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THE BAYLOR impact

FROM ACTION COMES IMPACT



Welcome to the inaugural issue of the School of Education's communiqué, *The Baylor Impact*. Each quarter, we want to share with you stories about how our students, faculty, staff, and alumni are investing themselves in the lives of others: "from action comes impact."

We want you to read *The Baylor Impact* with enthusiasm and pride; that's what we felt as we prepared it for you. But we also want you to use *The Baylor Impact*. Post the cover story or inside feature story on your refrigerator at home or on the bulletin board at work. We hope it will give you the opportunity to talk about what Baylor has meant to you and means to our world. Pass *The Baylor Impact* along to a high school student and share what Baylor's School of Education is doing to change the lives of individuals and communities. Tell them that Baylor still recruits dreamers, individuals who believe they can change the world. We

equip individuals to pursue their world-changing dreams in a variety of fields, and we help them understand their vocations as an expression of their faith.

We want to hear from you. Tell us how you are making an impact – you could be our next cover story. Let us hear what you think about *The Baylor Impact* or about any of our programs. We want this communication vehicle to serve you, our alumni and friends. See our contact information on the back for staying in touch with us. Let's continue to spread *The Baylor Impact*.

Douglas W. Rogers
Interim Dean of the School of Education





THE BAYLOR impact

FROM ACTION COMES IMPACT



In the F¹IRST PERSON

When I was looking at colleges I was unsure as to what major I would pursue. I knew it would either be education or social work, and I would want to work with kids. In Baylor's School of Education I found exactly what I was looking for. It was a program that focused on the development of children as learners and also on my development as an educator. From the professors' individual attention to the mentoring teachers I worked with (like Mrs. Denise McCall in 3rd grade), I got the sense that Baylor and Waco ISD were focused on growing me into the best teacher I could be.

Some special memories I have at Baylor will stay with me forever because they are the starting point for where I am now. One major change for me came my sophomore year when I took a class focusing on poverty in education. Living in the "Baylor Bubble" and coming from a similar background I was vaguely aware of the educational inequities in today's society. Being led by Dr. (Mark) Bateman, I was pushed to explore what an equal and fair education for all students actually meant.

Through the readings and group discussions, I was able to start formulating a path in which I would like to take my early teaching career. For example, one of the required texts was Jonathan Kozol's *Savage Inequalities*. Reading this book opened my eyes for the first time, and I was able to see that some of our nation's children are receiving a sub-par education and will continue to until changes are made. Ironically, now I am only teaching a few blocks away from both Public School 79 and PS 261 in the Bronx. Both schools are mentioned in the book.

Additionally, I had the opportunity to intern at Provident Heights Elementary both my junior and senior years. Under the supervision and leadership of Linda Cox and Betty Murphy (the principal at the time), I was able to explore urban education in a more tangible way. Both

Linda and Betty had experiences working in these populations, and the more work I did with them and my mentor teachers, the more certain I became about my future.

When the time came for me to decide where I would like to teach I knew only one specific thing – it had to be an urban setting. I looked at graduate programs in urban education, but decided I would like to have some field experience before taking that route. The most obvious choice for me was a program called Teach for America. This program places teachers in the most high-need settings throughout the country. I chose to go to New York City.

One of the things I started having a passion for in my last year as an intern was students with special needs. The special educator at Provident Heights, (Ms. LaDonna Pembleton), was a great example of a teacher with diligence and patience. When I got to New York I decided to get my master's degree in special education, and I attribute much of my success here to my undergrad education at Baylor.

“THE HEART OF A TEACHER CANNOT BE TAUGHT.”

I have just finished up my first year teaching an inclusion second grade classroom in the Bronx. Inclusion in New York is a co-teaching model in which half of the students are labeled as special education and the other half as general education students. This was a great experience for me because I was able to really focus on differentiating my instruction for the needs of all my students. I was also fortunate to have a colleague to share ideas with.

For this coming year I have decided to teach a self-contained special education class with 12 students who have learning and behavior difficulties. I know this will be a challenge and a somewhat new setting, but I feel as though my teaching "bag of tricks" is getting deeper always, and I have a strong foundation due to my education at Baylor.

To any student wishing to go into education I challenge you to think about all students and what it takes to educate all of them. Yes, teaching practices are universal in a sense, but the heart of a teacher cannot be taught. I dare you to look inside of yourself and see what impact you desire to have.

(Editor's note: Parts of this story have been edited for space. For the complete version, please visit our Web site.)

KATIE BALTHAZAR
('05) Austin, Texas



» TWO FOR ONE

EC-4/Gifted & Talented Dual Certificate Pilot Program

This fall, candidates who want to acquire both early childhood certification and gifted and talented certification have the opportunity to complete a pilot program specific to Texas undergraduate teacher certification. It is one of few programs nationally that offers a GT certificate at the undergraduate level. With only three additional courses, graduates will have two certificates, allowing them to teach in elementary general education and gifted education classrooms. The National Council for Accreditation of Teacher Education (NCATE) has given national recognition to Baylor's GT supplemental certificate program that will serve as the foundation for this new EC-4/GT dual certificate pilot program.

Similar to other certificate programs, the EC-4/GT dual certificate pilot program has professional studies courses, content-specific courses related to the candidate's specialty in arts and sciences, and domain-specific methods courses (literacy, math, science, social studies). The major differences in the program relate to the acceleration of the professional studies courses, three courses that specifically address gifted and talented education, and the emphasis on individual differences, particularly as it relates to learning, development, assessment, and undergraduate action research.

Candidates participating in the EC-4/GT dual certificate pilot program will learn to differentiate instruction in math, reading, science, and social studies with small groups of children and will be placed in a professional development school or partner school with Baylor faculty who are dually certified. As interns (i.e., seniors), candidates will spend half of the year teaching in general education classrooms with clusters of gifted students and half of the year teaching in classrooms with teachers who are trained in gifted education.

