INSIDE THIS ISSUE

1  NET-Q in the State of Georgia
5  PDS/NET-Q Organizational Chart
6  NET-Q P-12 School Districts and Schools
6  Coaches in Residences
8  Teacher Residencies
10  NET-Q Summer Institute and Induction Conference
Network for Enhancing Teacher Quality (NET-Q) was developed to meet the challenge of preparing and retaining teachers for the specific demands of teaching high-need subjects in high-need schools in both urban and rural settings. NET-Q is a combination of programs and partnerships, initiatives and incentives, all working to ensure that more teachers are prepared and that they succeed because when these teachers succeed, their students succeed.

NET-Q is a natural outgrowth of the College of Education’s location in Atlanta, where we are uniquely positioned to take advantage of a number of opportunities and resources for preparing teachers for high-need schools. NET-Q continually seeks to develop and maintain partnerships with schools and organizations that share our commitment to recruitment, preparation, development and retention to increase the number of qualified teachers with the ultimate goal of improving student achievement.

NET-Q partners include:
- Six metro-Atlanta school systems (Atlanta Public Schools, Clayton County, Cobb County, DeKalb County, Fulton County, and Gwinnett County)
- Four Georgia colleges (Albany State University, Clark Atlanta University, Columbus State University, and Georgia Perimeter College)
- Georgia Public Broadcasting
- National Commission on Teaching and America’s Future (NCTAF)

NET-Q in the State of Georgia

Quick Facts:
- Residency and Pre-Baccalaureate
- Urban and Rural
- 29 LEAs; 322 Schools
- 950 Teachers Prepared
Menu of PDS/NET-Q Initiatives

NET-Q focuses on effective pre-baccalaureate teacher preparation programs as well as innovative post-baccalaureate programs and residences. These initiatives includes:

**Teacher Residency**—provides effective pre-service teacher preparation through data-driven post-baccalaureate programs with a year-long apprenticeship. Residents are recruited from relevant occupations and under-represented populations and commit to a three-year service obligation at a high-need school in a high-need subject. A cohort structure allows residents to learn through collaboration and co-teaching with mentor teachers.

**Leadership Residency**—identifies one leadership candidate per year (during life of the grant) from each of Georgia State’s partnering school systems to participate in a full-time performance-based leadership residency that will focus on issues relevant to their respective system. Each candidate will be qualified for a Performance-based (PL-6) Leadership Certification.

**Teacher-Intern-Professor (TIP) Model**—provides ways for teachers to work with university professors and interns to design and implement a unit of instruction of the TIP group’s choice. A TIP group may conduct an Anchor Action Research (AAR) project (see NET-Q website for full specifications) and can apply for mini-grants and fellowships.

**Cross Career Learning Communities (CCLCs)**—offer professional learning communities that include both novice and experienced educators and are designed to mentor and retain new teachers and draw upon the expertise of all members to increase student achievement.

**University Coaches in Residence**—pairs university faculty members (Coaches in Residence) with schools to provide long-term, on-site coaching for their teachers focused on the school’s choice of high-need subjects and professional development formats.

**First-tier Collaborative Action Research/Inquiry**—awards mini-grants of $500 to $1,500 to fund achievement-related classroom supplies for TIP action research projects.

**Second-tier Competitive Research Fellowship Mini-Grants**—supports replication and subsequent sharing of findings of successful first-tier TIP projects having Anchor Action Research (grants up $5,000).

**Astronomy and Physical Science**—gives in-service and pre-service teachers an opportunity to use the telescopes at Georgia State’s Hard Labor Creek Observatory to demonstrate selected physical science principles. These observational experiments will then be stored on GSU’s astronomy website and made available to participants for use in their classrooms to help students discover and understand these principles.

**Georgia Public Broadcasting Digital Partnership Collaborative (Professional Learning Modules)**—invites schools to showcase publicly their best and most accomplished teachers through videos, which will be created by GSU in partnership with GPB. These videos will be used for online mentor teacher support and for a documentary about the benefits of university-school partnerships.

**NET-Q Pathway Scholars**—is offered to Teachers and Administrators interested in starting a graduate program at Georgia State University (GSU) or currently enrolled in a graduate program at GSU.

