

Dr. Betta Vice
Associate Professor, Georgia College and State University Felton
Jenkins, Jr. Hall of Fame Faculty Award Application

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November 30, 2017

To the members of the Regents' Felton Jenkins, Jr. Hall of Fame Faculty Award Committee:

I am pleased to provide this letter of support for **Dr. Betta Vice** as Georgia College & State University's nominee for the **Regents' Felton Jenkins, Jr. Hall of Fame Faculty Award**. Dr. Vice is an Associate Professor of Secondary Education within the John H. Lounsbury College of Education. She is an outstanding teacher and was Georgia College's 2017 Excellence in Teaching Award recipient.

Dr. Vice, as one of her supporters has observed, is "constructivism incarnate." It is with pride that she notes, "I have never lectured or used a PowerPoint presentation in my teaching." Rather, Dr. Vice's courses always revolve around active learning approaches, the same approaches she wants her teacher candidates to use when they become in-service teachers. Instead of talking about a specific pedagogical approach, she models the approach for her students, engages the students in a discussion of the potential benefits of the approach, and then requires students to develop their own activities using the approach. In keeping with her constructivist approach to teaching, Dr. Vice develops learning activities that provide students with opportunities to develop their own understanding of course material through actively applying what they experience.

In addition to applying constructivist principles in the classroom, Dr. Vice emphasizes student learning outside of the classroom. She is in frequent contact with each individual student outside of class by providing constructive feedback on assignments, making recommendations on students' lesson plans, and critically evaluating students' videotapes of their own teaching. Dr. Vice also corresponds once a week with her student teachers' supervising instructors so that she can stay informed of her students' progress.

Dr. Vice also values the feedback she receives from her students on how she can improve as an instructor. Consequently, Dr. Vice has made several changes to courses she routinely teaches. For example, for a course on multicultural education, she took to heart the feedback from a few students who felt that she had structured the course material and activities with a particular "agenda" in mind. Rather than dismissing those views, Dr. Vice investigated alternative approaches to achieving the course's learning objectives. She revised the reading list and developed in-class learning activities in which students began by analyzing the factors that contributed to their own identity formation and culminated with their ability to understand the underlying forces that shape all identities, particularly identities in which race, gender, and sexual orientation are central.

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Georgia College, the state's designated public liberal arts university, combines the educational experience expected at esteemed private liberal arts colleges with the affordability of public higher education

Not only does Dr. Vice embody teaching excellence for her own students, she also shares her understanding of best teaching practices with full-time, in-service teachers. Dr. Vice works once a week at Northeast High School in Bibb County, a Title I school with a high percentage of students from low-income families, where she conducts professional development training for the school's teachers and administrators. Her expertise is so highly valued that the principal is seeking to buy out some of her teaching load so that she can have more time to continue her trainings and consultations there.

As you review Dr. Vice's portfolio, I hope you will note that one of her supporters is Dr. Cynthia Alby, who for several years has been the lead instructor for the Governor's Teaching Fellows program. You will also see multiple examples of her students' professional success as outstanding teachers in their own right. As an outstanding teacher of teachers, **Dr. Betta Vice** is an excellent candidate for the **Regents' Felton Jenkins, Jr. Hall of Fame Faculty Award**.

Sincerely,



Kelli R. Brown, Ph.D.
Provost and Sr. Vice President
for Academic Affairs

November 25, 2017

To: Faculty Awards Committee

From: Dr. Holley Roberts, Interim Chair, Department of Teacher Education

Re: Excellence in Teaching Award

Please accept my overwhelming support for Dr. Betta Vice, Associate Professor of Secondary Education as the recipient of the Excellence in Teaching Award. Dr. Vice engages in teaching based on innovative and effective approaches and practices. 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 as well. Through her student-centered approach, she promotes learning both inside and outside 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, constructive feedback on their teaching. She promotes high expectations of teacher candidates and develops their belief that they can thrive as teachers.

