiarization with and critical analysis of the resources available to school personnel to implement the Standards. The purpose must be clearly established with input from faculty and staff from the initial stages to ensure success.

Align Faculty and Staff

Once the purpose is set, the second essential element is to align faculty and staff. Fullan and Knight (2011), Mendez-Morse (1992), Printy (2010), Thessin and Starr (2011), and Wise and Jacobo (2010) asserted that school leaders should identify, value, and use the professional strengths of each individual as they seek input and bring the individual into line with the overall vision. School leaders are encouraged to begin by determining the knowledge and skills of all personnel to orchestrate shifts in content and pedagogy. They also have the responsibility of defining areas of strength and opportunity within individuals to bridge existing practices to those assuring the college and career readiness of all students. After making such determinations, the school leaders must provide the appropriate support and feedback to each person or group by scaffolding learning shifts one step at a time. This can be accomplished by (a) reorganizing teams to maximize strengths, (b) providing intensive professional development to build on opportunities, and (c) identifying key faculty members to provide collegial support to team members who are hesitant. These decisions

Linda Eilers, PhD, is Associate Professor of Childhood Education at the University of Arkansas in Fayetteville. She is president of the Arkansas Reading Association and a member of Iota Chapter of Kappa State (AR), where she serves on the scholarship committee and is past-president of Alpha Mu Chapter. leilers@uark.edu



Martha D'Amico, PhD, is the principal of Madison Crossing Elementary in Madison, Mississippi, where she has served since its inception in 2006. She was principal of East Flora Elementary in Flora, MS for 5 years. Prior to joining Madison County Schools, she was an assistant professor at Mississippi College in the Teacher Education Department. mdamico@madison-schools.com

require school leaders to exercise careful consideration and integrity.

Determine Priorities

Establishing a clear vision and getting everyone on board require setting priorities. The third essential leadership element is prioritizing steps in the implementation process. The Center for the Future of Teaching and Learning (2011), Mendez-Morse (1992), and Printy (2010) all claimed that good leaders proactively guide change through setting agendas to chart the course. School leaders have the responsibility of building a climate and structure for change by determining the importance and sequence of the stages involved in any change (Mendez-Morse, 1992). Each stage must be translated into manageable tasks that are achievable and measureable to accomplish the intended purpose. Effective leaders create a prioritized and proactive structure to reduce anxiety and frustration while ensuring success. Implementation of the new Common Core Standards requires leaders to quickly identify appropriate priorities based on staff, curricular, and student needs and to respond accordingly to shifts in the organization as they arise.

Facilitate Professional Discourse

Once a shared vision is established, personnel are aligned for efficiency, and priorities have been set in the actual implementation process, the fourth essential element requires that school leaders build professional communities. Benjamin (2011), Brown (2004), the Center for the Future of Teaching and Learning (2010), and Thessin and Starr (2011) pointed out that school personnel do not automatically know how to work together to live up to their potential. Research by Seashore Louis and Wahlstrom (2011) found that "principals are the critical link in stimulating the conversations that led [sic] to classroom practices that are associated with improved student learning" (p. 54).

School leaders must promote professional discourse among faculty and staff to reach the Standards set by the CCSSI. Guiding personnel through productive professional conversations requires school leaders to study and discuss all aspects of the initiative with faculty, ask questions to promote critical thinking, and lead everyone to seek answers together. This facilitates the creation of a plan of action for each grade level and subject area, and it also means that school leaders must attend learning sessions with faculty and facilitate study sessions on the school campus as each aspect of the CCSSI implementation is examined. Each grade level and subject area must be included and addressed to bring about clarity. The Center for the Future of Teaching and Learning (2011) recommended that leaders arrange schedules to allow for common planning time, opportunities for peer observation, and focused vertical alignment through cross-grade meetings. Thessin and Starr (2011) argued, "Simply putting well-meaning individuals together and expecting them to collaborate is not enough" (p. 50).