*Editors’ Corner*

Dr. Dee Taylor, Project Director and Senior Editor
Network for Enhancing Teacher Quality & Professional Development Schools
Shaila Philpot, Assistant Editor

Without question our Professional Development Schools partnership community has grown substantively over the past 6 years. We have expanded from the PDS2: NETWORK to the new NETQ Communiqué. We plan to use this new venue to celebrate and share the great work conducted among our NET-Q partners. Each partner is encouraged to send articles (and digital pictures) that inform practice, summarize research-based/evidence-based work or highlight meritorious work addressing our shared NET-Q goals: Recruit, prepare, develop, and retain high quality teachers (and leaders) capable of serving in high needs schools — with the ultimate goal of increasing student achievement. Our commitment to urban and rural settings will be circulated in NET-Q Communiqué at the close of each semester. Tell us your stories of how your work demonstrates continuous and relevant change through innovative school-university partnerships.

Send your articles, comments and suggestions to Dr. Dee Taylor, senior editor, at [netq@gsu.edu].

*“The secret of all success is to know how to deny yourself. Prove that you can control man; and without this all other education is good for nothing.”*  
—R. D. Hitchcock
PDS NCATE Standards

Developmental Guidelines:

1. **LEARNING COMMUNITY**—The PDS is a learning–centered community that supports the integrated and development of P-12 students, candidates, and PDS partners through inquiry-based practice.

2. **ACCOUNTABILITY & QUALITY ASSURANCE**—PDS Partners are accountable to themselves and to the public for upholding professional standards for teaching and learning.

3. **COLLABORATION**—PDS partners and partner institutions systematically move from interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDS mission.

4. **DIVERSITY & EQUITY**—PDS partnership and candidates develop and demonstrate knowledge, skills and dispositions resulting in learning for all P-12 students.

5. **STRUCTURES, RESOURCES & ROLES**—The PDS partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P-12 students, teacher candidates, public school and university faculty, and other professionals.

---

**The Six Secrets of PDS Change: Fullan’s Framework Advances Georgia’s PDS Collaboratives**

1. Love Your Employees (PDS>NETQ Partners)
2. Connect Peers with Purpose
3. Capacity Building Prevails
4. Learning Is the Work
5. Transparency Rules
6. Systems Learn

"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own."

— Nikos Kazantzakis
NET-Q P-12 School Districts and Schools

Atlanta Public Schools
Beecher Hills Elementary  
Ms. Crystal Jones, Principal  
Ms. Ovura Crosby, Site Coordinator

Kimberly Elementary  
Ms. Carolyn Hall, Principal  
Ms. Sherelle Minter, Site Coordinator

Brown Middle  
Dr. Donnell Underdue, Principal  
Ms. Linda Williams, Site Coordinator

Clayton County Schools
Anderson Elementary  
Ms. Marsha Hood, Principal  
Ms. Carey Hory, Site Coordinator

Martin Luther King Jr. Elem.  
Dr. Machelle Matthews, Principal  
Dr. Joannie Griffey, Site Coordinator

Morrow High  
Ms. Patricia Hill, Principal  
Ms. Sheryl Perkins, Site Coordinator

Gwinnett County Schools
Nesbit Elementary  
Mr. Clayborn Knight, Principal and Site Coordinator

Lilburn Middle  
Dr. Gene Taylor, Principal  
Ms. Phyllis Owen, Site Coordinator

Meadowcreek High  
Mr. Bob Jackson, Principal  
Ms. Chris Diffley, Site Coordinator

South Gwinnett High  
Mr. Clay Hunter, Principal  
Ms. Tina Duncan, Site Coordinator

DeKalb County Schools
Atherton Elementary  
Dr. A. Clifton Myles, Principal  
Ms. Margaret Smith, Site Coordinator

Cary Reynolds Elementary  
Ms. Melanie Pearch, Principal  
Ms. Regina Harlem, Site Coordinator

Rock Chapel Elementary  
Mr. Patrick Muhammad, Principal  
Ms. Delores Hopson, Site Coordinator  
Dr. Erica Lloyd, Site Coordinator