Also evident in her teaching is her knowledge of culturally responsive pedagogy and a focus on promoting P-12 student assets. As I observed Dr. Vice teaching candidates in the Physical Education MAT (the department has requested that she always teach two classes to their students as she is the only COE professor who makes real connections for their students), 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 with 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 utilized by Dr. Vice. In a follow-up conversation to debrief the lesson, Dr. Vice explained to me that the approach she utilized in her revised diversity course, was based on conference presentations, readings and collaboration with colleagues: all strong evidence of her reflective practice. She realized that in order to have theses sensitive but necessary and honest discussions she had to build trust and intentionally support teacher candidates in making connections to their P-12 students' experiences through examining their own. Dr. Vice rewrote each lesson plan for her diversity course, essentially creating an entirely new course. 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. A number of her students commented in the student opinion surveys that her diversity course not only made them a better teacher, but a better human being.

Dr. Vice consistently collects and analyzes student feedback in all of her classes. 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. Most recently, she added *Soar: How Boys Learn, Succeed*

and Develop Character and For Those Who Teach in the Hood and the Rest of Y`All to her diversity class. She collaborates each year with her colleagues on the program's assessment plan and has been instrumental in designing and revising the four main program assessments. Based on analysis of edTPA results and student feedback, she and Dr. Alby are developing a revised assessment and rubric for the summer assessment and strategies classes. Continuous reflection on her teaching practice and assessments 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' 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. In addition, her teaching in the P-12 school setting in Bibb County has provided a basis for her passion and commitment to student learning. For three years, she has been a dedicated liaison to Northeast and Westside high schools in Bibb County. She has supported faculty by providing consistently high quality faculty development and facilitating professional learning communities utilizing the strategies that are so effective with her teacher candidates. Her continued dedication to helping these low performing, Title One schools, can be seen in such efforts as providing world history and United States history simulations that she has created, and supporting in-service teachers in learning and re-learning teaching strategies that support the constructivist approach, such as the interactive lecture, experiential exercises and a hands-on approach. Dr. Vice has also been responsible for organizing a Merit Breakfast at Northeast to honor student effort in learning. She also sought private funds to purchase 120 copies of *The Other Wes Moore*, so that every senior was able to take the book home to read. For most of the students this was their first opportunity to have their own copy rather than just a class set. Dr. Vice then arranged for the students to prepare questions and engage in a Skype session with Wes Moore, the book's author. This was yet another example of the power of Dr. Vice's teaching.

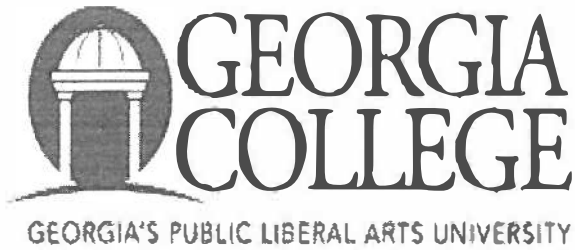
Dr. Vice is the quintessential teacher. She continues to advance professionally through her reflective teaching practices, improving teaching for P-12 teachers and sharing her knowledge and skills with her colleagues and teacher candidate. Dr. Vice believes education can serve to alleviate many of the social ills in our society if handled correctly. She knows, however, that the opposite can be true. It has been her life's work, first as a high school teacher for 32 years and now eight years in teacher education, to provide an engaging and quality educational experience for her students and teachers whom she encounters. This is her way of being the change she wants to be 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.

Sincerely,



Holley M. Roberts, Ed.D.

Interim Chair, Department of Teacher Education
Associate Professor of Early Childhood Education



Department of Teacher Education

John H. Lounsbury College of Education

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Milledgeville, Georgia 31061-0491

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November 28, 2017

Dear Awards Committee:

It is my pleasure to nominate Dr. Betta Vice for the 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 educator, she influences not only her own students, but by extension public school student and their families throughout Georgia through her exceptional teaching. Dr. Vice's teaching is characterized by her dedication to being a role model on so many levels. 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 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. It is one thing to present a theory of teaching to students in the abstract and another to be able to discuss the theory in the context of how it might be used in various content classrooms. By demonstrating multiple uses of the strategies, Dr. Vice has a high level of credibility that students appreciate as they try out the approaches in their own teaching. 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. Dr. Vice teaches a full load of twelve credits, serves as program coordinator, sits on (and chairs) an astounding number of committees, and still finds time to work the equivalent of two full days a week with area high school teachers. She spent one full day 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 targets, and determine which strategies would be the best fit for upcoming lessons. She conducts faculty development for the entire faculty of Northeast High and often spends time on 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 am 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

certification assessment. She also spends a great deal of time recruiting for the MAT program. She has a special interest in minority recruitment, and as a result her program is one of the most diverse at Georgia College.