Encourage Risk Taking

The fifth essential element of effective leadership is the ability to create an environment in which school personnel are empowered to take the risks involved in making strides necessary to tackle and implement change. Brown (2004), The Center for the Future of Teaching and Learning (2011), Engels et al. (2008), Friedman (2004), and Seashore Louis and Wahlstrom (2011) conjectured that building trust is the catalyst to risk taking that allows change to happen. Changes in education involving teacher practices, student achievement, and parental support are best accomplished when everyone involved has

established a common knowledge base and a system of beliefs that view risk as a positive venture.

In order to establish this common ground regarding CCSSI and ultimately a strong trust among the faculty and staff, school leaders must encourage collaboration by observing and engaging in dialogue about the positive side of taking risk with the idea of making gains rather than the potential for tension or loss. Effective leaders pay close attention to learning along with the faculty to support and encourage experimentation appropriately. This helps teachers feel safe to take risks, thus building confidence and trust in the implementation of CCSSI. Guarantees of professional support and safety to try new things enable school personnel to modify content and instructional practices required to make each student college and career ready. Because the Standards do not dictate how goals should be reached, risk taking with support must be embedded in all other essential elements to bring about change.

Provide Specific Feedback

The final essential element of strong leadership is continuous support through corrective and specific feedback. The Center for the Future of Teaching Learning (2011), Friedman (2004), Fullan and Knight (2011), Mendez-Morse (1992), and Thessin and Starr (2011) noted that moving toward change requires a differentiated, supportive working environment with clear expectations. Similar to risk taking, feedback in the form of communicating what is working and assisting necessary changes to what is not working without fear of reprisal generates positive change.

Feedback is the basis for modification and maintaining motivation while valuing each facet of the implementation of any change. Frequent and focused feedback with faculty is critical to the positive flow of ideas and exchanges within the school environment. Outcomes required by CCSSI are best achieved through two-way discussion with specific input from the leader that results in shared plans about how to improve instructional decision making. School leaders from principals to instructional facilitators must continually lead teachers to look closely at curricular changes, question each practice, and make adjustments as needed. This process is a way to determine if the overarching purpose is being met and to refine instruction constantly to further enhance student achievement. Effective leaders encourage teachers to share their journey with other professionals, building confidence and security in the process of implementing any change such as the CCSSI. Printy (2010) suggested that school leaders who "encourage instructional improvement draw together to engage in joint work to improve teaching and learning" (p. 115).

Conclusion

The CCSSI sets standards for learning to ensure that all students in U.S. schools are ready for college and the workplace. Although implementing any mandate requiring change is a challenge, the CCSSI poses the additional challenge of not providing a blueprint for leaders. Rather, the school leaders are required to chart and modify the course as needed, identify the vessels for the journey, and keep everyone on board throughout the voyage.

We have identified six essential elements as the framework for successful leadership of an implementation of the CCSSI. These elements are the framework for actions that will enable school leaders to transform schools into learning communities where students are prepared for success in college and chosen careers. Only skilled and principled leaders will facilitate the necessary changes in school personnel and climate required to establish more

rigorous and robust schools. School leaders who embrace these elements will be better equipped to move their colleagues from current beliefs and practices to new and uncharted territory.

References

Benjamin, S. (2011). Simple leadership techniques: Rubrics, checklists and structured collaboration. *Kappan, 92*(8), 25-30.

Brown, R. (2004). *School culture and organization: Lessons from research and experience* (A background paper for the Denver Commission on Secondary School Reform). [Data file]. Retrieved from http://www.dpsk12.org/pdf/culture_organization.pdf

The Center for the Future of Teaching and Learning. (2011). *School leadership: A key to teaching quality* (A policy brief on the role of principals in strengthening instruction). [Data file]. Retrieved from http://www.cftl.org/documents/2011/StrengtheningScience_full.pdf

Council of Chief State School Officers and National Governors Association. (2011). *Common core state standards initiative: Preparing America's students for college and career* [Data file]. Retrieved from http://www.corestandards.org

Engels, N., Hotton, G., Devos, G., Bouckenooghe, D., & Aelterman, A. (2008). Principals in schools with a positive school culture. *Educational Studies 34*(3), 159-174. doi: 10.1080/03055690701811263.

