In this edition of the newsletter we highlight recent accomplishments and new initiatives. One of the most exciting achievements for the College of Education and Tarleton State University is the awarding of a $2.73 million grant to establish the American Clearinghouse on Education Facilities. Dr. Mark Littleton, professor of Educational Leadership and Policy Studies, was the author of the grant proposal and serves as Project Director. Read more about this important initiative below.

Designing improvements in university-based teacher preparation programs is the focus of a grant awarded by the Sid W. Richardson Foundation and the Center for Research, Evaluation, and Advancement of Teacher Education (CREATE). Tarleton’s mission for this particular grant addresses the need to improve the quality and quantity of secondary teachers produced, with particular attention paid to high need areas and certification in multiple teaching fields.

Tarleton State University completed the on-site visit portion of their Southern Association of Colleges and Schools re-affirmation process in March of this year. SACS has reaffirmed its accreditation of Tarleton State University during the Commission’s 115th annual meeting. The next accreditation review for the University will occur in 2020.

As part of the re-affirmation process, Tarleton established a Quality Enhancement Plan (QEP) --- a roadmap for the future and a distinctive feature of our degrees. Tarleton’s QEP, “Keeping it REAL: Real-world Experiences Applied to Learning,” emphasizes the integration of practical, hands-on learning experiences into the students’ education, a natural for the College of Education.

The applied learning categories are undergraduate research, service learning, leadership, internships and practicum experiences, and study abroad/study U.S. In this edition of the newsletter, an example of each category is provided to illustrate our deep involvement in and commitment to “Keeping it REAL.”

We want to congratulate two colleagues in the College of Education who recently received the Chancellor’s Teaching Excellence Award. They are Dr. Kayla Peak, assistant professor in Kinesiology (also selected in 2009) and Ms. Jennifer McGregor, instructor of Curriculum and Instruction.

The future of the College of Education is bright, and I look forward to any comments and suggestions you wish to make that might guide us in our journey.

-Dr. Jill Burk

Tarleton State University’s Research Laboratory on Educational Facilities has been awarded the Office of Safe and Drug Free School’s (OSDFS) Educational Facilities Clearinghouse grant. Only one grant was awarded nationwide and provides Tarleton with $2.73 million covering three years to establish the American Clearinghouse on Educational Facilities (ACEF). ACEF will support educational facilities through online and onsite technical assistance and training for nursery, pre-school, and K-12 schools, and higher education institutions on issues related to construction. The Clearinghouse will also develop resources and assemble best practices on issues related to ensuring safe, healthy, and high performance public facilities, including procedures for identifying hazards and conducting vulnerability assessments.

The Clearinghouse will establish a state of the art website dedicated to providing the latest research regarding educational facilities and will provide live technical assistance from content experts by phone or live chat. The website will also house the ACEF online refereed journal and video demonstrations regarding best practices. ACEF will also provide distance learning events and professional development resources through multiple media formats, including webinars and podcasts. In addition, ACEF will develop and deliver two multi-day training sessions each year, covering various regions in the United States.

Dr. Mark Littleton from the Department of Educational Leadership and Policy Studies will serve as the Project Director and Denae Dorris will serve as the Project Manager. ACEF staff and technical experts will provide technical assistance to schools throughout the nation.
College of Education Student Research Symposium

The annual College of Education Student Research Symposium, established in the Spring of 2010 nurtures a growing culture of research among faculty and students. The symposium provides a forum for: (1) professional faculty and student research presentations with feedback; (2) interactive participation among all faculty and students, regardless of TSU campus, degree level, or research experience level; (3) undergraduate, graduate, and doctoral students observation and interaction with requirements of the research process at each degree level; and (4) departments to showcase their undergraduate, graduate and faculty research to a college and university audience.

The inaugural College of Education Student Research Symposium featured 52 presenters representing the departments of Curriculum and Instruction, Educational Leadership and Policy Studies, Kinesiology, and Psychology and Counseling. Presenters included students seeking undergraduate, graduate or doctoral degrees from the Stephenville, Waco and Southwest Metroplex TSU campuses. Satisfaction survey responses from students and faculty alike were overwhelmingly positive.

The next College of Education Student Research Symposium will be held April 30, 2011. Most departments plan to expand the number of student presentations at both undergraduate and graduate levels. In addition to student presentations, opportunities for faculty presentations will be scheduled. Furthermore, many instructors have indicated they will encourage students enrolled in their classes to attend. To compliment the growing interest and participation in research, plans are underway to create an online, peer-reviewed journal that highlights student and faculty research conducted within the College of Education.