Dr. Vice teaches all but three of the courses in the Macon MAT program, so she deserves most of the credit for the quality of her graduates, and they are indeed a tribute to her teaching. Last year two of her future students won Georgia Power new teacher grants, one student was the runner-up for the Georgia Teacher of the Year and many of her graduates received sensationally high scores on the edTPA, the national teacher assessment for certification and on TKES, the assessment used to score teachers on the job. I believe her students also see her as 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

Here is the voice of one of her graduate students, Traci Jolley:

Let me start by saying that 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 detailed and thorough in her teaching and classroom engagement. I am sure she spends hours preparing for class they are packed with activities and critical thinking activities that are phenomenal. She makes the tuition I pay worth every penny. I can't begin to tell you how much knowledge I have gained from her.

Another graduate, Shane Hall, a teacher in Bibb County, sent the following unsolicited email about Dr. Vice to our Dean.

I wanted to express to you how much I have enjoyed taking classed with Dr. Vice. Her teaching methods not only challenge students to think critically about our own beliefs and practices, 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 classes 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.

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

Sincerely,



Cynthia J. Alby, Ph.D.

Professor of Secondary Education

Curriculum Vitae

Betta Ann Vice, Ed.D

Associate Professor: Secondary MAT

Degrees earned:

- | | |
|------------|--|
| 2005- 2011 | State University of New York at Binghamton
Ed.D : Educational Theory and Practice |
| 2005 | State University of New York at Cortland : CAS Administration |
| 1982 | University of Maryland at College Park/ MA English Education |
| 1978 | Pennsylvania State University at University Park/ BA English |

Teaching and/ or administrative experience

- | | |
|---------------|---|
| 2010- present | Georgia College, Macon Graduate Center
Associate Professor in Secondary education MAT
Program Coordinator and MAT Mentor Leader |
| 1996-2010 | Susquehanna Valley High School, Conklin, New York- History |
| 1990-1995 | Community Based Classroom, Lanham, Maryland- ELA/ History |
| 1990-1991 | Bowie State University, Bowie, Maryland – English Instructor |
| 1983-1990 | Pallotti High School, Laurel, Maryland ELA/History |
| 1984-1986 | Montgomery College, Rockville, Maryland |
| 1979-1983 | Academy of Holy Names, Silver Spring, Maryland |
| 1979-1982 | Higher Achievement Program, Washington, DC |

Peer Reviewed International, National, Regional, State Conferences

- Vice, B., Peck, M.,(November, 2017). *Part of the Solution: teaching diversity* National Council for Multicultural Education, Salt Lake City, Utah
- Vice, B., (September, 2016). *How can we learn?* British Educational Research Association Annual Conference, Leeds, England
- Vice, B., (March, 2016). *Two Paths to Reform*, A Dialogue on Race and Education, Berea College, Berea, Kentucky.
- Vice, B., (February, 2016). *A Tale of Two Schools*. Eastern Educational Research Association Annual Conference, Hilton Head, South Carolina.

- Vice, B., Alby, C., Roberts, H., Wills, S., (February, 2015). *edTPA: Doing it Our Way*, American Association of Colleges of Teacher Education Annual Conference, Atlanta, Georgia.
- Vice, B., Peck, M., (February, 2015). *Controlling Black Bodies*. Eastern Educational Research Association Annual Conference, Sarasota, Florida.
- Vice, B., (November, 2014). *Turning bills into laws: a simulation*. National Council for the Social Studies Annual Conference, Boston, Massachusetts.
- Vice, B. (April, 2014). *Let the Games Begin*. USG Annual Conference on Learning, Athens, Georgia.
- Vice, B. (March, 2013). *Chocolate, Carpets and Soccer-child labor in our world*. National Council for History Education Annual Conference, Richmond, Virginia.
- Vice, B., Alby, C., Peck, M. (November, 2012). *Hook, Line and Sinker: Experiential Exercises*. National Council for the Social Studies Annual Conference, Seattle, Washington.
- Vice, B., (February, 2012). *Social class and school knowledge*. Eastern Educational Research Association Annual Conference, Hilton Head, South Carolina.
- Vice, B., (March, 2012). *Engaging students through simulations*. Georgia College and Fort Valley Diversity Conference, Atlanta, Georgia.
- Vice, B., Crabb, K., (December, 2011). *What's my role today? Reliving history through simulations*. National Council for the Social Studies Annual Conference, Washington, D.C.
- Vice, B., (October, 2011). *Populism: a simulation*. Georgia Council for the Social Studies Annual Conference, Athens, Georgia.
- Vice, B., (April, 2011). *Service Learning Project for Central Asia* Institute, National Service Learning Annual Conference, Atlanta, Georgia.
- Vice, B., (February, 2011). *Just the facts please*. Southeastern Philosophy of Education Annual Conference, Atlanta, Georgia