Friedman, A. (2004). Beyond mediocrity: Transformational leadership within a transactional framework. *International Journal of Leadership in Education 7*(3), 203-224. doi: 10.1080/1360312042000213877

Fullan, M., & Knight, J. (2011). Coaches as system leaders. *Educational Leadership 69*(2), 50-53.

Mendez-Morse, S. (1992). *Leadership characteristics that facilitate school change: Characteristics of leaders of change*. Retrieved from http://www.sedl.org/change/leadership/character.html

Printy, S. (2010). Principals' influence on instructional quality: Insights from U.S. schools. *School Leadership and Management, 30*(2), 111-126. doi: 10.1080/ 13632431003688005

Seashore Louis, K., & Wahlstrom, K. (2011). Principals as cultural leaders. *Kappan 92*(5), 52-56.

Thessin, R., & Starr, J. (2011). Supporting the growth of effective professional learning communities. *Kappan 92*(6), 48-54.

Wise, D., & Jacobo, A. (2010). Towards a framework for leadership coaching. *School Leadership and Management 30*(2), 159-169. doi: 10.1080/136324310033663206

The Subtlety of Bullying

By Dianne H. Thomas

Bullying is an ongoing and serious issue that takes place in all types of schools—rural, urban, suburban, affluent, and economically challenged. The bully may be socially marginalized, popular, or one of the average students in the classroom. Victims are not always easily identified, nor is evidence of bullying easily seen. In this article, a veteran teacher discusses the subtlety of bullying as viewed from her own teaching experiences. The detrimental results of bullying are discussed based on information gleaned from a review of literature chosen from the voluminous pieces on this important topic. The author discusses results of a survey she developed and draws conclusions on ways that teachers can address bullying.

Previous Experiences with Bullying

Several years ago, while teaching fourth grade, I asked my students to write bio-poems. This assignment was a means of getting to know and understand these students, many of whom I had taught previously in first grade. Using given verbs, students wrote nouns to complete the thought in a way that would describe who they were. The poem set followed this style: *Loves* _____, *Hates* _____, *Fears* _____ and included several other verbs as well. To my surprise and dismay, Sam (pseudonyms are used) filled in the *fears* line as follows: *Fears Jamie*. Not only was Jamie a fellow student in the classroom, but he also sat in the desk next to Sam. Furthermore, Jamie was one of those students whom I considered to be a well-rounded, friend-to-all kind of guy. I loved teaching him in first grade and was thrilled to have him in my class again. Never would I have thought of him as a bully who terrorized another student, and never would I have thought of myself as being unaware that something so detrimental to one of my students could be happening in my classroom. I was not a new teacher, as I had been in the field for more than 15 years, loved teaching, and was sure I had complete *with-itness*. This was the point in time that I realized that bullying can be hidden from caring teachers who are truly seeking to do what is best for their students. The situation also caused me to become aware of the need to understand bullying. Goodwin (2011) noted in his piece *Bullying is Common—and Subtle* that "teachers and administrators see only about four percent of bullying incidents" (p. 82). This statistic is frightening and should cause educators to question what they can do about bullying.

Review of Literature

First, teachers must understand bullying, its definition, those who bully, and those who often become the target. Bullying can be defined as behavior toward another individual that is hostile, belligerent, or offensive and that has not been caused by nor is deserved by that individual. Bullying may be a physical occurrence, but it is often psychological in nature (Goodwin, 2011). In today's technological world, bullying often takes place in the

cyber world (Walsh, 2011).

