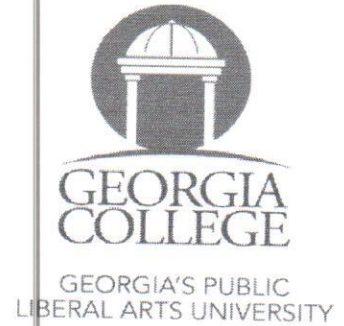


# Faculty Excellence Award Application Form



Name:   Dr. Betta Vice

Rank:    Assistant Professor

Department:   Teacher Education

Award applying for:  
(Check one)

<input checked="" type="checkbox"/>	Excellence in Teaching Award*
<input type="checkbox"/>	Excellence in Scholarship & Creative Endeavors Award*
<input type="checkbox"/>	Excellence in University Service*
<input type="checkbox"/>	Excellence in Scholarship of Teaching & Learning Award*
<input type="checkbox"/>	Department/Program Excellence Award^
<input type="checkbox"/>	Irene Rose Community Service Award^
<input type="checkbox"/>	Laurie Hendrickson McMillian Faculty Award^

\*college selection required before being forwarded to university

^university awards

College nominations are due by November 23, 2016 to the college Dean.

University nominations are due March 24, 2017 to the Center for Teaching and Learning ([ctl@gcsu.edu](mailto:ctl@gcsu.edu)).

Please insert the required documentation in the pages below for the award category you have noted above. Detailed information associated with each award is available online at the Academic Affairs Intranet Forms Page – section titled “Awards”

<https://intranet.gcsu.edu/academic-affairs/policies-procedures-and-practices-manual-forms>



John H. Lounsbury College of Education

**Department of Teacher Education**  
**M.A.T. in Secondary Education Program**

Campus Box 72  
Milledgeville, Georgia 31061-0490  
Phone (478) 445-4577  
Fax (478) 445-0692

March 8, 2017

Dear Awards Committee:

It is my pleasure to nominate Dr. Betta Vice for the Georgia College Excellence in Teaching Award. I feel Dr. Vice's teaching exemplifies what Georgia College strives to develop in its entire faculty. As a middle and secondary teacher educator, her exceptional teaching influences her own students, of course, but also by extension public school students and their families throughout Georgia.

Dr. Vice's teaching is characterized by her dedication to being a role model on so many levels. Many years ago she and I realized that when we were observing our future teachers in their field placements in local schools, the methods we saw them actually employing were the ones we had modeled for them and then asked them to rehearse with their peers. The methods we had simply explained or had them read about rarely made it into their repertoire. Because of this realization, her teaching methods focus heavily on modeling for her students how to teach middle and high school using almost exclusively inquiry-based, active learning in which students are eagerly engaged for the entire class period. Her students get to experience those methods as if they were themselves middle or high school students. Any given day in her classroom might consist of cooperative learning, station activities, project-based learning, or Socratic seminar. Students report that her classes, which generally run three to six hours, fly by. She is constructivism incarnate.

Dr. Vice also serves as a role model for her students and her colleagues through her extensive work in local schools. Many GC faculty are involved with the community, but Dr. Vice teaches a full load, serves as program coordinator, sits on (and chairs) an astounding number of committees, and still finds time to work the equivalent of about two full days a week with area high schools. She spends all day on Thursdays at Northeast High School in Macon working with small groups of teachers in content area groupings, helping them unpack standards, carry out lesson tuning protocols, articulate learning targets, and determine which strategies would be the best fit for upcoming lessons. Every other Monday she conducts faculty development for the entire Northeast faculty and every other Wednesday she works with the faculty at Central High School. In addition, she often spends weekends lesson planning with alumni who now teach in local schools.

As I reflect on Dr. Vice's teaching, I find I also see her as a role model for sharing her knowledge. She never hesitates to hand over materials and lessons that she has spent an incredible amount of time researching and designing. She reads more than any

human I have ever met, and then she pours all that knowledge into practical resources that teacher candidates, veteran teachers, and university colleagues can utilize. One example is the simulations she has created with topics ranging from climate change to the Civil Rights Movement. She is a role model for sharing her time as well. She is always the last one out the door at night, as I'm sure her colleagues at the Macon Campus will confirm. She spends two nights a week staying after classes to mentor future teachers for the national teacher certification assessment. She also spends a great deal of time recruiting for GC's graduate programs. She has a special interest in minority recruitment, and as a result her program is one of the most diverse at GC.

Dr. Vice teaches all but three of the courses in the Macon MAT program, so she deserves much of the credit for the quality of her graduates, and they are indeed a tribute to her teaching. Last year two of her future teachers won Georgia Power new teacher grants, one student is the Bibb Teacher of the Year and several of her graduates received sensationally high scores on the EdTPA (national teacher assessment for certification) and on TKES, the assessment used to score teachers on the job. I believe her students also see in her a role model for what it means to be deeply reflective as a teacher. They see how she considers their needs and then modifies readings and activities to suit those needs, and their own teaching reflects that level of reflection and quality.

When I was preparing to nominate Dr. Vice, it occurred to me that it might be wise to reach out to individuals who have spent a significant amount of time in her classroom. One of her students, Traci Jolley, noted the following:

Let me start by saying Betta Vice is my advisor, and they don't come any better than her - not only as a teacher but a mentor as well. She has been hands down the best teacher I have ever had. She is the reason I will recommend this program. She is detailed and thorough in her teaching and classroom engagement. I am sure she spends hours preparing for class as they are packed full of information that is phenomenal. She is not the easiest, but she challenges her students to grow and develop as teachers. She makes the tuition I pay worth every penny. I can't begin to tell you how much knowledge I have gained under her.

Dr. Vice is clearly an inspiration to me and to many others, and I sincerely believe that she deserves to be recognized for the excellence of her teaching.

Sincerely,

Cynthia J. Alby, Ph.D.  
Professor of Secondary Education



To Whom It May Concern:

I'm writing to recommend Dr. Betta Vice for the Excellence in Teaching Award. I have been a colleague of Dr. Vice for seven years. If you were to describe excellent and engaging teaching strategies, you would be describing Dr. Vice and her interactions with her students and other educators over the course of her 39 years as a teacher. Dr. Vice serves as the mentor leader for the MAT in secondary education cohort in Macon and has done so for the past seven years. In this capacity, it is her job to prepare her students to become excellent teachers in a very short period of time. In order to ensure the success of her students, Dr. Vice does not lecture or show PowerPoints. Instead, she demonstrates how to teach through a variety of student-centered strategies such as simulations, role-playing, discussions, group work, alternative assessments, problem-based learning and experiential exercises. And she provides this type of instruction every class session. Although it would be easier to revert to traditional lecture models of college instruction and assessment, Dr. Vice knows that children and adults learn best through doing and maintains a high level of preparation for each class session in order to acquaint her future teachers with the necessary knowledge, skills and dispositions they will need to be successful classroom teachers. Dr. Vice also embodies one of the principles of highly effective teaching: she is extremely reflective of her practice. After each class, she reflects on how the lesson went and how to improve and jots down notes on her own lessons plans for further improvement. One example of such reflective practice was her work this past year with EDFS 5209, a course that focuses on diversity issues in education. Over her years of teaching this course, Dr. Vice was often dissatisfied with students' responses to the topic. Her instruction was often met with resistance and resentment and also disbelief that there were any educational issues in this area. After much reflection, Dr. Vice decided to research more effective strategies for teaching future educators about diversity issues and regularly met with colleagues to ask for their help in designing a better course. This past fall, she decided to redesign her EDFS 5209 courses using her research on the topic. Doing so required her to rewrite each lesson plan and devise new class activities, essentially creating a totally new course. Her work on the course was rewarded, though, by the positive reception she received from her students. Dr. Vice mentioned that students were so responsive to the topics, and a number of students wrote her letters at the end of class thanking her for what they had learned and stating that this course not only made them a better teacher, but also a better human being.