Courses Taught EDFS 5205:Curriculum Planning; EDFS 5001: Field Placement; EDFS 5203:Learner Development; EDFS 5209: Learner Differences; EDFS 6501: Social Studies Pedagogy; EDFS 6466 Student Teaching; EDFS 5233: Capstone; EDFS 5215: Strategies; EDFS 5213: Assessment in Content Areas

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. My forty years of 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.

In the last 15 years, the tone of education has changed dramatically with mandatory annual testing and teachers' evaluations tied directly to student test scores. 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. 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, simulations, experiential exercises, Green Light strategies (Allen, 2008), cooperative groups, authentic pedagogy, and whole brain teaching (Sousa, 2017) 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. 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 an experiential exercise. 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. 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 all content areas in my MAT program, 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 (Jensen, 2005) 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 my diversity class, 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 Learner Development course my students explore teaching using the brain in mind (Jensen, 2005; Buehl, 2010). 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. My mantra for my teacher candidates as both students and teachers is that one should enter a classroom with anticipation and leave with regret.

My main objective is to foster a constructivist philosophy of teaching in all my students. This 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 (Sousa, 2017) and scaffolds learning in a way that creates sense and meaning for students.

Therefore, I am constantly modeling how to vary teaching and assessments based on the learning objectives. We utilize action research as well as many informal assessments to gauge learning. 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. We learn and teach by doing based on the principles of John Dewey.

Innovative teaching practices

I start my diversity class by having students create their own identity boxes which they share with the class. This fosters a sense of community as students process their understanding that culturally responsive pedagogy means getting to know individuals by avoiding stereotypes. Another activity, Star Power, give students first hand experience with structural power. Each student received five poker chips of varied colors. The colors have corresponding points by each chip and through color combinations. In round one, students silently trade without knowing the color they will receive in the exchange; they try to maximize their points until the round is over. The group with the highest points (the power) then change the rules for the second round, but don't reveal the changes until the round is completed. This activity leads us to a discussion of power structures in society and schools. Next each student received an identity of an individual in a school (ie receptionist, maintenance person, honor roll student , athlete, etc). Students first write down the values they feel schools have in general. Then they form groups based on perceived commonality. As a group, they write down what values their group has. Each group conducts a gallery walk to check where their group values intersect with the school values. By understanding how systems work, particularly school systems, students are then more open to examining how current school systems can operate to marginalize groups. My students are also able to make real connections between what they witness in their field placements and what we discuss in class. After analyzing individual identity, group identity and structural systems, my students are more open to discussing the roles of racism, sexism, social class, socio-economic status in schools.

The structure of my social studies pedagogy class demonstrates the manner in which I teach all of my classes: using a workshop model. Starting with the first class, we conduct full simulations that I have created on the French Revolution, Populism, immigrant experience going through Ellis Island and the Industrial Revolution in England. Students take on roles and experience the events as if they lived at that time. We debrief after each simulation and discuss how it will work with middle and secondary students. My students then create their own simulations based on the standard they will be teaching and practice them first with their colleagues. We provide specific feedback for revisions before students implement the simulations in their classrooms. Using the Teacher Curriculum Institute approach to bringing history alive, I model each of the following strategies for my students, using examples in world history, United States history, economics or government: Interactive Lecture (Henry VIII), Virtual Tour (Jerusalem), Experiential Exercise (imperialism, Red Scare, capitalism v communism), Visual imagery (Russia, Vietnam War), Socratic Seminar (ancient Greece, controversial topics), game theory (World War One, Civil War), authentic pedagogy (Central Asia Institute, Free the Children), Etch a Sketch Notes, Thinking Maps, multiple intelligences stations, collaborative group work (Latin American liberators, Cuban Missile Crisis and document based questions. For every strategy they learn, students then collaborate in a professional learning community to develop and implement that strategy within their standard topics and finally reflect on what worked and what needed improvement. Student comments after each class reflect how seeing the strategy first hand has impacted their willingness to move outside the banking model of lectures and engage their students in “doing history”.