The person who is bullied is often unable to defend against the bully. The bullied person typically is viewed as different in some way: smaller; having fewer friends; perceived as weak physically, socially, or cognitively; or known as a member of a marginalized group. In many cases, students with special needs become targets of bullies because of those needs. Because these students often have deficits in social skills, verbal skills, or impulse control, they are targeted (Good, McIntosh, & Gietz, 2011).

Researchers have indicated that the bullies typically are neither the most popular students nor the social outcasts of the student body. Shah (2011) reviewed one study completed in middle and high schools in North Carolina that indicated the students who fell into the middle of the social rank were more likely to be the bullies. Students who fell into this category viewed aggression as a means to becoming more popular. Once such students became part of the group of popular students, they seemed no longer to feel a need to prove themselves (Faris & Felmlee, 2011). Obviously, some students who are popular and some who are social outcasts will be bullies. Rodkin (2011) similarly noted that bullies are sometimes socially marginalized themselves, and others are socially connected.

Unfortunately, the national news sometimes includes details of suicides by students who have been bullied to the point that taking their own life seemed better than living it. For example, Hollandsworth (2011) told the heart-wrenching stories of Hunter Layland, Montana Lance, Jon Carmichael, and Asher Brown, who committed suicide in 2009-2010 "after years of taunting and bullying by school classmates" (p. 74). The youngest of these boys was 9 years old, and the other three were teenagers. Goodwin (2011) told the story of Carl Walker-Hoover, who committed suicide in 2009 because of bullying at school. Before beginning sixth grade, Carl was a model student and Boy Scout who savored life. During that school year, Carl was bullied to such an extent that he hanged himself. Such suicides are sometimes labeled *bullycide* (Hollandsworth, 2011). To say that bullying can lead to devastating ends is an understatement.

Although the worst-case scenarios were discussed above, bullying can lead to other serious consequences. For many students, the psychological effects of bullying can last many years and throughout a lifetime. For example, in an article addressing stereotypes about bullies, Shah (2011) discussed the case of Faris, mentioned earlier for his study in North Carolina (Faris & Felmlee, 2011), who indicated that he completed his study in part because he had been a "victim of aggression" (Shah, 2011, p. 9) in fourth grade but never knew why he was targeted. Furthermore, researchers such as Juvonen, Wang, and Espinoza (2010) have suggested that children who are bullied often have school achievement levels that are lower than peers who are not bullied, largely because the trauma of being bullied can affect a student's ability to concentrate and perform to his or her highest level. Such students' grade-point averages are often lower as well (Juvonen et al., 2010). Thus, according to Juvonen et al. (2010), "peer victimization cannot be ignored when trying to improve educational outcomes" (p.152).

Dianne H. Thomas, EdD, taught for 19 years in the elementary classroom. Currently, she is an assistant professor in the College of Education at Delta State University. She has been a member of Iota Chapter in Mississippi since 1996. Dianne has served as first and second vice president and president of her chapter and was chosen Woman of Distinction in 2002. dthomas@deltastate.edu

The statistics on bullying are astounding. A 2002 survey of 512 students in America reported that 53% of the students knew someone who was a bully, and 61% stated that they observed someone being bullied during a school day (Good et al.,

2011). Recently the World Health Organization identified Canada and the United States as "12th and 15th, respectively, out of 35 countries in terms of reported prevalence of bullying behavior" (Good et al., 2011, p. 48). In 2007, almost one out of three students between the ages of 12-18 said they had been bullied (U.S. Department of Justice). Reports from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) indicated that 77% of students said they had been bullied mentally, verbally, or physically. Further, these reports revealed that one out of five children in Grades 6-10 stated they had either been bullied or had bullied others. In 2007, nearly 3 million high school students were physically bullied by being shoved, pushed, tripped, or spat on (NICHD, 2007). In that same year, approximately 900,000 high school pupils stated they had been bullied through cyberbullying (NICHD, 2007). Students reported victimization at school and also avoidance of certain places at school to avoid victimization (Robers, Zhang, Truman, & Snyder, 2010).