Dr. Vice also shares her expertise in excellent teaching in the larger community. She has partnered with several high schools in Bibb County over the past six years to provide professional development for the teachers, and also served as an after-school instructor for students in social studies. Recently, she started working more intensely with Northeast High School in Bibb County, a low performing school. She spends at least one day a week at the school helping the teachers to improve their practice. She uses the same strategies with these practicing educators as she does with her own students demonstrating how

to teach in a learner centered manner. The teachers at Northeast look forward to spending time with Dr. Vice as she demonstrates what to do instead of merely telling them. If teachers request, she also co-teaches with them. Dr. Vice's work at Northeast extends also to the students who attend the school. She has been responsible for organizing a breakfast to honor high academic achievers and has spearheaded other positive reinforcement efforts. Last year, she was able to gather enough donations to provide students with copies of the book, *The Other Wes Moore*, which they read in their English class. In the spring, Dr. Vice arranged for the students to Skype with the author of the book for an hour. Students prepared questions for the author based on their reading. The students were excited and honored to meet with the author who grew up in very much their same circumstances. This positive experience was also facilitated through donations procured through Dr. Vice's efforts.

Dr. Vice is the quintessential teacher. She believes education can serve to alleviate many of the social ills in our society if handled correctly. She knows though, that the opposite can also be true. It has been her life's work, first as a high school teacher for 32 years, and now as a professor of education at Georgia College & State University to provide an engaging and quality educational experience for all her students. This is her way of being the change she wants to see in the world. I can think of no one who deserves this award more than Dr. Betta Vice, a woman who has dedicated her whole life to teaching. I urge the committee to honor her and her work with this award.


Sincerely,



Dr. Marcia Peck

Foundations Program Coordinator

College of Education, Georgia College & State University



**BIBB COUNTY SCHOOL DISTRICT**  
Strength of Character and College or Career Ready

Donna Walker Thompson  
Northeast Health Science Magnet High School  
1646 Upper River Road  
Macon, Georgia 31211  
March 9, 2017

To Whom It May Concern:

It is my pleasure to write this letter in support of Dr. Betta Vice as a recipient of the Georgia College Excellence in Teaching Award. Dr. Vice has worked with the teachers at Northeast for three years and she serves as a true model of excellent teaching for our entire staff. Dr. Vice is an invaluable member of our Professional Development team at Northeast High School; we consider her a true colleague as she works with us every week. Through the professional development school partnership with Georgia College and State University, she has provided a wealth of resources to our school. She meets regularly with our core content teachers to further their pedagogical knowledge and to provide content specific resources. She provides feedback to our teachers on their instructional practices, often modeling the strategies and practices with our students. She has also provided professional development to our entire faculty on student engagement and worked with a small group of teachers providing resources for effective planning.

I think it is very hard to put into words the impact of her presence in our school. She has really embraced our faculty and expressed a desire to support their development in any way that she can. In addition to her support of the faculty, she has promoted opportunities to provide exposure to our students by bringing in resources that connect them to the content. She obtained 110 copies of *The Other Wes Moore* for our senior English classes, and then arranged for the students to engage in an hour long SKYPE session with the author. She helped the students prepare questions and facilitated the discussion. Dr. Vice has helped promote positive academic achievement by obtaining the funds and organizing a Student Merit Breakfast. This event honored 30 students who had been recognized for their effort by faculty

members. Students and parents could not stop talking about the event; it truly had a positive impact on our school.

Our teachers in all disciplines value Dr. Vice's expertise. She has an innate ability to create lesson plan ideas on the spot and models creativity, enthusiasm and passion for teaching. Dr. Vice works with teachers in all content areas and helps guide the teachers to think outside the box in their teaching. She worked with the ELA teachers on station activities and as a result of her work, the ELA District Coordinator, asked our teachers to present the strategy to all of the district ELA teachers. Dr. Vice has mentored several of our beginning teachers; she willingly goes into their classrooms and models strategies for them. It is not an easy task to walk into a high school classroom where you don't know the students and begin teaching; Dr. Vice accomplishes it with ease and extreme professionalism. Many times she leaves the classroom and students ask when she will be back to teach them again. She modeled interactive lectures for one of the social studies classrooms and the student feedback was they wished they had more classes like that one. She has created countless lessons for our social studies and ELA teachers, served as resource for teaching strategies and innovative ways to present material.

Finally, Dr. Vice serves as real inspiration to our teachers. Working in a high poverty school that is in the lowest five percent in the state can be daunting and discouraging for teachers. Our teachers brighten up when they see Dr. Vice as she is always positive about teaching and never seems to run out of ideas on how teachers can improve their instruction. That is the hallmark of an excellent teacher. I can say with one hundred percent certainty that Dr. Betta Vice exemplifies excellence in teaching in every way.

If you have any questions, please contact me at 478-779-4100.

Sincerely,

*Donna Walker Thompson*

Donna Walker Thompson

Instructional Coach

Northeast High School



# GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

Department of Teacher Education  
Campus Box 71  
Milledgeville, Georgia 31061-0490  
Phone 478-445-4487  
Fax 478-445-6695

March 3, 2017

**To:** Faculty Awards Committee  
**From:** Dr. Holley M. Roberts, Interim Chair, Department of Teacher Education  
**RE:** Application for Excellence in Teaching Award

Please accept my overwhelming support of Dr. Betta Vice, Assistant Professor of Secondary Education, in her application for the Excellence in Teaching Award at Georgia College. Dr. Vice engages in teaching based on innovative and effective approaches and products. Teacher candidates, colleagues, and P-12 partners consistently recognize Dr. Vice for her passion for education and her impactful teaching practices as she models a constructivist teaching philosophy so that it can be duplicated in her teacher candidates' teaching. Through her student-centered approach, she promotes learning both inside and outside of the classroom by making herself available to students by maintaining an open door policy and her in depth mentoring of teacher candidates. Teacher candidates consistently state that she provides extensive and constructive feedback on their teaching. She promotes high expectations of the teacher candidates and develops their belief that they can thrive as teachers.