Miller Grove Middle  
Mr. Thaddeus Dixon, Principal and Site Coordinator

Tucker Middle  
Dr. Kathy L. Cunningham, Principal  
Ms. Rose Prejean-Harris, Site Coordinator

Cross Keys High  
Dr. LaShawn McMillian, Principal  
Ms. Mary Bostic, Site Coordinator

Cobb County Schools
Austell Intermediate Elem.  
Mr. Clint Terza, Principal  
Ms. Lori Beck, Site Coordinator

Skyview Elementary  
Ms. Cynthia Cutter, Principal  
Ms. Andrea Moon, Site Coordinator

Floyd Middle  
Ms. Teresa Hargrett, Principal  
Ms. Susan Turner, Site Coordinator

Lindley Middle  
Ms. Sandra Ervin, Principal  
Ms. Elayna Wilson, Site Coordinator

Pebblebrook High  
Ms. Zinta Perkins, Principal  
Ms. Nicole Anderson, Site Coordinator

Fulton County Schools
Dunwoody Springs Elementary  
Ms. Ivy Gainey, Principal  
Ms. Patrice Dawkins-Jackson, Site Coordinator  
Ms. Natasha Sutton, Site Coordinator

Mimosa Elementary  
Ms. Lynn Johnson, Principal  
Mr. Wayne Pettett, Site Coordinator

McNair Middle  
Mr. Paul Brown, Principal  
Mr. Gregory Thoms, Site Coordinator

Banneker High  
Mr. William Bradley, Principal  
Eugenia Fulton, Site Coordinator

“Once children learn how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another.”
— Marva Collins

Coaches in Residence

- NET-Q Professional Development Schools may desire on-site professional development opportunities for practicing teachers. Schools can request a University Coach in Residence (CIR) to visit the school and focus on a particular topic over an extended period of time.
- After matching schools’ needs to faculty expertise, both the school and the CIR will be notified of the appointment and given two weeks to confirm the match. We encourage at least one face-to-face meeting during this initial period to ensure that the appointment will be successful.
- CIRs are expected to spend an average of 15-20 hours per month working with the school; however, that time can be spread across many or few days, or many or few months. CIRs are not expected to be at the school full-time.

Upon completion of a one-semester appointment, the CIR and school can extend the appointment for additional semesters. We encourage extended appointments because they provide more opportunity for commitment and trust to grow and nurture teacher learning.
Meet the Coaches

Nermin Bayazit, Ph.D. is a clinical assistant professor in the Department of Middle-Secondary Education and Instructional Technology.
- Fall Assignment: Pebblebrook HS, Cobb
- School Focus: Math; performance-tasks, higher-order, differentiation

Kadir Demir, Ph.D. is an assistant professor of science education in the Department of Middle-Secondary Education & Instructional Technology.
- Fall Assignment: Banneker HS, Fulton and Pebblebrook HS, Cobb
- School Focus: Math; Performance-tasks, higher-order, differentiation

Amy Seely Flint, Ph.D. is an associate professor in the Department of Middle-Secondary Education and Instructional Technology.
- Fall Assignment: Mimosa ES, Fulton
- School Focus: ESOL, SpEd Literacy w/ struggling students; cross-cultural teaching; student-centered instruction

Miles Irving, Ph.D. is an associate professor in the Department of Educational Psychology and Special Education. He investigates how human experience and culture influences cognition. To this end, his research currently investigates self-efficacy, sources of self-efficacy, and the development of cultural identification.
- Fall Assignment: Lilburn MS, Gwinnett
- School Focus: New teacher support; Struggling Students; Collaboration

Mona Matthews, Ph.D. is a professor in the Department of Early Childhood Education and has extensive experience working with preK-fifth grade classroom teachers and their students.
- Fall Assignment: Mimosa ES, Fulton
- School Focus: ESOL, SpEd literacy w/ struggling students cross-cultural teaching; student-centered instruction

Jackie Isbell is a Ph.D. student in the Department of Educational Psychology and Special Education. Her areas of interest include education of high-functioning students with autism spectrum disorders and urban special education.
- Fall Assignment: South Gwinnett HS, Gwinnett
- School Focus: RTI/Special Education; Tech; New teacher support; Collaboration