Department of Educational Leadership and Policy Studies Conducts “Diversity Institute”

Each summer for the last three years the Department of Educational Leadership and Policy Studies has been Keeping It Real by having doctoral students, as a part of their residency experience, participate in the Diversity Institute during the summer. As a part of their requirements, students travel via chartered bus to educational institutions in south Texas during a four-day trip. The diversity trip serves at least three purposes: expand the horizons of students by "expanding cultural competence and … fostering learning environment that values diversity; become aware of, and sensitive to, differing cultures of Texas; and encourages a continuous learning environment in the doctoral cohort model."

Students travel to TAMU International and visit their Early College High School that is housed on the TAMUI campus. Students also visit elementary and secondary schools in the Laredo and United school districts.

As one student put it, “The Diversity Institute helped us to view education through a different lens. Comparing what was seen and heard, not only added to the richness of diversity but strengthened the cohort bond.” Another student said, “One of the strongest ‘a-ha’ moments came during our time in Laredo. I realized that cultural diversity can encompass an area that is primarily one culture, yet different from our own. We had the opportunity to learn about a high school where students receive college credits. I came back with a greater understanding of the Hispanic culture and way of life in relation to education.”

In addition to the trip to Laredo, the Diversity Institute also scheduled visits in Houston ISD Central Office and Prairie View A&M on the way home. As one student said, “One of the highlights of our trip was the visit to Prairie View A&M University. The university’s history and culture were awe-inspiring and I left positively touched by the level of commitment that the faculty at PVAMU have for their students.” One student commented on the trip to Houston ISD saying, “At the Houston ISD central office, we were involved in discussions about policy, technology, and merit or value-added pay. We were shown how the 7th largest district in the nation operates. The breadth and width of this organization was massive and far reaching.”

One student summarized the experience stating, “Through this experience, I have made connections I would have never had the opportunity to make on my own and I have made memories that will last a lifetime. This diversity experience is unique and a vital component of the Educational Leadership and Policy Studies Doctoral Program.”

Curriculum and Instruction Students Spend a Week in the Schools

At the beginning of their senior year, Tarleton State University teacher education undergraduate students are KEEPING IT REAL by participating in the Week in the Schools program established by Dr. Holly Lamb. Originally, the goal of this program was to provide Tarleton students with service opportunities in local schools while preparing these same students for their internship experience the following semester. The Week in the Schools program is designed to give prospective student teachers the opportunity to shadow elementary school teachers for one day. After observing the teacher they shadow, they ‘become’ the teacher as the week progresses. This real world experience gives the Tarleton students a genuine view of the classroom during a school day.

Jennifer Bloodworth, a student at Tarleton State University who participated in the Week in the School program, described her experience. She said, “I am thankful that Tarleton provides us with the opportunity to work in real schools and real students. The theory classes can only provide so much of the education. You really do not know what it is like until you walk in and just do it.” Partners in the Week in the Schools program include Hook and Central Elementary Schools in Stephenville, West Park Elementary School in Ft. Worth, and Crockett, Austin, and Ikard Elementary Schools in Weatherford.
The Department of Kinesiology has been Keeping it R.E.A.L. since 1992 when the students who were enrolled in Adaptive PE, organized and implemented the first “Fantastic Field Day.” This event was specifically planned for children with disabilities. Dr. Wendell Sadler, a professor in the Department of Kinesiology, saw an opportunity for his students to apply classroom knowledge to a meaningful, real world experience. This past spring semester, the Kinesiology Department hosted over 300 disabled school age students in many different activities on the Tarleton campus. They, where they participated in Operation HOO-RAH, a military-themed field day. In Rambo style, the students participated in military-like events such as Fill the Foxhole, a water carry relay; Sink the Battleship, a soccer kick skill test; War Paint, which involved face painting, and Bay of Pigskins, a football toss skill event. “Fantastic Field Day,” traditionally, concludes with all participants running a 50-yard dash. While the Kinesiology students plan the activities, organize the event, and build the games, they also serve as ‘buddies’ for the participants at the field day. Students from the Curriculum and Instruction Department in the College of Education volunteer as group leaders. Goals of the program include: engaging participants at higher levels of Bloom’s taxonomy, supporting cognitive, psychomotor, and affective domains, while providing holistic activities that elevate mind, body, and spirit. For additional information, or to be a volunteer for this rewarding event, please contact Dr. Kayla Peak at peak@tarleton.edu.