Also evident in her teaching is her knowledge of culturally relevant pedagogy and a focus on promoting P-12 student assets. As I observed Dr. Vice teaching candidates in the Physical Education MAT, I witnessed her ability to challenge the students in their thinking of white privilege and discrimination by providing a historical context for the social constructions of race, and subsequently providing them opportunities to engage in open dialogue. This lesson was extended by providing candidates the real life opportunity to experience discrimination based on the slight shade differences of their skin color. Candidates made important connections to their teaching experiences and their personal beliefs as a result of the approach, which was utilized by Dr. Vice. In a follow up conversation to debrief the lesson, Dr. Vice explained to me that the approach she utilized during this observation and in each class meeting was based on her attendance to a conference presentation and subsequent reading she did. She realized that in order to have these sensitive but necessary and honest discussions she had to build trust and intentionally support teacher candidates in making connections to their P-12 student experiences through examining their own. This is one example of how Dr. Vice makes a consistent effort to improve teaching by revising courses and specific learning experiences to meet the needs of students and to respond to student feedback to support her quest for continuous improvement. She consistently utilizes ongoing professional development and reflective teaching to continuously improve her practice.

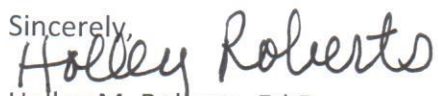


Dr. Vice consistently collects and analyzes student feedback in all of her courses. She is an avid reader who stays current on teacher education; therefore, her course syllabi each semester reflect the most recent research in best practices as well as trends in readings. Most recently she added two new texts to her diversity course: *Soar: How Boys Learn, Succeed, and Develop Character* and *For Those Who Teach in the Hood and the Rest of Y'All*. She collaborates each year with her colleagues on the program's assessment plan and has been instrumental in designing and revising the four main assessments. Based on student results from the edTPA and student feedback, she and Dr. Alby are currently in the process of developing a new assessment for their EDFS 5203 class that is more aligned with their revised course objectives. Continuous reflection on her teaching practice is a hallmark of Dr. Vice's professional disposition.

Dr. Vice's teaching extends beyond the walls of her classroom and in her teacher candidates' host classrooms. She has served as a significant contributing member of the College of Education's edTPA Professional Learning Community and has supported collaborative learning with her colleagues by leading the Professional Learning Community on several occasions. However, her teaching in the P-12 school setting in Bibb County has provided a basis for her passion and commitment to P-12 student learning. For three years she has been a dedicated liaison to Northeast High School, a designated professional development school in Bibb County. Dr. Vice spends at least one to two days a week of her time, in one of the lowest performing high schools in the state. She has supported faculty by providing consistent high quality faculty development and facilitating professional learning communities utilizing the strategies that are so effective with her teacher candidates. Her continued dedication can be seen in such efforts as providing engaging lesson plans often including American History simulations that she has created, tutoring students to successfully complete End of Course tests and supporting in-service teachers in learning and re-learning teaching strategies that support the constructivist approach.

Dr. Vice is a valued member of the faculty of the Department of Teacher Education, the JHL College of Education, and Georgia College. She continues to advance professionally through her reflective teaching practices, contributing to local P-12 partners through improving the school experience for teachers and P-12 students, and sharing her knowledge and skills in teaching with her colleagues to promote the goals of the college and the university's mission.

Sincerely,



Holley M. Roberts, Ed.D.

Interim Chair, Department of Teacher Education

Associate Professor of Early Childhood Education

## Reflection on teaching

Every time you pair learning with doing, you provide yourself not only with the opportunity to grow and discover, you also create the conditions for more of the same to occur. Learning, then doing, is therefore a cyclical process leading to continual insights, growth, and knowledge. This process of learning and then doing is a theme that runs throughout all of my teaching. It is evident that such a reflective process has resulted in improvement in my classroom and the classrooms of teachers with whom I work. My philosophy of teaching is rooted in the constructivist theory of Dewey, Bruner and Kilpatrick. I was trained at Penn State in the late 1970's to be a secondary teacher who allowed her students to investigate data, explore theories and learn by constructing their knowledge. In my 32 year career as a high school English and social studies teacher, I taught my students through simulations, experiential exercises, role-playing, Socratic Seminars, debates, trials and cooperative groups. My vast teaching experience has enabled me to bring my unique perspective as a veteran teacher to my students who are teacher candidates. I apply my expertise to help my students navigate their own challenges with teaching today's teenager.

The secondary MAT program is very intense as we typically have one year to prepare our candidates to enter their own classrooms. Our program begins each June with three required summer classes and either a one or two year program of study. In the last 15 years, the tone of education has changed dramatically with the restrictions of "No Child Left Behind" and the Race to the Top initiative, which established mandatory annual testing in every subject and tied teachers' evaluation directly to student test scores. Districts also mandate common benchmark assessments, weekly test data and strict control of curriculum. Too many teachers in middle Georgia now teach to the test with worksheets and lectures: Freire's banking model of education. My mission as an educator is to train, encourage, inspire and provide the tools for my students to resist the current trend. I have very high expectations for my teacher candidates as they need to be strong in their convictions that the constructivist approach is the best way to engage students in learning. While my students recognize early in the program that the banking model is ineffective, they were never taught any other way, so they struggle trying to picture a true constructivist classroom.

The current trend in teacher education as promoted by the American Association of Colleges of Teacher Education (AACTE) is for education professors to implement "high-leverage" practices such as setting up and managing small group work, designing sequences of lessons and modeling content, practices and strategies as well as developing a culturally responsive pedagogy. The national accreditation body for teacher education (NCATE) recognizes that new teachers need a repertoire of general and subject -specific practices and the understanding of how to engage all students in worthwhile learning. In *Professional Capital*, Hargreaves and Fullan (2012) recommend that teacher educators share models with student teachers of the product or outcome that they want students to create or design. I model high leverage practices every day in my classroom so my students can experience the strategies they need to develop in their repertoire and understand how to engage learner in their own classrooms. I teach through station activities, inner/outer circles, jigsaws, Team Games Tournament, React to the Past, simulations, experiential exercises, Green Light strategies, cooperative groups, authentic pedagogy, and whole brain teaching to name a few. For instance, my students learn the jigsaw strategy through the activity itself. Next, they create a jigsaw for their class, implement the strategy, and reflect on what worked or needs improvement. I scaffold the process of creating lesson plans, so that I

model each part of the plan, then have the students develop that component and teach it to their peers.

I begin the second class of the program helping them to see constructivism when I conduct an experiential exercise with my students. I walk into the classroom late, unorganized, complain about personal issues and proceed to act in a manner that is contrary to effective teaching principles for at least fifteen minutes. By that point most students are ready to drop the class, their eyes are downcast and they are visibly stunned by my behavior. Their relief is palpable as I smile and begin the discussion on their first experiential exercise on ineffective teaching. As we debrief, students discuss their feelings and reactions. This exercise stays with my students well beyond graduation not only because it impressed on them how not to teach, but it is their first exposure to constructivism. Their own students have the same reaction; once they have experienced the joy of discovery and engagement in learning, they do not want to go back to the banking model of lectures and power points. My philosophy as an educator is to immerse my students in a classroom that embodies constructivism; therefore, I have never lectured or used a power point presentation in my teaching.