25 November 2017

To Whom it May Concern:

It is with enthusiasm and fervor that I compose this missive of recommendation on the behalf of Dr. Betta Vice as a candidate for this prestigious award.

I came to know Dr. Vice in the Fall of 2012, as she became my mentor leader during my time as an MAT student at Georgia College. After just a few class meetings, I was taken by Dr. Vice's intelligence and passion for the craft of teaching. I was thoroughly convinced that I had a professor who would ensure that I was adequately prepared to be an effective educator.

In every lesson, Dr. Vice modeled best practices, actively engaged her students, challenged longstanding paradigms, and demonstrated excellence. She was extremely thorough in her explanations and made herself continually available to assist her students in their journeys toward consummate professionalism.

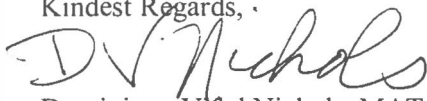
On a personal note, Dr. Vice inspired me to build on my capacity to develop relationships with my students and to include both their emotions and prior knowledge in the teaching and learning process. Whenever she visited me during my student teaching experience, she would give me feedback that both highlighted what I did well and challenged me to grow. I have often said that my teaching practice and the success I have experienced in the field are both due, in large part, to Dr. Vice's mentorship.

Though I finished my program in 2013, I have maintained contact with Dr. Vice ever since. She is always available to give feedback, to share materials, and even to support other teachers in my department. It amazes me that after a full career in the classroom, then as a professor, Dr. Vice is still on the cutting edge of effective, engaging instructions, and she knows how to bridge storied best-practices with present-day culture, in order to foster a culturally responsive pedagogy.

In my humble opinion, Dr. Vice is a prime candidate for the Excellence in Teaching award. Her dedication to the success of her students, and subsequently, the students of her students, is unrivaled. Her commitment to excellence in the profession is unmatched. One would be hard-pressed to find a candidate better suited for this esteemed honor.

Should there be a need for further explanation, please feel free to contact me via email at dominique.nichols@bcsdk12.net or telephone at 979-549-2119.

Kindest Regards,



Dominique Vidal Nichols, MAT

2018 Georgia Teacher of the Year Runner Up
2017 Bibb County Teacher of the Year
English and World Languages Department Chair

Westside High School
2851 Heath Road
Macon, GA 31206

To whom it may concern,

My name is Emmie Meadows, and I am a first year high school English teacher in Bleckley County. Additionally, I am a graduate student in the Master of Arts in Teaching program at Georgia College and State University. I am writing to you regarding Dr. Betta Vice, the winner of the Excellence in Teaching Award for Georgia College and, now, a candidate for this award for the entire USG system. There is truly no one more dedicated to the teaching profession than Dr. Vice. She is an impactful teacher, and she has truly molded me into the teacher I currently am. If not for Dr. Vice, I would be yet another first year teacher who left the profession because of the overwhelming nature of this career. However, Dr. Vice has prepared me to enter this field and has equipped me with the tools I need to succeed as a teacher.

Though Dr. Vice is known for moving mountains with her teaching as she attacks massive societal issues that exist in education, she never forgets the need for simple, yet effective, classroom strategies. Dr. Vice's tips and suggestions are practical and are able to be implemented easily and quickly in my classroom. For example, my entire classroom behavior management plan revolves around the ideas and lessons that Dr. Vice has passed along. Under her suggestion, I created a class mantra- a saying that we recite at the beginning of each of my classes. The mantra is quite applicable: "I am kind. I am smart. I am committed. Today, I choose to move forward." As students recite our mantra, they are both reminded of my expectations and encouraged toward these expectations each day. The mantra has served as the backbone of my classroom; when a student does not comply with the expectations they stated at the beginning of class, they are quickly redirected (often by other students!) to acceptable behavior simply by a mention of the mantra. Furthermore, the most lucrative advice Dr. Vice has given me is to create a "classroom currency." In my classroom, this currency is Meadows Money. When a student exemplifies a behavior I wish to reinforce, I hand out Meadows Money. Each time, I am astounded at the effectiveness that simple paper "money" has on students and overall behavior in class. Visitors and administrators often compliment this effective strategy, and I can only give credit to a single, ingenious college professor for this.