Lydia Criss Mays, Ph.D. is a clinical assistant professor in the Department of Early Childhood Education Department.
- Fall Assignment: Anderson ES, Clayton
- School Focus: Technology integration

Susan Swars, Ph.D. is an assistant professor of mathematics education in the Department of Early Childhood Education. She teaches elementary mathematics methods and content courses to undergraduate and graduate students.
- Fall Assignment: Dunwoody Springs ES, Fulton
- School Focus: Science, math; Proj-based instruction, struggling students

Christine D. Thomas, Ph.D. is an associate professor of mathematics education in the Department of Middle-Secondary Education and Instructional Technology.
- Fall Assignment: Banneker HS, Fulton
- School Focus: 9 & 10 math for struggling students

Brian Williams, Ph.D. is an assistant professor in the Department of Early Childhood Education. He works most closely with in-service teachers enrolled in the department's Urban Alternative Preparation Program.
- Fall Assignment: Dunwoody Springs ES, Fulton
- School Focus: Science, math; Proj-based instruction, struggling students

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary material, but warmth is the vital element for the growing plant and for the soul of the child.”

— Carl Jung
NET-Q Teacher Residencies

Teacher Residencies (TRs) in Clayton, Cobb, DeKalb, Fulton, and Gwinnett for the metro area partner districts include ten mathematics residents. The year-long clinical instruction begins with the start of GSU classes Aug. 23, 2010. The year-long clinical instruction will culminate the last week of classes (spring 2011). Schools will begin locating full-time teaching positions for each Teacher Resident as soon as possible. Grant leadership for Teacher Residency for Georgia State University is Dr. Joseph Feinberg, associate professor in the Department of Middle-Secondary Education and Instructional Technology. The NET-Q grant also includes five TRs through Albany State University. Dr. Gwen Williams (Georgia State University) and Dr. Kim Fields (Albany State University) are the NET-Q leaders of Teacher Residents for the Albany State Partnership. The Teacher Residency application requirements and guidelines are available via http://net-q.coe.gsu.edu/?q=node/81. In addition, electronic applications were placed online via http://c1.livetext.com/misk5/formz/public/40589/hGQnCE9GkZ.

Below is the current list of the first NET-Q Teacher Residents and their placements:

**GEORGIA STATE UNIVERSITY**

LaToya Baker, Lindley MS (Cobb) - mentored by Brooke Ellis Parker
Sheryl Bell, Morrow HS (Clayton) - mentored by Charlotte Koleti
Genia Bernard, McNair Middle School (Fulton) - mentored by Alvin Todd
Erin Blinck, Floyd MS (Cobb) - mentored by Sara Folk
Rishandra (Venea) Gartrell, Lilburn MS (Gwinnett) - mentored by Raquel White
Dionne Johnson, McNair MS (Fulton) - mentored by Ercel Kiel
Linden Johnson, Banneker HS (Fulton) - mentored by Sheana Sinclair
Elizabeth Meany, Meadowcreek HS (Gwinnett) - mentored by Tobeika Payton
Josh Wilkinson, Cross Keys HS (DeKalb) - mentored by Lee Mahavier
Nicholas Wojcik, Morrow HS (Clayton) - mentored by Ayana Raines

**ALBANY STATE UNIVERSITY**

Denise Allen, Carver Elementary, Terrell County
Pamela Ponder, North Mitchell Elementary, Mitchell County
Charmaine Riley, Calhoun County Middle/High, Calhoun County
Tiowana Spann, Calhoun County Middle/High, Calhoun County
Angela Thomas, Lillie Cooper Primary School, Terrell County

Cross Career Learning Communities (CCLC)

Cross Career Learning Communities are school-based, small, learning communities dedicated to the collaborative analysis of teaching, learning, and assessment practices in the service of increased student achievement. They are not only act as a support for the successful induction and retention of new teachers but also as a vehicle for the delivery of the kind of continual, collaborative, and job-embedded professional development. CCLC is facilitated by Dr. Susan Taylor and Ms. Connie Parrish, associate project directors for the Literacy Collaborative within the Department of Early Childhood Education.