My students experience purposeful strategies each class as we investigate the course material. For example, one of the topics in the assessment course is action research. I put my students into groups of four and give them an action research question about the class itself such as exploring gender differences, determining which strategies are most effective in student learning or doing a case study. The groups decide on the modes of data collection, collect the data over the four weeks, code it, analyze it, draw conclusions and present their findings. By conducting action research about the dynamics of the class, the students learn how to conduct action research in a meaningful and relevant manner.

My students also engage in high leverage practices in their other course work as well. In their first course, EDFS 5205, I model basic teaching strategies for determining learning objectives, encouraging whole class participation, as well as classroom management. My students develop and teach mini-lessons to their cohort members. We also engage in classroom simulations whereby my students act out different student behaviors while their colleagues are teaching. This helps the students reflect on how they can create classroom procedures, routines, and classroom management strategies to avoid potential pitfalls. Finally at the end of the course, my students teach two thirty minute lessons which utilize at least two different strategies based on their content. Since I have science, math, business, English, foreign language, history and art students all in the same cohort, I must introduce the strategy, have my students experience it and then help them see how it can relate to their content. I constantly make connections and provide examples for my students of “what it would look like” within each content.

Research has shown that students retain 10% of what they are told and 90% of what they do. My philosophy is to teach by having my students experience learning by doing in every class. In the fall EDFS 5209, Learner Difference course, we engage in activities on classism, racism and

white privilege. I created a Star Power simulation for the class that demonstrates inequality and power structures. We also do a Diversity Walk that leads to a deep discussion of white privilege. In the fall EDFS 5203 Learner Development course my students explore teaching using the brain in mind. We use skits, demonstrations, station activities, whole brain teaching, games, problem based teaching and authentic pedagogy. For example, each group takes a part of the brain, explains its function, creates a metaphor for it and conducts a demonstration of that part. My students play a series of board games, then adapt the board game to their content for use in their classroom. After learning about Gardner's multiple intelligences theory, they create content related station activities for each intelligence based on a learning standard. My students take Silver and Strong's learning style inventory and then teach each other about their needs as that type of learner. We listen to TED talks by Ken Robinson, Tony Wagner, Geoffrey Canada and Linda Cliatt-Wayman and engage in Socratic Seminars on education issues. My students then practice leading a Socratic Seminar with each other, then implement the strategy with their students. My mantra for my teacher candidates as both students and teachers is that one should enter a classroom with anticipation and leave with regret ;therefore, every class has a wide variety of activities to achieve our learning objectives.

I also teach the EDFS 5203 class to the kinesiology students who have commented that the class had a profound impact on them as teacher candidates. In fact, Dr. Griffin and Dr. Hunt have requested to Dean Peters that I teach all Kinesiology COE courses to their students. I am able to connect the strategies for the students by providing examples within the physical education so they are able to adapt a constructivist philosophy as well.

My constructivist philosophy of teaching means that in every class my students engage in group discussions, share experiences, collaborate on lesson plans and form professional learning communities within the classroom in their content areas. They are constantly sharing ideas and strategies with each other. Through the cohort model, they are experiencing the type of collaboration and support that is essential to their success as classroom teachers. Students have shared economics simulations, world history, science, ELA, business, and American history simulations with each other. I expect my students to teach in a manner that engages students, utilizes the current research on learning theory and scaffolds learning in a way that creates sense and meaning for students. There is not a one size fits all approach to teaching which is what creates frustration and challenge for initial teachers.

Therefore, I feel a particular obligation to ensure that I am constantly modeling how to vary the approach based on the learning objectives. Living in a constructivist classroom each week generally transforms my students' perspectives on teaching. In addition, my support for my students does not end with the coursework. I spend much time outside of class helping my students craft or revise lessons as well as helping them find supporting materials for their field placements in the fall and spring. I also model flexibility for my students. We frequently have open class discussions about what is going on in the course and what students need to be more successful. Based on student feedback with the edTPA (national assessment) process last year, I

created specific deadlines for the components of the edTPA tasks so that I could provide the students with appropriate feedback for their revisions. The students have felt much more positive about the process this semester and had the opportunity to be much more deliberate in their work. I am also very flexible in my availability to meet with my students, particularly those who are full time teachers. I created a separate weekly EDFS 5233 seminar meeting day for the two year students to address their needs as those differ greatly from the one year students (even though both groups are registered for the same meeting time).

I also stay very current in the trends in schools through my work in the professional development partnership with Northeast High School in Bibb County. My teaching does not end with my classes and students. I have been working regularly with the faculty and administration at Northeast High School where Mr. Jones, the principal, recently credited me with helping him change the culture and climate of the Title One school. He is in the process of buying out two of my courses so that I can provide more professional development in the fall for the teachers to improve their teaching. I currently work one day a week with each department during their planning period on lesson tuning protocols and curriculum development. My philosophy is to model a constructivist strategy in multiple ways for the teachers in all departments, so they can understand how it can be applied in their classroom. Research shows that teachers need to see a strategy numerous times before they adopt it as part of their repertoire, so I am constantly demonstrating ways for them to rethink their curricular choices. I do this work because I am firmly committed to creating teachers who engage students in their learning, who resist the banking model of education, and who have high expectations for all students not just in theory but in practice as well.

Student evaluation responses

**Fall, 2013**

**EDFS 5203** Learning and the Learner

Overall, I rate this instructor an excellent teacher 5.0

Involved students in hands on projects 4.9

Related course to real life situations 4.9

**EDFS 5209** Culture in Schools

Overall, I rate this instructor an excellent teacher 5.0

Involved students in hands on learning 4.9

Related course to real life situations 5.0

**Spring, 2014**

**EDFS 6501** Social Studies pedagogy

Overall, I rate this instructor an excellent teacher 4.9

Involved students in hands on projects 5.0

Formed teams or discussion groups 5.0

**EDFS 6466** Student teaching

Overall, I rate this instructor an excellent teacher 5.0

Stimulated students to intellectual effort beyond required by most courses 5.0

Involved students in hands on projects, research, cases studies, real life activities 5.0

**Fall, 2014**

**EDFS 5209** Learner Differences ( course name change)

Overall, I rate this instructor an excellent teacher 5.0

Introduced stimulating ideas about the subject 5.0

Related the course to real life situations 4.9

**Spring, 2015**

**EDFS 6501** Social studies pedagogy

Overall, I rate this instructor an excellent teacher 5.0

Involved students in hands on projects such as research, case studies, real life activities 5.0

Formed teams or discussion groups 5.0

**EDFS 6466** Student teaching

Overall , I rate this instructor an excellent teacher 5.0

Involved students in hands on projects, research, case studies 5.0

Introduced stimulating ideas about subject 5.0

**EDFS 5233** Capstone

Overall, I rate this instructor an excellent teacher 5.0

Related the course to real life 5.0

Introduced stimulating ideas about the subject 5.0

### **Student responses from SIRS 2013-2014**

**EDFS 5203** Another fantastic class by this professor; her methods and teaching style are what everyone should strive to be. The examples used in this course made the material real for me and our out of class assignments were interesting. This professor is a joy to take from and is always willing to help her students in any way she can. I wish more teachers were like her and cared for students the way she does.

-The group projects were relevant and fun and always tied in with other things we did in class. Dr. Vice teaches as we should teach. I look forward to her class every week.