Dr. Vice is not only a teacher of practical methods; rather, she is a social justice warrior who has accepted the difficult task of training others to appreciate and acknowledge that, though each of us exists in our own world, our own world is not the only one that exists. Dr. Vice has taught me to see education and other social issues from all angles. At times, it can be quite uncomfortable to look through others' lenses, yet this, in my opinion, is what an exceptional teacher does- she opens her charges' eyes with the intent of bettering their worlds, as well as bettering the world for others. Under Dr. Vice, I have learned how to create a classroom that welcomes all viewpoints and all experiences. In my own high school experience, I read nothing in high school that I truly related to; the majority of my reading came from dead white men. However, inspired by Dr. Vice's methods, I have made it my personal mission to find readings that come from all cultures in an effort to ensure that all students can see themselves in and relate to their readings. In my classroom, the curriculum spans from Robert Frost to Langston Hughes, and we learn about the stories that often go untold, such as those of indigenous peoples. If not for Dr. Vice, I would be stuck in the common rut of teaching that

there is one side to every story. However, under her tutelage, I have created a classroom that is inclusive for all students, no matter their culture.

Dr. Vice completely transformed my understanding of what a classroom truly is. From the very start, Dr. Vice stressed the importance of having a culture of community in one's classroom. A classroom, according to Dr. Vice, is a place where relationships have an immense impact on student success. This classroom community is one that is both warm *and* demanding. I have found that students actually hunger for this culture. For instance, I began the year standing outside my classroom door and welcomed students as they entered class, and this sparked somewhat of a revolution. Now, I have students begging to stand outside the door with me and welcome their classmates into the room. They shake each other's hands and warmly welcome their peers. An atmosphere of respect tightly cloaks our classroom, and students recognize that their peers' presence is something to be celebrated. This community atmosphere has allowed in-class discussions to thrive; my students have opened up immensely about their personal lives because there is no fear of rejection or ridicule. Thanks to Dr. Vice, my classroom community encourages student success by the simple act of noticing that each student is a vital part of the classroom.

I count myself exceptionally fortunate to have been molded by Dr. Vice. If not for her input, I would be lost, and I believe very strongly that I would have been counted among the vast percentage of teachers who do not make it past their first year. Make no mistake- Dr. Vice's methods and teachings are radical. However, this radical methodology is precisely what education needs. There is no one in the business who is better than Dr. Vice, and because of her input, I am a better teacher and all-around better person. If every teacher had the opportunity to be trained by Dr. Vice, I believe that education would change vastly for the better. There is no one more deserving of an award than Dr. Vice, a woman who has dedicated her life to ensuring that each student she teaches has the opportunity to be extraordinary, no matter the obstacles in her path.

Sincerely,

A handwritten signature in black ink that reads "Emmie Meadows". The signature is written in a cursive, flowing style.

Emmie Meadows

November 25, 2017

When I first accepted my position as art teacher, I worried that I wouldn't know how to write lesson plans or know how to present the content. By the end of the summer I felt more equipped than I could have imagined. Over the summer we talked a lot about shifting our perspective from students mastering content to always being a student in order to become a better teacher. It is a very different position to be in when you are trying to learn how to become an effective, culturally responsive teacher while sitting in a seat in a classroom as a student. That is why Dr. Vice models what she wants us to learn by implementing those teaching strategies into her lessons. Not only did we take part in the activities in order to learn about them, but we also had many opportunities to practice them in class. By the end of the summer I had a better understanding of what my 45 minute classes could look like and I was ready to give it a try with my students.

Dr. Vice has years of experience under her belt and she has stored up wisdom and knowledge from her time in the classroom. It seems as if every class has a time when she has been able to give us example after example of ways to implement strategies into our specific contents, whether she knows the standards of our content or not. Trying to figure out how to present and teach something can be difficult. You have to know your students, the culture, the content, strategies, and anything else necessary to successfully teach that subject. When someone is teaching you a lot about education, it can be hard to know and imagine how it all translates to your content. Dr. Vice gives us space to ask those questions about what something would look like practically in the classroom. When *you* are the teacher, you have to think ahead and attempt to understand how something will work out (and re-evaluate when it doesn't go as planned). I have gained inspiration and ideas for lessons and strategies to use in my classroom from Dr. Vice's teachings and I know that anytime I have questions or need help, she is there to give it.