Although the victim needs and should have support from school staff, the bully also needs help. Sparks (2011) reported that researchers found "the more often a child was tagged as an aggressor, the more frequent his or her visits to the nurse's office" (p. 5). This phenomenon suggested that "repeated episodes of bullying can be stressful for both sides, leading over time to chronic stress and a weakened immune system" (Sparks, p. 5). The ultimate goal of school personnel is to assure that all students, both victims and bullies, receive the education necessary to become productive citizens of our nation. They should be given the skills and information needed to be contributing members of society (Edwards, 2011). Edwards (2011) also noted that, "Bullies perceive their worlds in very self-centered ways, and we need to offer them ways to see the world from others' perspectives" (p. 12).

Current Research on Bullying

After reading research on bullying and reflecting on the statistics, one may easily become concerned about any bullying that might be happening within an educator's own school or district. A thoughtful educator should also be concerned about any lasting effects on students from bullying that occurred in their previous school experiences. Considering this, I thought that a survey of the undergraduate students in the small college where I now teach would be meaningful because students could reflect upon and discuss bullying that occurred at any point during their educational careers. With the help of our Institutional Research Department, a survey was compiled and e-mailed to the student body. Students were free to choose to complete the survey or not to complete the survey. Responses were confidential and anonymous, and the introductory e-mail to students included contact information for the student-counseling services for those who wanted help with prior or current bullying events. Although overall response was low, with 5% (N = 94) of currently enrolled students responding, the information learned was valuable. The Appendix includes complete survey information.

Respondents were asked if they had been bullied and at what grade level(s) bullying had occurred. Of those responding, 53% (N = 50) indicated that they had been bullied. Of those, the highest rate of bullying (68%) took place in middle school, followed with 52% in elementary school, 34% in high school, and 18% in college. As far as the type(s) of bullying experienced, 52% of the 50 reporting bullying suffered physical abuse (or the threat of physical abuse), 75% suffered psychological abuse, 20% suffered sexual abuse, 10% suffered cyberbullying, and 6% listed *other* abuse. Those students who chose *other* were asked to explain their responses. Comments included abuse by teachers and administrators, teasing,

and emotional abuse.

Respondents were also asked what, if anything, caused the bullying to stop. Of the 50 who had been bullied, 46% indicated they stood up for themselves and the bullying stopped, while 36% ignored the bullying and it stopped. Twenty-eight percent of the participants indicated they told a trusted adult and the bullying stopped, while 22% indicated that the bullying did not stop.

The 50 respondents who had been bullied reported having negative emotions as a result of the experience. Allowed to choose all emotions that applied to them, 44% of respondents were *afraid*, 74% felt *low self-esteem*, and 52% felt *low self-worth*. Of this same group, 24% had thoughts of suicide and 12% had *other* thoughts. Anger was a common emotion, and one participant indicated "thoughts of homicide."

Survey participants were also asked if they had ever been a bully. Only 9% (N = 8) responded affirmatively. When asked the grade level(s) in which they had been a bully, the responses were elementary school (25%), middle school (25%), high school (50%), and college (12%). Types of bullying that the eight respondents used included physical (50%), psychological (50%), and *other* (1% and explained as *verbal*). Reasons chosen for bullying included (a) not liking the other person (50%); (b) proving power over the other person (12%); (c) looking *good* in the eyes of peers (25%); (d) did not know why (12%); and (e) *other* (12%). Interestingly, the person who chose *other* explained the reason as "bad home life." Of those who bullied, 75% indicated that they did know the feelings of the other person but chose to bully anyway. See the Appendix for complete survey information.

Conclusion

Although the types of bullying vary, the certainty of the situation is that students who are bullied often need help from caring adults to end the bullying. Those who bully also need help to become positive, upstanding citizens. Because bullying can be subtle, many times school personnel do not know it is occurring. With that thought in mind, as educators, we must ask ourselves what we can do to prevent bullying and how we can help both the bullied and the bully.