-I learned so much in this course and I have already been able to apply it. It is great to see such quick turnaround between academic theory and practical application.

-Dr. Vice is a wonderful teacher whom I believe I have learned more from than any other educator I have had. The way she presents the material and offers suggestions/ examples integrate with activities, discussions, and group work has made me become more self-motivated in my studies than I have ever been. I would take any course Dr. Vice teaches.

-I was very glad both for Dr. Vice's current knowledge on this subject, and for the current literature we used. I particularly liked the Jensen text, and have since used other articles of his. I feel like I am ahead of the game now that I know some science behind how the brain learns. It seems from my limited teaching exposure to be cutting edge in public education.

-I am glad Dr. Vice is so passionate and stimulating about this subject. She modeled many of the most recommended techniques in the whole class and group activities that she included in her instruction. Often we were aware of this during the exercise only if we had done our reading. After the activity, we would note our observations and results—it was a fantastic way to learn!

- Dr. Vice is a wonderful teacher whom I believe I learned more from than any other educator I have had. The way she presents the material and offers suggestions/examples integrated with activities, discussions, and group work has made me become more self-motivated in my studies than I have ever been.

- I would take any course Dr. Vice teaches. Dr. Vice teaches as we should teach. I look forward to her classes every week. I have grown by leaps and bounds in this course. Understanding how students learn is paramount for educators.

-The instructor really knows the material and since taking this class I have an interest to continue to study this topic beyond the classroom.

-Learned a lot during this course. I recommend this course with Dr. Vice. I learned so much in the course, and I have already been able to apply it. It is great to see such quick turn-around between academic theory and practical application!

### **EDFS 5209**

-We need more professors like Dr. Vice. She is an exceptional teacher that does not just provide instruction. She has a unique way of relating instruction to real-life situations and provides hands on activities. She truly cares for each one of her students and often goes above and beyond to assist them with learning needs and additional information.

-Dr. Vice makes the content more interesting than it sounds. The engaging activities have allowed me to retain the information better than a lecture would. Dr. Vice is a brilliant person and always has suggestions and examples for all subject areas. She also bases everything she tells us through experience and research.

-Dr. Vice is very passionate about this subject and teaches it in a warm, authentic and masterful way. Now I think that preparing my students for a diverse world is just as important as preparing my students for a global one. This means I've learned an invaluable amount in this class. I firmly believe Dr. Vice's charisma with this subject makes her a matchless teacher for this class.

-This professor was easy to reach and always willing to go the extra mile to help struggling students. Seriously, though she is one of the best and taking class with her a joy. Her real world experience is second to none and she always has advice to deal with a situation.

#### **Student responses 2014-2105**

##### **EDFS 5209**

-Great course with an amazing professor. She is one of the best.

-Dr. Vice is the best, most educated, knowledgeable teacher/professor I have ever had. I absolutely love her class. I always look forward to going. It is because of her that I will be the teacher I am striving to be. A real asset to Georgia College. I have recommended others to the program simply because of her.

-Dr. Vice is the one of the best professors I have ever had. She truly cares about her students and their success. She is engaging, understanding and because of her I feel I am better prepared for the classroom.

-Dr. Vice is a fantastic teacher and we are really lucky to have her at Georgia College. She not only knows her content well, but she also knows her students. She is willing to help everyone and makes sure that no one leaves confused.

-Dr. Vice is the best professor in the MAT program. I have never looked forward to a class as much as hers. The other professors would definitely benefit from emulating her teaching style. This is a great course that needs to be taken by all teachers.

##### **EDFS 6501**

-I aspire to be a teacher like Dr. Vice

-As a result of this class, I was able to learn about strategies for teaching and then use them in my student teaching. This enabled me to gain a better understanding of how these strategies work in the classroom.

##### **EDFS 5233**

-Excellent professor! The best!

-Dr. Vice is great. She is always willing to help all students, and makes sure that students see the value in what she is teaching. She is a huge asset to GCSU! I don't know what I would have done this semester without such a supportive professor

##### **EDFS 6466**

-The professor is excellent. I would take any course with her at any time.

-She challenges students to be and do the best. Even though I was initially stressed about going into Student Teaching, due to Dr. Vice's excellent guidance I feel that I did well and learned a great deal



Employ student evaluation feedback to enhance student learning

The first course that has evolved based on student feedback is the EDFS 6501 class. Initially we taught the pedagogy classes in the summer session. Student feedback showed that the students felt it was too early in the program so we moved the class to the spring. Rather than have the students come to class after a full day of teaching, I teach the class in the spring on Saturdays for six hour sessions. Keeping students engaged for six hours is a real challenge and requires monumental planning.

The student feedback is that this has been one of the most worthwhile classes in the program. My students are combined from the Milledgeville and Macon campuses. I am teaching the social studies teacher candidates how to unpack the standards, create learning targets and have the material make sense and meaning to the students. For example in the first class, the students live through the French Revolution, the immigration process of Ellis Island, the political machines of Tammany Hall, imperialism in Africa, Stalinism, the Red Scare, the Cuban Missile Crisis, OPEC and the oil crisis of the 1970's and the Middle East peace process. The students then develop and designed their own simulations and have the class participate in them. Based on student feedback, I continue this workshop approach to the class. All the students also used their simulations with their own classrooms as part of their student teaching. The simulations are just the beginning of the students' experiential learning. Each Saturday, they learn engaging strategies to teach social studies beyond the facts and engage in critical thinking. Using the Teacher Curriculum Institute's strategies of "bringing learning alive", I model the strategies for the teacher candidates, then coach them in how to implement the strategies for the standards they will be teaching. We develop RAFT writing assignments, Tic-Tac-Do assignment boards, You Are There scenarios, document based questions, primary source analysis, critical thinking activities, concept maps, thinking maps, debates and interactive lectures, just to name a few. Student comments (SIRS 2015) such as the following reflect their level of engagement:

"It wasn't until this class that I truly felt prepared to teach History in the classroom since all of the instruction I had been given prior did not provide me with APPLICATION of educational theory."

"Dr. Vice is one of the most inspirational teachers I have ever had. I appreciate her drive and passion for learning and teaching. She really knows her content and knows the best ways to teach teachers. I truly consider it an honor to be taught by one of the best and brightest professors."

"This course was by far the most helpful course in the MAT program. Dr. Vice's experience and approach to teaching is priceless and cannot be matched."

"This instructor has a true passion for her job. She is excellent at what she does and cares about her students' success. This instructor did an excellent job of teaching in a variety of ways and modeling the teaching that is expected of us in the future."

"I benefited from this class with this specific instructor so much. I appreciate everything she did that was above and beyond the requirements of just teaching this class."

The second course in which I used student evaluation feedback to enhance learning is the EDFS 5209 Learner Differences (previously Culture and Schools). This class is a challenging course to teach due to the sensitive nature of the topics: racism, sexism, homophobia, white privilege and classism. I have always started the class with a discussion of race as a social and historical construct based on our viewing of *Race: the power of an illusion*. The course has intensive reading: Delpit's *Multiplication is for white people*; Kozol's *Shame of the nation*;

Tyson's *Blood done sign my name;* and Au's *Rethinking Multicultural Education* as well as an outside reading. Each year I make revisions in the required texts based on student feedback. For example, since students have consistently commented that they did not feel they gained much new knowledge from the Kozol text, I no longer use that text in the course. Based on student input we will be reading *Soar: How boys learn and achieve character*. We will also be using Gurian's text on strategies for teaching boys and girls as student feedback was they wanted more work on gender differences in the classroom.