If you take one of Dr. Vice's classes, it is clear to see that she loves to read. She doesn't assign more books than we can handle, but she does put a lot of thought into the books she chooses for each class. Even if I personally may not be as interested in the book, I still walk away from it learning something new and useful. Each book that we have read has helped to cultivate us into a better-rounded teacher. Not only does she find great books for us to read as a class, but she also finds books that will help us in our content. Two art books she has suggested have been especially helpful as I've started my first year of teaching. A couple weeks ago she brought books that she has read over the years and told us we could each pick out 3 books to take home. For several of the students in my class and myself included, she had specific books that she thought we would enjoy and benefit from. This goes to show that she has spent time getting to know us as students, teachers, and individuals. She builds on our strengths and helps us in our weaknesses. I can not imagine a more qualified professor for the Excellence in Teaching Award than Dr. Vice.

Kalin Jordan
Two Year MAT student

Evidence of Teaching Excellence

1. The first artifact (A) is a model lesson plan on WWI that I created for my students and in-service teachers. This is an example of numerous lessons that I utilize to demonstrate an engaging, standards-based lesson that counters the banking model of teaching. My students experienced the lesson, discussed it and then used the lesson as a model for their own planning. An effective lesson for secondary or graduate students should “hook” the students, create relevance and meaning with the material, require application and finally assess understanding. It should also include movement, an important component to learning. This lesson exemplifies my ability to create and implement effective lesson planning with my students. The lesson plan is the engine that drives teaching; having an engaging lesson plan is the key to my students’ success in their classroom.
2. The second artifact (B) contains summaries of course assessments. All of my courses are project based, and I never give traditional tests or exams. My assessments require students to analyze, think critically and synthesize their understanding of the components of the course. Since my main objective in my teaching is to prepare my students for the rigors of secondary and middle school teaching, it is essential that they are able to master teaching the whole child in a culturally responsive way. At the core of my assessments is the students’ ability to demonstrate their ability to understand their students’ learning patterns as individuals and as a whole class. Next, they need to be able to create lesson plans that demonstrate that understanding and are relevant to their students. Finally, my students should be able to reflect critically on their teaching effectiveness and implement strategic changes in their curricular choices. These assessments reflect my excellence in promoting culturally responsive thinking in my students in their summative projects.
3. The third artifact (C) is a snapshot of end of course evaluations. These anonymous surveys provide a true picture of whether or not students view me as an excellent teacher. In addition, the student comments also demonstrate their views of my teaching excellence.
4. Finally, the fourth artifact (D) is a recent email from a former student who just implemented a meaningful experiential exercise in his English classroom. We had discussed strategies for engaging his students and he embraced my idea. This artifact is evidence of the impact that my teaching and expertise has on my graduates and the students that they are teaching.

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?

Hook: 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?**

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? How did the alliance system lead to fighting?
2. Imperialism experiential exercise. How might nationalism cause a country to go war. Given all the factors was the war inevitable? Use the white board to answer. Whole Brain Exercise on MAIN.
3. 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.
4. Assessment :On the whiteboard, complete the acrostic by describing the conditions of the war and why there were so many casualties: PLANE or TANKS or write a RAFT: As a soldier write a letter home describing the type of fighting and war conditions.

Summaries of Course Assessments

EDFS 5209: Learner Differences. Based on class readings/discussion, explain what a culturally responsive pedagogy means to you and how it is manifested within your discipline. Using your theoretical knowledge as a basis, turn theory into practice by explaining ways that you intend to demonstrate culturally responsive teaching. Include two examples from your field experience where culturally responsive teaching would have been beneficial to students.

Use qualitative and quantitative data to describe one of your field placement's classroom, school and community. Based on the data and your observations, fully describe two important cultural factors that seem to influence the students in one classroom. Why did you choose these factors? Provide strong anecdotal evidence, supported by theory, to demonstrate that these cultural factors are evident.

Using the cultural factors identified # 2 above, explain the cultural funds of knowledge these students contribute to the classroom community and explain the specific ways you will maximize those assets. Write a brief action plan that explains how you will achieve a culturally responsive classroom that is welcoming to all students by demonstrating respect for their individual identities. Situate your action plan within the context of the theories/readings that we have covered

EDFS 5203: Learner Development. Select three students from one class in your field placement. Try to select a struggling student, one on grade level, and one who is excelling. If you have not completed a field placement, then create brief biographies on these three "types of students". Describe the patterns of learning for each student, in terms of cognitive, social, and emotional development.