HEADING TO THE PRINCIPAL'S OFFICE

Principal Preparation and Educational Leadership Development Program

Looking to move from his position in the Waco Independent School District as an instructional technology specialist into administration, Alfredo Loredo, now principal of César Chávez, took the first steps to furthering his education through Baylor in 1995.

A partnership between Baylor, the Waco Independent School District, and a cohort of students had been developed to make that possible in 1991. That's when the Baylor University Leadership Academy Master of Science in Education and Principal Certification began preparing leaders to become principals in Texas schools and other parts of the country. The program achieved NCATE national recognition.

Mr. Fred Hale of Henderson, Texas, provided an initial endowment of \$1 million to support scholarships and the work of a professor to lead the program. Currently being re-developed and re-instituted, the revised program will be led by a new "clinical professor." Building on the results of earlier phases of the program and adding more field experience and "problem-based" approaches, the program will operate within a "leadership academy" cohort of 10 to 12 students and is set to start soon after the clinical professor is hired. It will provide opportunities for educational leaders, particularly in the Waco area.



BAYLOR IN BRAZIL



Tropical beaches...brightly colored parrots...samba music...warm, friendly people. Brazil's reputation as a vacation paradise draws worldwide attention. But there's another side of Brazil that tourists can easily miss: poverty-stricken shanty towns with daunting rates of infectious diseases and growing epidemics such as diabetes and hypertension. The Brazilian public health system has made impressive strides over the past decade to develop health programs that work, yet some communities are still waiting for help. That's why we go.

Making an Impact

A small group of Baylor health education majors comprised the inaugural Baylor In Brazil trip, including 2006 MSEd graduate Shannon Thiel, who plans to do foreign missions work. "I was reminded of the importance of understanding the language and the culture of the people with whom I will someday work," says Thiel. "Though we returned to our hotel rooms tired and sweaty almost every night, I could lie in my bed before falling asleep knowing confidently that faith-based international health education was what I wanted to do for the rest of my life."

This summer, the Baylor School of Education students spent four weeks in two regions of Brazil: a geographically isolated frontier boomtown in the northwest interior called Porto Velho and a quiet coastal community on the southeast coast of

Brazil known as Anchieta. Despite geographic and cultural differences between the two areas, one overriding need was evident in both places: the need for local individuals and communities to learn how to develop a healthy lifestyle. In both places, lives were impacted through the following course projects:

- Adolescent drug abuse prevention
- Children's exercise promotion
- Community health fairs (health assessments and educational activities)
- Leadership training workshops for church-based health promotion programs
- Women's education about prenatal and infant care

Students also partnered with a local Brazilian church and a Waco church mission team to help with a children's Bible school and a chapel construction project.

The students worked with translators, gave demonstrations, told stories, developed and translated educational materials, measured blood pressure, played games, and gave more of themselves than they had imagined possible. They rose to the challenges of language and cultural barriers and developed invaluable skills in cross-cultural health communication.

"I was provided an opportunity to gracefully combine health promotion, academia, and my faith," said master's student Meg Davis, who plans to graduate in May. "This trip helped me realize





"What didn't I take away?" says Loredo, who learned about his leadership style, developed collegiality, and learned to look beyond his own campus. "We all worked as a team, almost like our own little mini-ISD."

The program leads to a master's degree and Principal Certification. Students will be able to apply for partial-tuition scholarships.

Currently more than 60 graduates of the program are in positions of leadership throughout the state. Fifteen serve as principals, including Loredo, 14 as assistant principals, and eight as central office administrators, among others.

The re-instituted program will have more cooperative features as school districts nominate leaders and provide field experiences, mentors, and instructors. Various arrangements being considered will provide on-site experience and additional income for students to supplement the scholarships available through the Hale Endowment.

After working all day and going to class at night during the program, Loredo advises, "You really have to be dedicated. It is very rewarding."



Under the leadership of President John M. Lilley, Baylor is establishing a campus-wide culture of philanthropy. The new structure pairs development officers with academic units; Carole Menefee is working with the School of Education. If you would like to know what opportunities are available and how to get involved, please contact Carole at Carole_Menefee@baylor.edu or 800-BAYLOR-U, option 4.

LET US AND OTHER ALUMNI KNOW WHERE YOU ARE AND WHAT YOU ARE DOING.

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that I don't have to separate these important components of my life, but rather they can all work together well!" The efforts of students like Davis directly touched the lives of over 800 Brazilian people.

The Program

Baylor in Brazil is a summer study abroad program with a focus on international health and faith-based community health service. Student participants select six credit hours from a menu of courses that focus on international health, cross-cultural health communication, environmental health, and current health issues specific to Brazil. They attend classes each morning and engage in faith-based community health service projects in the afternoon.

Senior- and graduate-level health education interns help coordinate the service projects under the guidance of an experienced Community Health Education professor. This coordination team partners with local health professionals and church leaders to enhance health promotion outreach in needy areas.

This service-learning experience resonates with students who are drawn to a variety of service-oriented professions: health education, nursing, health science, pre-medicine, social work, school teaching, and church missions. "I enjoyed seeing how the Brazilian culture welcomes others with open arms like family," said senior Hannah Belk.

The common denominator for students from across these disciplines is a desire to make a difference in people's lives. The experience challenges students to define their life purpose in light of world needs and apply their professional skills as part of the solution. The program outcomes are life changing for the students, their community partners, and the people they serve.

WEB *extra*

To learn more about the directors, Drs. Robert and Eva Doyle, and their love for the Brazilian culture and work with Baylor students, visit our Web site at www.baylor.edu/soe/impact.