While almost all of the students stated that this course changed their perspective on diversity and helped them understand why a color-blind approach to teaching is not effective, I always had a small group of students who resisted my approach each semester. They felt that I was forcing a liberal agenda on them, and they disagreed with the premise of the course. After attending the 2016 BERA Dialogue on Race and Education and collaborating with colleagues in the foundations program, I decided to revise my approach to the course. In the fall of 2016 I taught two sections of EDFS 5209 (one to Kinesiology students and one to my cohort) with my new syllabus. I started out the class with activities to help students discover their individual identities. Students created identity boxes and shared them with the class. I was stunned by the deep level of thought and complexity that came from the project. We then moved into analysis of stereotypes in society and within schools. Students took on roles within a school system and formed groups based on their identities. They defined the values within a school and within their groups and evaluated the extent to which those values are shared. Next, we analyzed the historical marginalization of various groups within society and schools. By understanding how systems work, particularly school systems, students were then more open to examining how current school systems can operate to marginalize many students. My students were continuously making real connections between what they were witnessing in their field placements and what we were discussing in class.

For the first time in my college teaching career, every single student in the Kinesiology 5209 section, wrote me a personal note thanking me for the course, changing their world view, and making them better teachers. Several students noted that they had begun to doubt their decision to become an educator, but this course affirmed that they were in the right path. They gave me a gift that stated I had "touched their hearts and minds" in an indelible way.

The third course in which I used student feedback to enhance learning was EDFS 6466: Student Teaching. Since I supervise approximately 16 students each spring, I am not able to observe their teaching as often as I wish. Students value immediate feedback during their internship. Therefore, I began weekly communication with their Mentor Teachers. This increased communication has enabled the two of us to work closely to address student teaching issues and concerns as well as ensure that we have the same expectations for the student teacher. Secondly, I now require that the students videotape two lessons in addition to the edTPA lessons so that I can conduct virtual observations in addition to my face to face observations. Finally, I review the students' weekly lesson plans so that I stay on top of their progress in that area. I guide them in their planning so they will be more effective in the classroom.

## Impact of teaching narrative

i. The MAT courses are not typical courses in that we don't give traditional tests and quizzes on students' content knowledge. My students write reflection papers on the major readings and we have whole class activities and discussions on those ideas and concepts. I use those reflection papers to have a written conversation with my students about their questions and their understanding of the readings. Each reflection piece also requires my students to connect the ideas to their own practice in the classroom. My students are constantly asked to make the connections between the theory and the practice. Based upon Vygotsky's zone of proximal development, these reflections and written conversations help bridge the gap between where my students are in their development and where they need to be in terms of applying the theories to their pedagogy in the field.

In both the fall EDFS 5001, Field Experience class, and the spring, EDFS 6466, my students write weekly reflections about their teaching. They consider what worked, what did not work, the reasons why, analyze how they know who learned what each day and consider what they would do differently next time. They also end each reflection with questions that they have based on their teaching that week. They ask about student issues, navigating relationships with collaborating teachers, lesson ideas, maintaining a positive attitude amidst the negativity in schools to name a few. I respond weekly in great detail to these reflections, conversing on-line and in person with my students about these issues. Student comments have been extremely positive about these interactions as they feel they have a unique avenue to obtain answers to their many questions since I can't be in the field with them every day.

Another unique way of assessing my students' learning is through the lesson plans that they create each semester. In the summer, they create a five day unit and teach two thirty minute lessons to each other. In the fall, my students create a minimum of ten lesson plans and teach full time for at least four weeks. I evaluate all of their lessons, provide written feedback and observe them teach three of those lessons in their field placement. In the spring, my students create a ten day unit with an integrated action research component. They administer a pre and post assessment to their students, write a reflection on each day's lesson, analyze patterns of student learning, incorporate research based strategies and action research within the unit. The three parallel unit plans allow me to measure student growth. Furthermore, the culminating assessment shows whether or not my students have mastered the core skills of the program. In 2014, 11/15 students scored exemplary on their unit while 4/15 met expectations. In 2015, 11/15 students scored exemplary on their unit and 4/15 met expectations. The MAT students also have a portfolio and capstone presentation as their final assessments of learning. These two assessments encompass all the INTASC standards for teacher candidates. In 2014, 12/15 passed with distinction or honors, while in 2015, 14/15 passed with distinction or honors.

I also use multiple formative assessments in my classroom. One strategy that I use in my EDFS 5001 seminar and my 5233 Capstone class is give my students index cards when they first enter the classroom. I have them write down any questions about their teaching from that week. Students form groups based on common issues of concern. They discuss their questions together, brainstorm solutions and then share their ideas with the entire class. I also use reflection questions each month so that my students write down what is working and what is not working in the class for them. My field experience seminars are based on dialogue with students about issues that come up within their teaching and sharing of strategies that work as well as different solutions to problems. My students learn from each other as well as me in these classes. They are constantly sharing course materials and ideas. My assessment of student learning requires that I am continually making adjustments to what I do in the class and how I meet students' needs. I ask for student feedback on my courses each month through anonymous written responses.

For example, based on student feedback from the fall semester, I set up individual conferences this semester with my students to review their lesson plans for their edTPA assessment (a national assessment that is consequential this semester for the first time). I also had my students sign up for small group tutorial sessions on the components of edTPA based on their feedback that they needed those sessions beyond our regular weekly seminars. I use those mini reflections each month to help gauge what is or is not working in the classroom as well as in my students' field experiences. Based on student feedback, I have found extra resource materials for them, adjusted reading assignments, given more in class time to collaborate on lessons or helped them find a cohort member who can help them with a lesson. I am constantly modeling the concept of a professional learning community for my students, so they will continue the practice when they have their own classroom. Students comment each year that our cohort model is essential to their success in the program. They also comment that the relationship with me, as a Mentor Leader, is pivotal to their success. As a Mentor Leader, I am more than an advisor to my students. I teach all but three of their courses in the program, guide them in their field work, supervise their teaching, assist them in their lesson plans, provide career advice and recommendations, help them navigate their relationship with their Host Teachers, establish relationships with the Host School administration and teachers and now provide tremendous support for their national, consequential assessment: edTPA (typically takes at least 40 hours to complete).

Another unique assessment strategy that I use in my EDFS 5209 class is based on a research based questioning strategy. Students take three minutes to write down all the questions they have on a topic. They share those questions with each other without evaluating them, but determine which ones are closed ended and which ones are open ended. Next, they prioritize their top three questions. These questions then become the focus of their discussion and analysis. Rather than answering questions imposed by the instructor, the students seek answers to questions that are

relevant to them. This simple but effective strategy greatly enhances student engagement in the classroom. This is also another example of a research based strategy that my students can use in their own classroom.