One important concept is for educators to help both groups to integrate more fully into the school society (Rodkin, 2011). School personnel must build a positive climate of community within the school. Teachers must also ask students (or have them complete anonymous surveys) about bullying, as well as ask about their relationships with peers. Teaching tolerance, self-respect, and respect of others is crucial, as is building democratic classrooms ("What Teachers Can Do," 2011).

As noted in the survey, some students felt bullied by teachers and administrators. Beaudoin (2011) noted that in schools where staff members are "burned out, unhappy, stressed, and resentful . . . [they are] often [led] to be impatient with and disrespectful of their students in spite of their good intentions" (p. 40). Modeling of appropriate social behavior by adults is critical to helping students to act in appropriate ways.

Teachers must teach bullied students strategies to protect themselves, including seeking help from adults and peers. It is very important that teachers take bullying seriously and address concerns students bring to them. Consequences put into place for bullying should be consistent and smaller, because large consequences tend to cause more resentment and often stronger retaliation. Peers can be taught methods for helping those bullied (Davis & Nixon, 2011).

Curtailing bullying requires that teachers use meaningful preventative strategies and

that school personnel set up a school-wide prevention program. Both students and staff should have input when formulating rules and procedures against bullying, as students are more likely to abide by rules they are instrumental in developing. It is essential for teachers and the school community to track all bullying events. Tracking will make teachers aware of habitual offenders and the need for a more in-depth response to these offenders. Further, school personnel should put into place a process for dealing with serious offenses that both protects the victim and provides help for the perpetrator (Davis & Nixon, 2011). Because "bullying is also a problem of values" ("What Teachers Can Do," 2011, p. 13), having a well-developed character education program in the school is also imperative to diminishing bullying. Using an antibullying curriculum that is appropriate for the school and students is critical.

Buzz words and catch phrases come and go in education. In the 80s a prevalent catch phrase was *to meet the needs of the whole child*. One preventative to bullying is to teach holistically, working to meet all of the needs of students—cognitive, social, emotional, and physical. Bullying occurs in all types of school settings and the effects can be devastating. Educators are called upon to uphold the safety of all students both physically and psychologically.

References

Beaudoin, M. (2011). Respect—Where do we start? *Educational Leadership*, *69*(1), 40-44.

Davis, S., & Nixon, C. (2011). What students say about bullying. *Educational Leadership, 69*(1), 18-23.

Edwards, P. A. (2011). Creating caring classrooms. *Reading Today, 28(4),* 12.

Faris, R., & Felmlee, D. (2011). Status struggles: Network centrality and gender segregation in same- and cross-gender aggression. *American Sociological Review, 76(1),* 48-73. doi:10.1177/0003122410396196

Good, C. P., McIntosh, K., & Gietz, C. (2011). Integrating bullying prevention into schoolwide positive behavior support. *Teaching Exceptional Children, 44*(1), 48-56.

Goodwin, B. (2011). Bullying is common—and subtle. *Educational Leadership, 69*(1), 82-84.

Hollandsworth, S. (2011). Playground rules. *Texas Monthly, 39* (6), 74-81.

National Institute of Child Health and Human Development. (2007). *Statistics report*. Retrieved from: http://www.nichd.nih.gov /news/resources/spotlight /092110-taking-stand-against-bullying.cfm

Robers, S., Zhang, J., Truman, J., & Snyder, T. D. (2010). *Indicators of school crime and safety: 2010.* Washington, DC: U.S. Department of Education and U.S. Department of Justice, Office of Justice Programs. Retrieved from http://nces.ed.gov

Rodkin, P. C. (2011). Bullying—and the power of peers. *Educational Leadership, 69*(1), 10-16.

Shah, N. (2011). Study punctures stereotypes about social status of bullies. *Education Week, 30*(21), 9.