Experienced CCLC coaches and members gathered at Villa Christina in Atlanta for the 2nd Annual CCLC/CFG Summer Meeting in Georgia, June 2-3, 2010. Good food, a lovely setting, and friendships (critical and otherwise) were renewed. The 3rd Annual Summer Meeting is already being planned for June 2011. The CCLC Summer Institute took place June 21-25 and June 28-July 2 at the Indian Creek Lodge. The CCLC Summer Institute was held for year one school teams' work with national facilitators in metro NET-Q schools (and also at Columbus State University) to identify CCLC coaches (one or two) among seven member teams and to assure their participation by securing release time. Roger Hatcher, Director of Partner School Network at Columbus State University, serves as the key liaison and administrator collaborating with NET-Q leaders Dr. Taylor and Ms. Parrish (both of whom are also National Facilitators, School Reform Initiative).
**NET-Q Leadership Residencies**

The Leadership portion of the NET-Q grant is designed to produce school leaders who can demonstrate critical/intellectual capacity and moral vision so they can lead their schools and/or districts through the changes that are necessary for the 21st century. The leadership residency will provide the following:

- Exclusive learning community with a total of five leader candidates from metro districts
- One-on-one mentoring from established school leaders
- One-on-one coaching from GSU faculty
- GRA appointment – with a tuition waiver – student fees are still required
- Research opportunities at the university level
- Applied research opportunities on the system level centered on data-based decision making
- A systemic understanding of what it looks like to be an outstanding leader through actual performance-based leadership activities

Through the leadership residency, the partnering school systems will gain one candidate (per year, for each of the next four years) who has gone through an intensive one-on-one leadership program that is focused on the specific needs of the schools and districts the candidate represents. The NET-Q Leadership Residencies are facilitated by Dr. Hayward Richardson and Dr. Jami Berry, clinical assistant professors of educational leadership in the Department of Educational Policy Studies.

**Leader Residents:**

**Emily Thomas (DeKalb County Leader Resident)**

Ms. Thomas received her bachelor’s degree from Tift College, and she received her master’s degree in education from Georgia State University. She will be interning at Arabia Mountain HS and McNair HS. Her background includes serving as an English Teacher, Dept. Chairperson, Asst Principal for Instruction, (at Cross Keys HS in DeKalb Co.) and one of the district's liaisons for Professional Development Schools. Ms. Thomas shared, "I really was interested in shadowing high performing principals and taking advantage of the university formal courses and year-long site-based leadership training. I welcome the grant's challenge for school leaders to improve student achievement, develop teachers and retain high quality teachers. Being a NET-Q Leader Resident will enhance my skills from a practical and theoretical perspective to meet the challenges facing public schools today."

**John Christopher Canter (Fulton County Leader Resident)**

Mr. Canter received his degree at Georgia State University in Mass Communication and completed his internship in Broadcasting and Freelanced in Atlanta. He served as a news reporter for several stations in the industry, including serving as a primary anchor in Medford, Oregon. Chris taught English/language arts in Gwinnett County (Berkmar HS) and in Cobb County (Pope HS). His advanced degree is a MAT received from Concordia University. Leadership Resident placement will be in two elementary schools (Mimosa ES, Dunwoody Springs ES), one middle and high (McNair MS, Banneker HS). "I look forward to having hands-on opportunities at various levels of education and with different types of leadership styles. I hope this exposure will help me decide what I can emulate and use as my own leadership. At the end of interning during my residency, I would like to be in a permanent leadership role moving toward the principalship or in county-level leadership roles - - working with teachers."

"Education would be much more effective if its purpose was to ensure that by the time they leave school every boy and girl should know how much they do not know and be imbued with a lifelong desire to know it."

— William Haley
NET-Q Summer Institute and Induction Conference

Educators from across the state attended a Georgia State University institute to discuss an expansive new program aimed at improving teacher quality and student achievement, starting with new initiatives rolling out this fall.

Georgia State’s College of Education hosted the 2010 NET-Q Summer Institute from 9 a.m. to 4 p.m. on Wednesday, June 16 at the Loudermilk Center, located at 40 Courtland St. The NET-Q program, which stands for Network for Enhancing Teacher Quality, is made possible thanks to a five-year $13.5 million grant that the College of Education received last fall from the U.S. Department of Education’s Office of Innovation and Improvement.