I also use various performance tasks to assess learning in my classes. For example, in my EDFS 5203 class, my students create skits to demonstrate brain based learning theory that we studied. They create station activities based on our study of multiple intelligences, and develop a simulation to use in the classroom within their content area. Finally, as a summative performance task, they develop and present a complex metaphor that incorporates all the elements of learning theory from the course. In my EDFS 5209 class, my students create culturally responsive lesson plans and develop a resource book of culturally responsive materials within their content. During the summer required classes, EDFS 5213 and EDFS 5215, my students demonstrate effective teaching strategies during each class session. My summer classes are almost five hours long, so I have to plan numerous engaging activities for my students. I have the time within the class to model a particular aspect of effective teaching, and then have the students work in collaborative groups to discuss ways to incorporate those strategies effectively within their own teaching. For example, one way to assess my students on Total Participation Techniques is to assign each student a specific technique, have them teach a five minute lesson and demonstrate the technique within the mini-lesson. The essence of my assessment plan (in addition to formal assessments) is modeling and demonstration.

ii. Two of my students from the 2013 cohort are now Department Chairs at their respective high schools in Bibb County. One of those students, Dominique Nichols, was the Teacher of the Year at his school in 2014 and is the Bibb County Teacher of the year for 2016. In the last two years, three of my students received the Georgia Power Award for first year teachers: Caroline Lane (2014) and Ashleigh Lincoln and Christopher Leshoure (2015). Ashleigh received the Teacher of the Month award at her school in October, 2015. Amy Myers (2014) was the only first year teacher at her school to receive all 3's on her TKES evaluation (4's are nearly impossible to achieve); this year Amy was the only teacher at her school to receive a 4 for her lesson plans. All of my graduates from 2013-2015 have received satisfactory scores (average of 3) on their TKES evaluations and none have been put on professional development plans (this means they are not up to the district standards in their teaching). I consistently hear from local principals that they want to hire my graduates and the demand for teachers from my program exceeds my supply at the moment.

Another measure of my student success is whether or not my students obtain teaching positions once they graduate. For the 2013-2014 cohort, 14/15 students are currently teaching. One chose to be a stay at home mom, so she left her teaching position. For the 2014-2015 cohort, 12/15 are currently teaching. Two of those students who are not teaching had teaching

job offers, but chose to enter other fields. The third student chose not to pursue a teaching career and remained a stay at home mom.

iii. As of spring, 2015 all teacher candidates must pass the national assessment known as edTPA. Two years ago, I joined the College of Education's edTPA professional learning community to prepare for the assessment, attended edTPA training conferences, worked on a summer research team to evaluate the results of our initial edTPA pilot program, and presented our results with several colleagues at the national AACTE Conference, 20115. The edTPA has three components: five days of lessons with nine pages of commentary about the planning, two ten minute video clips of purposeful teaching with six pages of commentary, and a summative assessment that encompasses all learning objectives with analysis of patterns of learning for the whole class and three target students with ten pages of commentary. This assessment is evaluated on a fifteen rubric scale from 1-5 for each rubric. There is one evaluator for the entire assessment (through Pearsons). Each content area on the secondary level has different requirements that are unique to that discipline; therefore, I had to become well versed in seven different handbooks in order to help prepare my students. In the pilot program 4/5 of my students successfully passed their edTPA. In the spring 2015 submission, all but one of my students passed the edTPA; all achieved scores well above the state average. ( The one who did not pass had plagiarized her submission).

Another way to assess the impact of my teaching is whether or not my students are able to use what they learned by applying the ideas in their own classroom. Here are comments from recent graduates who are now teaching.

“Last year, I decided to embark on a journey that would take all my concentration and dedication. At the time I entered the MAT program at Georgia College and State University, I was already a full time high school teacher. The summer of my enrollment that is when I met with Dr. Vice. She was very honest about the challenges that a one-year program will have but from the beginning she supported and helped me to be a successful candidate. Dr. Vice has impacted my teaching in many ways. Her techniques on how to present topics to our students are vital to the kind of teacher that I have become. I came into the program with the desire to improve what I already knew and to learn new venues to help my students to be successful in their learning. Dr. Vice designed every class in such a way that even with the most challenging topics, she found a way to help us to always integrate students' knowledge and experience to help us to create a conducive learning environment that was going to be successful and relevant to our students. From every assigned reading, group and pair activities it was evident that the outcome was going to be beneficial and productive not only for us but for our students as well. Diversity was a highly discussed topic because it was essential for Dr. Vice that in order for us to be successful in the classroom we needed to recognize the importance of making sure that all our students' differences must be taken in consideration when preparing our weekly lesson plans. Her experiences were transferred to each of us on every meeting. She was always willing and available to help not only during our meetings but on her own time. I am a better and successful

teacher because of her encouragement and honest guidance. She always wanted her students to understand that in order to be successful in the classroom, we must be genuine and honest with the care that we show for our students inside and outside the classroom. She trained us to be prepared ahead of time to be able to deliver a great relatable, productive and engaging lesson on an every day basis."

Joanna Ramirez , 2015 graduate

"My first year teaching has been everything I expected and then so much more. I can say this because Dr. Vice prepared me and challenged me to be a teacher that inspires and challenges my students to think for themselves. I consider the time I spent with Dr. Vice to be invaluable. She helped to shape the way I view education, and her constant encouragement and honesty pushed me to take risks in my classroom for the sake of my students. Her exemplary teaching was the perfect model for me to shape my teaching after. Not only did Dr. Vice model some of the most engaging teaching methods I've seen, but she also reminded me that teaching is not measured by a state standard, but rather by the growth and the ability of my students to think for themselves. After spending a year with Dr. Vice, my goal of teaching has become to cause my students to tap into their individual passions by acknowledging the world around them and figuring out how to make a connection to it."

Traci Jolley, 2015 graduate

"Learning is not something that exists solely on a state test, but rather something that is measured as students are challenged to think beyond themselves. Dr. Vice personally invested her time and energy in me, and it is because of her that I can confidently say that my first year as a teacher has been one full of engaging relationships with my students and making an impact that will last beyond a mere ten months. The impact Dr. Vice has made on my teaching career is one that will indirectly impact thousands of teenagers. It is my honest belief that every teacher would benefit from taking even one class with Dr. Vice. Her drive and passion for education is contagious, and it is educators like her that motivate new teachers like me to courageously step out into the ever-changing field of education."

Taylor Feeney, 2015 graduate

"In a word, Dr. Vice is the absolute best! My entire success as a teacher is credited to the guidance and mentorship she provided me as a student and a budding teacher. I am most appreciative, though, for the continuation of said mentorship even to the present. Dr. Vice saw my latent gifts for teaching and built upon them, enhancing my desire with sound, research-based teaching practices. Her constructivist approach to educating educators has allowed me to be effective in my own aim toward constructivism. I am certain that the reason I am a good teacher is because I had a great teacher. I will forever remember the impact Dr. Vice has had on me, and my students will always have her fingerprints somewhere on their education."

Dominique V. Nichols, 2013 graduate; Bibb County Teacher of the Year, 2016

"Excellence is a noun. Embody it."