Counselors Experience the Reality of the Profession

The Department of Psychology and Counseling is “Keeping it R.E.A.L.” by providing students in the masters degree program in counseling and counseling psychology with a realistic view of what clients experience in counseling. Students in the program are required to take personality tests as diagnostic tools to learn more about themselves as they enter the counseling helping profession. Dr. David Weissenburger described the program as providing reality checks for students preparing to be counselors. According to Dr. Weissenberger, before students participate in at least 300 hours in a clinical or school setting, they must first go through counseling sessions themselves. In addition to the counseling sessions, students also interview professionals in the area where they will work. Such an experiential process helps students to better understand the realities of the counseling process.

2010 Dissertations

**Linda Ann Butler**
Dissertation: *Relationship Between Patterns of Personality of Campus Leaders and Scholastic Achievement in Elementary Schools: A Test of Holland's Theory*
Chair: Dr. Dale Johnson
Committee Members: Dr. Mark Littleton and Dr. Betty Jo Monk

**Melissa Kay Haubrich**
Dissertation: *An Examination of the Relationship Between Language-Based Instructional Strategies and Academic Achievement*
Chair: Dr. Dale Johnson
Committee Members: Dr. Lori Anderson and Dr. Mark Littleton

**Jamey Raquel Johnson**
Dissertation: *An Analysis of the Impact of Intervention Programs on the Completion Rate of Hispanic Students in High School*
Chair: Dr. Don Beach
Committee Members: Dr. Danna Beaty and Dr. Calvin Lawrence

**Christopher Alan Morrow**
Dissertation: *An Analysis of High School Principals’ Technology Use Pertaining to Instructional Leadership Impacting Student Achievement*
Chair: Dr. Don Beach
Committee Members: Dr. Dale Johnson and Dr. Russ Higham

**Mary Octavia Schustereit**
Dissertation: *The Development and Evaluation of a Technology Based School Law Training Program for Educators*
Chair: Dr. Mark Littleton
Committee Members: Dr. Paige Worrell and Dr. Dale Johnson

**Somer Suzanne Yocom**
Dissertation: *Special Education Hearings: An Analysis of Trends and Decisions from 2006-2008*
Chair: Dr. Mark Littleton
Committee Members: Dr. Betty Jo Monk and Dr. Mark Weber

2010-2011 New Faculty Profiles

Faculty new to the College of Education for the 2010-2011 academic year include the following:

**Dr. Allison Stewart**
Stewart is a new assistant professor in the Department of Psychology and Counseling. She earned her bachelor’s degree from the College of Charleston, Masters from The Citadel, and Ph.D. from Capella University. Dr. Stewart most recently worked with the Texas Youth Commission and taught for Tarleton as an adjunct faculty member.

**Dr. Laurie McAdams**
McAdams completed her doctorate in Educational Leadership at Tarleton and is a new assistant professor in the Department of Curriculum and Instruction. Her bachelor’s and master’s degrees were from the University of Central Florida.
For the past 17 years Greg Mortenson has devoted his life to building schools and training teachers for children in Pakistan and Afghanistan. His formula for success transcends political and cultural divides: listen to the people, establish trust, build relationships, and empower communities to meet their own needs. General David Petraeus required his senior officers to read Three Cups of Tea.

When you partake of the first cup of tea, you are a stranger. With the second cup, you become a guest of the house, and after sharing a third cup of tea, you are accepted as family. The simple, honest people of Korphe nursed Mortenson back to health, and in the process they stole his heart. When he was healthy enough to leave for home he asked the village elders what he could do for them to repay their kindness. Not replying directly, the elders simply advised Mortenson to “listen to the wind.”

Following a time of introspection, listening and observing Mortenson reflected on the voices and sounds of the many children in the village – children who were without the most fundamental elements of a school or an education. At this moment, Greg Mortenson realized the emerging mission in his life – to become a builder of schools for the most neglected and impoverished children of Pakistan. To date, Mortenson and his non-profit organization, the Central Asia Institute, have constructed over 150 schools, with an additional 20 schools currently under construction. More than 64,000 children, with most of them girls, are enrolled in the schools he helped build.

On January 25, 2011 Greg Mortenson will make a presentation and conduct a book signing at Tarleton State University, Wells Fine Arts Auditorium. This presentation is sponsored by the Effective Schools Project at Tarleton State University. For teachers and administrators, learning activities and fund raising projects will be available to support the efforts of building schools for the children of Pakistan. Tickets for the presentation are $25 and may be obtained by contacting Debbie Rudder at 254-968-9805 or drudder@tarleton.edu. Proceeds from ticket sales support Mortenson’s work of building school for boys and girls in Pakistan and Afghanistan.