At the institute, Georgia State met with its NET-Q partners, which include six metro Atlanta school districts—Atlanta, Clayton, Cobb, DeKalb, Fulton and Gwinnett county public schools—and Albany State University and Columbus State University. The 150 educators focused on preparing and developing teachers in their first through third years of teaching, as well as pre-service teachers, particularly in the areas of special education and English Language Learners.

“Basically, our institute is a multi-faceted approach to bringing the NET-Q partners together and providing information that will guide and foster plans for the new grant year,” said Dee Taylor, NET-Q project director at Georgia State. “It’s about focusing on the preparation, development and retention of teachers that will lead to higher student achievement. The “Induction” motif was for all NET-Q participants new to our grant and initiatives.”

Some of the institute attendees discussed launching a new Teacher Residency program this fall in which GSU students will work alongside veteran mentor teachers in metro Atlanta schools. The GSU students selected to be teacher residents attended the institute and met with the experienced teachers who will provide them ongoing instruction, feedback and guidance throughout the next academic year. “We are confident that our residents will then be prepared to be hired in high-need schools in the partner districts,” said Joseph Feinberg, GSU assistant professor of middle-secondary education and coordinator for the Teacher Residency program.

Additionally, novice and experienced teachers attended sessions on Cross Career Learning Communities, school-based learning communities where educators of various ages and teaching levels can share and solve classroom issues. GSU professors also met with educators from partners schools, where faculty provided long-term, on-site coaching for teachers.

The institute’s guest speakers were Mark Wilson, national principal of the year, and Betty Achinstein, nationally recognized researcher with the Center for Educational Research in the Interest of Under-served Students at the University of California, Santa Cruz.

Panel Session: ESOL/ELL
Presenters: Jennifer Barrett-Mynes, Cindy Bruce, Amy Cain, and Dr. Gertrude Tinker Sachs
Title: Teacher-Intern-Professor Model (TIP)
and Anchor Action Research (AAR)

Title: NET-Q District/School Leadership: Part II
Presenters: Dr. De Taylor and Harley Granville, Research Associate II

Title: NET-Q District/School Leadership: Part II
Presenters: Dr. De Taylor and Harley Granville, Research Associate II

Panel Session: 21st Century Perspectives and Practical Conversation about Special Needs and Inclusion
Presenters: Dr. Kim Ruma, Michelle Ramsey, and Christina Kennedy.
Moderator: Nicole Swoszowski.

NET-Q site coordinators and coaches-in-residence meet to discuss goals of the NET-Q partnership.
NET-Q Leadership Consortium