U.S. Department of Justice. (2007). School crime supplement to the national crime victimization survey, 2007. Washington, DC: Bureau of Justice Statistics.

What teachers can do. (2011). *Educational Leadership, 6* (1), 13.

Appendix

Information Survey: Bullying

Yes	94	98%
No	2	2%
Total	96	100%
Yes	50	53%
No	44	47%
Total	94	100%
Elementary School (grades K-5)	26	53%
Middle School/Junior High (grades 6-8)	34	68%
High School (grades 9-12)	17	34%
College	9	18%
Physical (actual or threats of physical abuse)	26	52%
Psychological	37	74%
Sexual	10	20%
Cyberbullying	5	10%
Other: Please explain	3	6%
• Teachers and administrators • Teasing • Emotional		
Told a trusted adult (parent, teacher, principal, school personnel and the bullying stopped	15	30%
Ignored it and it stopped	18	36%
Stood up for myself and it stopped	23	46%
Bullying did not stop	11	22%
Other: Please specify:	8	16%
• Eventually kicked out of school for defending myself • Bulling has decreased but still occurs indirectly • We had a fist fight at school and I won the fight. He stopped bullying me after that. • Just dealt with it • Person moved away • Told and adult and they did nothing • Was afraid to tell. My family moved but not because of the bullying. • Forgave and moved on		
Fear	22	44%
Low self-esteem	37	74%
Low self-worth	26	52%

Thoughts of suicide	12	24%
Other: Please specify:	6	12%
• Anger towards the people. Never had bad thoughts against myself • Thoughts of homicide • Anger, but after the fight I felt bad about busting the area around his eye open. • Retaliation . . . beating the guy with an aluminum bat. • Anger • It didn't bother me, I never felt really threatened by it.		
Yes	8	9%
No	86	91%
Total	94	100%
Elementary School (grades K-5)	2	25%
Middle School/Junior High (grades 6-8)	2	25%
High School (grades 9-12)	4	50%
College	1	12%
Physical (actual or threats of physical abuse)	4	50%
Psychological	4	50%
Sexual	0	0%
Cyberbullying	0	0%
Other: Please explain	1	12%
• Verbal		
I didn't like the other person	4	50%
I wanted to prove that I had power over someone else	1	12%
I wanted to look 'good' in the eyes of peers	2	25%
I don't know why I bullied	1	12%
Other, please explain	1	12%
• Bad home life		
Yes	6	75%
No	2	25%
Total	8	100%

Note. *N = 50 (students who indicated they had been bullied). **N = 8 (students who indicated they had been bullies).

Bulletin Submission Guidelines

Submissions from members will be accepted for review provided that:

- The submission is not being considered concurrently in whole or substantial part by another publisher.
- The *Bulletin* has exclusive option of possible publication for a period of 6 months following receipt of the submission.
- The author assumes responsibility for publication clearance in the event the submission was presented at a professional meeting or is the direct product of a project financed by a funding agency.
- Authors are responsible for accurately citing all quoted and bibliographic materials and for obtaining permission from the original source for quotations in excess of 150 words or for tables or figures reproduced from published works.
- Co-authors are permitted. At least one author must be a Delta Kappa Gamma member.

Manuscript Preparation

- Although there is a suggested theme for each issue, manuscripts on all topics are welcome.
- Manuscripts should be focused, well organized, effectively developed, concise, and appropriate for *Bulletin* readers. The style should be direct, clear, readable, and free from gender, political, patriotic, or religious bias. Topic headings should be inserted where appropriate.
- Please see Submission Grid on the following page for specific requirements of the types of manuscripts appropriate for publication.
- Use *Publication Manual of the American Psychological Association*, current edition, for manuscript preparation. Visit the APA Style Web site at www.apastyle.org.
- Double space the entire manuscript, including quotations, references, and tables. Print should be clear, dark, and legible. Pages must be numbered.
- References should refer only to materials cited within the text. Nonretrievable material, such as papers, reports of limited circulation, unpublished works, and personal communications, should be restricted to works absolutely essential to the manuscript.
- Abbreviations should be explained at their first appearance in the text. Educational jargon (e.g., preservice, K–10, etc.) should be defined as it occurs in the text.
- Place tables and figures on separate pages at the end of the manuscript. Use Arabic numerals and indicate approximate placement in the text.
- Photos, graphics, charts, etc. that may enhance the presentation of the manuscript may be included. Contact the editorial staff (bulletin@dkg.org) for information regarding the use of photos.