Design a series of strategies for each student based on that student's needs with a minimum of 3 strategies per student. What changes could you make that would make the greatest difference in learning for that individual? Support your decisions based on research and theory as well as the relevant theorists. For each strategy, be very specific and detailed as to what the strategy would look like, why you chose it, and how you would implement it.

EDFS 6466: Student teaching While you will purposefully incorporate a broad range of research based pedagogical practice in your unit, you should identify one area of your practice that you wish to investigate and analyze through research in a self-study of your teaching. You will describe the rationale and background for your unit plan and research-based strategies in the introduction to your unit. Include the theoretical basis for your decisions. Based on the decisions you made in step one, create and teach an original ten day unit plan for one of the classes in your student teaching. Include the overall UbD unit plan as well as detailed daily lesson plans. Include and document daily formative assessments in your unit. Daily reflections should include: What surprises, progress, unintended consequences have occurred? How did you assess each student's learning and how will this alter your teaching? Who learned what and how do you know?

Student evaluation responses

Fall, 2013 **EDFS 5203** Learning and the Learner

Overall, I rate this instructor an excellent teacher - 5.0 Stimulated students to intellectual effort beyond required by most courses 4.9 Involved students in hand on projects such as research, case studies, real life activities 4.9

EDFS 5209 Culture and Schooling

Overall, I rate this instructor an excellent teacher 5.0 Introduced stimulating ideas about the subject 5.0 Formed teams or discussion groups to facilitate learning 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

Various student responses: 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. I would take any course Dr. Vice teaches 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.

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The Power of Emotion and Simulation in Teaching

ND

Nichols, Dominique <Dominique.Nichols@bcsd!

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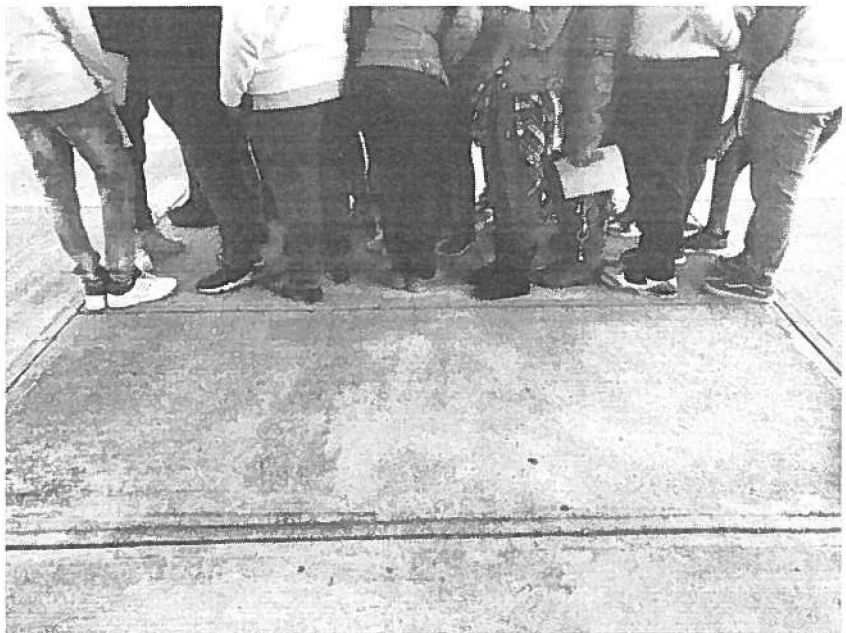
Stephanie JarrellSmith <Steph + 1 more

Colleagues,

In an effort to foster authentic appreciation of the gruesome, inhuman tactics described in Elie Wiesel's Holocaust memoir, *Night*, I had students simulate the cramped, inhumane quarters of the cattle cars used to transport Jews to Auschwitz. It was a very powerful experience that elicited emotional responses from students. I believe this has helped them connect with the text in genuine way.

See attached photo. That's 26 students.

Consider this powerful strategy to help students connect to their learning! Credit goes to Dr Betta Vice from GCSU for recommending the idea!



Dominique V. Nichols

"Excellence is a noun. Embody it."