Dr. Sonja Alexander, Professional Learning Director—DeKalb County Schools  
Dr. Mary Arai, Associate Professor, Associate Chair—Georgia State University  
Dr. Gwen Benson, Associate Dean of School and Community Partnerships—Georgia State University, College of Education  
Donna Bennett, Clinical Instructor, Early Childhood Dept.—Georgia State University  
Dr. Jamie Berry, Clinical Professor of Educational Policy Studies—Georgia State University  
Dr. Bill Curlette, Finance Director and Accountability Associate Dean of School and Community Partnerships—Georgia State University, College of Education  
Dr. Ethel Brown, Director of Grant Relations Officer—JP Morgan Chase  
Dr. Bill Curlette, Evaluation and Research Professor of Counseling and Psychological Services—Georgia State University  
Beverly Dabney, VP and Community Relations Officer—Georgia Perimeter College  
Dr. Caitlin Dooley, Coaches in Residence/Digital, Associate Professor—Georgia State University  
Dr. Joe Feinberg, Teachers in Residence, Assistant Professor—Georgia State University  
Dr. Kimberly Fields, Chair, Teacher Education—Albany State University  
Bobbi Ford, Coordinator of Professional Learning—Clayton County Schools  
Kathleen Fulton, Director of Reinventing Schools for 21st Century NCTAF  
Dr. Carolyn Hall, Principal—Kimberly Elementary  
Carolyn Glenn, Publisher—The Champion Newspaper  
Dr. Hayward Richardson, Assistant Professor of Educational Leadership—Georgia State University  
Dr. Pier Junor-Clarke, Clinical Associate Professor—Georgia State University  
Dr. Kimberly King-Jupiter, Dean of College of Education—Albany State University  
Crystal Lottig, Director of Department for Learning Excellence—Atlanta Public Schools  
Dr. Bill Curlette, Director of Professional Learning—Clayton County  
Dr. A.C. Myles, Principal—Atherton ES, DeKalb County  
Dr. Dick Miller, Department Chair for Astronomy and Physics—Georgia State University  
Dr. Noran Moffett, Field Placement Director—Clark Atlanta University  
Nikki Mouton, Exec. Director of Professional Learning—Gwinnett County Schools  
Marvin Nesbitt, Vice President, Human Development Services—Atlanta Housing Authority  
Dr. Susan Ogletree, Director of Educational Research Bureau—Georgia State University  
Connie Parrish, NET-Q CCLC Facilitator—Georgia State University  
Shenandra Price, Assistant Director of Professional Learning—DeKalb County  
Lydia Rice, Coordinator—Fulton County Schools  
Dr. Hayward Richardson, Assistant Professor of Educational Leadership—Georgia State University  
Andrew Smith, Director for Professional Learning—Cobb County Schools  
Angelique Spruill, Good Neighbor Program Director—Georgia State University  
Marilyn Stansbury, Education Director—Georgia Public Broadcasting  
Carla Tanguay, Clinical Instructor & Coordinator, B.S.E. Program—Georgia State University  
Dr. Dee Taylor, NET-Q Project Director—Georgia State University  
Dr. Susan Taylor, NET-Q CCLC Facilitator—Georgia State University  
Patsy Terry, Pathway Scholars and Higher Ed. Partnerships—Georgia State University  
Hilda Tompkins, Education Staff Specialist—Georgia Professional Standards Commission  
Dr. Annette Waller, District Coordinator—Cobb County Schools  
Megan Welch, Family and Adult Literacy Coordinator—Georgia Public Broadcasting  
DeNelle West, District Coordinator—Gwinnett County Schools  
Dr. Gwen Williams, Project Coordinator for Satellite Teacher Support Initiatives—Georgia State University  
Dr. Kathleen Yarborough, Facilitator, Professional Learning Department—Fulton County Schools

NET-Q Coordinating Committee Members

Dr. Gwen Benson  
Associate Dean of School and Community Partnerships  
Dr. Susan Ogletree  
Finance Director and Accountability  
Director of Educational Research Bureau  
Dr. Bill Curlette  
Evaluation and Research  
Professor of Educational Policy Studies  
Dr. Dee Taylor  
Project Director, Professional Development Schools & NET-Q Grants  
Dr. Caitlin Dooley  
Coaches in Residence, Pre-Baccalaureate Reform, Digital Partnership  
Assistant Professor of Early Childhood Education  
Dr. Joseph Feinberg  
Teacher Residence  
Assistant Professor of Middle-Secondary Instructional Technology  
Dr. Hayward Richardson  
Leader Residence  
Assistant Professor of Educational Leadership  
Dr. Jami Berry  
Leader Residence  
Clinical Professor of Educational Policy Studies  
Dr. Dick Miller  
Astronomy Ed Initiative  
Chair of Physics and Astronomy, College of Arts and Sciences  
Dr. Susan Taylor  
NET-Q CCLC Coordinator  
Ms. Connie Parrish  
NET-Q CCLC Coordinator  
Ms. Patsy Terry  
Program Coordinator, Pathway Scholars and Higher Ed. Partnerships  
Dr. Gwen Williams  
Project Coordinator, Satellite Teacher Support Initiatives (Rural Partnerships)  
Dr. DaShaunda Patterson  
Special Education Teacher Residence  
Clinical Professor of Educational Psychology and Special Education

Network for Enhancing Teacher Quality  
Georgia State University  
College of Education

P.O. Box 3976  
Atlanta, GA 30302-3976  
404-413-8434  
http://net-q.coe.gsu.edu  
etq@gsu.edu