Submission

- **One submission per author per issue.**
- Submit electronically your manuscript, definitive abstract, and biographical information to bulletin@dkg.org. Submit documents in Microsoft Word format; do not submit PDF files. Biographical information must include author(s) name(s), occupational position(s), Society and professional affiliations (list offices held), address(es), phone number(s) and e-mail address(es).
- Also submit electronically a recent color photograph of the author(s). Electronic/digital photo files must be saved in JPG or TIFF format and must be a minimum of 1.5"x1.5" with a **300 dpi** resolution. Electronic submissions should be e-mailed to bulletin@dkg.org.
- All submissions will be acknowledged and assigned a review number within 2 weeks. Contact the editor at bulletin@dkg.org if you do not receive timely acknowledgement of your submission.

Poems and Graphic Arts

Submit a single copy with your name, address, and chapter affiliation on it. A photograph is not required.

Publication of Submissions

- Authors of published articles will receive five complimentary copies of the *Bulletin* in which the article appears; authors of published poems and graphic arts will receive two complimentary copies.
- The Delta Kappa Gamma Society International and the editorial staff assume no responsibility for statements made or opinions expressed by contributors in *The Delta Kappa Gamma Bulletin*.
- All published materials are copyrighted by The Delta Kappa Gamma Society International and may not be reproduced in whole or in part without written permission.
- The editorial staff reserves the right to make changes of a nonsubstantive nature.

For evaluation rubric, please go to the *Bulletin* page in the library at **www.dkg.org**.

Bulletin Submission Grid

Submission Type and Description	Word Length	Abstract or Introduction	Documentation
Action Research: Organized, systematic, and reflective observation of classroom practice that also addresses areas of concern.	1,500-4,000	Abstract	Required
Qualitative Research: Focuses on how individuals and groups view and understand the world and construct meanings from their experiences; essentially narrative-oriented and employs nonstatistical approaches.	1,500-4,000	Abstract	Required
Quantitative Research: Involves the measurement of quantity or amount in order to test a hypothesis or a theory; gathers and analyzes measurable data in order to support or refute a hypothesis or theory. Numbers and statistics are central to quantitative research.	1,500-4,000	Abstract	Required
Annotated Bibliography: An alphabetical listing of sources that provides an account of research that has been done on a given topic; includes a concise summary of each source as well as some assessment of its value.	1,500-3,000	Introduction	Required
Position Paper: Defines an issue; asserts clear and unequivocal position on that issue and argues directly in its favor.	1,000-1,500	Abstract	Required
Program Description: Provides an overview and details of a single program in an educational setting. Goals, resources, and outcomes are included. No marketing or promotion of a program is allowed.	1,000-1,500	Abstract	Encouraged
Book Review: Combines summary and personal critique of a book on an educational topic or with educational relevance.	400-700	Introduction	Required
Graphic Arts: Original drawings, sketches, etchings, woodcuts, photographs, cartoons	NA	NA	Not required
Letter to the Editor: Responds to materials previously published in the *Bulletin*; must include author's name and chapter/state of membership.	200-300	NA	Not required
Poetry: Original expression in any brief poetic format.	NA	NA	Not required

DKG
International Society for Key Women Educators
P.O. BOX 1589
AUSTIN, TEXAS 78767-1589

PERIODICALS
POSTAGE AND FEES PAID
AUSTIN, TEXAS