“Dr. Vice’s teachings have immensely helped me as a teacher. Through her instructional strategies I feel that I am equipped with teaching students in a more effective and rigorous manner. Her teachings of diversity have proven to be invaluable as I teach in a title 1 school in Bibb County. I have been able to take her teachings and apply them in the classroom on a daily basis, which my students have benefited greatly from. She has been the reason that I have transformed into an effective teacher. Without her guidance I would not feel prepared or fit to be an educator. She has made a positive impact on so many students; by producing educators with the knowledge and resources they need to be an effective teacher.”

Ashleigh Lincoln, 2015 graduate

“As a grad student I knew that my experience would be complex and new. It was for me, uncharted territory. The tremendous phobia of failure was overwhelming. My saving grace was the guidance and leadership of Dr. Betta Vice. She was able to show me the true elements of teaching, while guiding me through a demanding yet rewarding program.”

Jarvis Denmark

MAT Secondary English Alumni, 2013

ELA Dept Chair – Northeast High School



SAMPLE LESSON PLAN I CREATED AND TAUGHT TO STUDENTS AND TEACHERS AS A MODEL

SSWH 16 Identify the causes of World War One and describe the conditions of the major battles such as Verdun.

EQ What were the main causes of WWI? Was WWI inevitable? How did the conditions of the war and the type of fighting lead to the large number of casualties?

Bellringer:

The United States is currently spending \$9,000,000 a day fighting ISIS in Syria. The U.S is using

Tomahawk missiles (1,000 mile range)

B-1 bombers, F-15 and 16 fighters, Predator drones and

Raptor bombers (cost 350 million each).

The U.S has killed 10,000 Isis fighters in 9 months. Isis currently has around 21,000 fighters.

**With all this firepower at our disposal, do you think the U.S will escalate the war against ISIS?**

**Does having a lot of weapons mean a country is more or less likely to go to war?**

Activator:

Review from yesterday: Militarism, Imperialism, Alliances, Nationalism

1. Look at the pictures of the weapons that the countries were producing prior to WWI. Discuss with your partner what impact you think these weapons would have in a war.

How do these pictures represent the concept of militarism?

2. Have six students volunteer to come to the front of the classroom holding the names of the countries. The class will group them based on their alliances. Give each table the two political cartoons. What do the cartoonists see as the cause of the war?

The class will group the students so they recreate a visual of the cartoon.

How did the alliance system lead to fighting?

3. Imperialism experiential exercise.

4. How might nationalism cause a country to go war. Given all the factors was the war inevitable? Use the white board to answer.

5. Whole Brain Exercise on MAIN

6. Work Session

Students will pick a flag and will be the representative of that country in groups of 5 : Russia, England and France ( Allied Powers). Germany and Austria- Hungary (Central Powers)

Look at the pictures of the trenches. Note that when the war was not over in the expected six weeks, both sides literally dug in with hundreds of miles of trenches.

Each country has a certain amount of money to use for buying weapons and a certain number of soldiers. Each country will take a turn picking an event slip and reading the outcome out loud. Countries should subtract soldiers as they die and keep a running tally as well as the number of weapons/ gas masks they buy. A country may only buy weapons if the slip states so, In some cases countries may need to call the teacher over to verify an outcome.

Students will focus on the type of fighting, the conditions in the trenches.

Assessment

On the whiteboard, complete the acrostic by describing the conditions of the war and why there were so many casualties

P	or	T
L		A
A		N
N		K
E		s

Performance Task: How did the conditions of the war lead to massive casualties?

RAFT writing assignment

Be a soldier writing a note home to his family describing the type of fighting and war conditions

Create an anti-war ad describing the conditions of the war.

Be a general sending a telegram to a soldier's family describing how he died in battle.



February 20, 2017

Awards Committee  
Georgia College  
Milledgeville, GA 31061

Dear Awards Committee Members,

It is a pleasure to support Dr. Betta Vice in her nomination for the Excellence in Teaching Award. Her teaching style is a model for all teacher educators. Instead of lecturing about how to teach, Dr. Vice actually teaches the content and the best practice in pedagogy by modeling these to her preservice teachers. Her university students are consistently engaged in critically thinking about their future role in their own classroom. They learn how certain practices that they engage in during their university course with Dr. Vice will promote the engagement and achievement of the high school students that they will later teach. The preservice teachers learn and practice successful methods of teaching in a supportive environment. They are very appreciative of the way Dr. Vice teaches because they can go into a school the next day and use the practical strategies that Dr. Vice has taught them. As they complete the program, the preservice teachers have an entire toolkit of strategies that they can employ as needed to be successful in the high school classrooms. I receive numerous emails that document students' appreciation for Dr. Vice's methodology in the classroom.

The exemplary teaching described above is not easy. Dr. Vice spends a great deal of time preparing for each class session. She reviews best practice, attends conferences, reviews professional literature, and volunteers in schools to be sure that these practices will be effective for the students in our region, and ensures that all higher education and K-12 standards and learning goals are evident because of her outstanding teaching. It is one thing to present a theory of teaching to students and another to be able to discuss the theory in the context of how it was used in a classroom the prior week. This provides Dr. Vice with a high level of credibility that students appreciate as they try out the approaches in their own teaching. Dr. Vice's use of cooperative learning, project-based learning, and learning stations all have one thing in common which is the focus on learning. Both having her university students' learning and the promotion of learning with these preservice teachers' future high school students.

Dr. Vice's university students recognize her excellence in teaching. In an unsolicited email from one of her students, he described her teaching and work with students as follows:

I wanted to express to you how much I have enjoyed taking classes with Dr. Vice. As a graduate student with no prior experience in education, Dr. Vice has been extremely helpful in guiding me through a completely

new area of study. Her teaching methods not only challenge students to think critically about our own beliefs and practices (which is a good thing), but she also helps us craft practical strategies and techniques that we can use in our own classrooms. I have never had a professor as engaging and invested in her students as Dr. Vice. I look forward to her class each week, and her passion for teaching inspires me and all of her students to be the best students and teachers we can be. Georgia College is lucky to have such a wonderful professor as Dr. Vice.

I have heard similar compliments on her teaching from numerous other students. In fact, there are teachers in other programs such as the Georgia Teacher Academy for Preparation and Pedagogy (TAPP; the State's alternative certification program) that have expressed interest in coming into our Master of Arts in Teaching program because of the way she fully prepares them for the classroom. At a time when enrollments are down in education programs, Dr. Vice maintains a strong MAT cohort in Macon.

Another area that is important to note is Dr. Vice's work in preparing our students for the edTPA. This is a new initiative in Georgia, is an intense national performance assessment, and shows students are effective and ready for the classroom before they are certified. Dr. Vice participates in ongoing meetings, conferences, and professional development opportunities to align her curriculum and ensure students are successful with this certification requirement.

In reviewing Dr. Vice's Individual Faculty Reports, course loads, and student evaluations, they also provide evidence of her outstanding teaching and support of students who are practicing their teaching in the local classrooms. Therefore, it is without hesitation that I support Dr. Vice in her nomination for the Excellence in Teaching Award.

Respectfully Submitted,



Dr. Joe Peters  
Dean of Education