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# THE BAYLOR impact

FROM ACTION COMES IMPACT



### Dear Alumni and Friends:

Within academia, excellence and progress toward excellence is often determined through peer-review of processes and outcomes, especially as judged against sets of broadly agreed upon (and constantly evolving) standards. Top quality universities and professional

schools of law, business and education periodically subject themselves to review by accreditation agencies in which teams of trained peers evaluate and compare the content and delivery of programs, the performance of students, and the resources and capacity of the institution against sets of rigorous standards.

Such was recently the case for our School of Education. In fall 2009, after previously submitting extensive information on the School and its educator preparation programs, a seven-member accreditation team from the National Council for the Accreditation of Teacher Education (NCATE) visited Baylor over a 5-day period to examine documents, interview faculty, students and school partners, and scrutinize curricular, assessment, and decision-making systems. While formal results are not finalized by NCATE until their accreditation board convenes in April, in the visiting team's exit briefing for university leadership,

the team indicated it was recommending to NCATE that the School of Education meets all standards for both undergraduate and graduate educator preparation, including a variety of rarely issued commendations, most especially concentrated on how the School partners with local public schools/agencies to help candidates consolidate/apply professional knowledge and skills learning in their Baylor coursework. Clearly, the efforts of many led to this outstanding result, not the least of which are the feedback, enthusiasm and support provided by School alums and those who hire and work with our students and graduates.

In this issue of *Impact*, we share stories on our re-initiated school principal preparation program, the reconstitution of our community health curriculum into a Master of Public Health program, a report on fieldwork in the teacher preparation program, and describe a new research exchange/collaboration effort with the University of Texas in Educational Psychology. I trust that, as you read through these brief articles, you will join me in celebrating how Baylor's School of Education continues to move forward.

Jon M. Engelhardt  
Dean, School of Education





# impact

THE BAYLOR

FROM ACTION COMES IMPACT



## In the F<sup>1</sup>IRST PERSON



In spring 1995, I was introduced to Dr. Jimmy Williamson, head of the educational leadership program at Baylor. I had been a teacher for three years in the Fort Worth area and expressed interest in the program. Dr. Williamson explained to me that the 2-year old, cohort-based program was partially scholarship-funded by the Fred & Edith Hale Foundation.

Although I never knew Fred and Edith Hale, I had heard about them for several years prior to that moment. Fred Hale taught Sunday School to my father-in-law, Louis McKnight, in Henderson, Texas. Louis had told me several stories of Papa Hale's Christian faith, his generosity, and genuine care for his fellow man. I enjoyed hearing the life lessons that Louis had learned from Papa Hale, and I came to hold Papa Hale in high regard.

As you can imagine, I was interested in anything that Fred and Edith Hale had considered worthy of their foundation's name. Dr. Williamson shared with me the couple's unique vision. He said it was their desire to train Christian administrators to serve in public education. As far as I was concerned, Dr. Williamson could have stopped describing the program at that moment; the Hales' vision was precisely what I felt God

had been leading me toward over the past several months.

After being accepted into Baylor in the educational leadership program, my journey began. The program itself was complete with an outstanding core of professors



**Glen Teal**  
MSEd,  
Educational Administration  
with Principal Certification,  
1996

including Dr. Jimmy Williamson, Dr. Betty Jo Monk, Dr. Weldon Beckner, and Dr. Mark Bateman. They stretched my thinking. They challenged me to think differently about how I approach leading in public education. Under God's direction, these professors and my fellow "Cohort C" members helped me develop a firm foundation of keeping Christ in the center of my career as an educational leader.

Fulfilling the Hales' vision, I have been blessed to serve as a Christian administrator in public education for each of the 14 years since my experience at Baylor. I began my service at China Spring Elementary near Waco. Upon leaving Waco, I have served in two other school districts including Stamford (north of Abilene) and Lubbock, where I have been for the past 10 years. Most recently, I was chosen as principal to open the new Centennial Elementary in the Lubbock I.S.D.

**“I CAN SAY WITHOUT HESITATION THAT IT WAS MY BAYLOR EXPERIENCE THAT MOLDED ME FOR THE RIGOR OF BEING A LEADER.”**

I can say without hesitation that it was my Baylor experience that molded me for the rigor of being a leader. Baylor instilled in me the idea to always continue growing – in my faith, in my relationships with my wife (Megan) and sons (Kason and Janson), and as an educational leader. In keeping with this idea, I recently completed my doctoral coursework at Texas Tech University in Lubbock. I should complete my dissertation work in spring 2011. What an incredible journey it has been. Thank you, Baylor University, for preparing me to live for Christ in all areas of my life, including my profession.

**WEB extra:** To see comments from some of Glen Teal's instructors, please visit [www.baylor.edu/soe/impact](http://www.baylor.edu/soe/impact).



## WORLD CHANGERS

# SOE Welcomes New Master of Public Health Program

The School of Education's newly established Master of Public Health (MPH) in community health education helps graduate students to become world changers.



Jenny Varghese teaching dental health in a Brazil orphanage

MPH students learn public health basics (e.g., epidemiology, environmental health, biostatistics, administration) and the specialized skills of a community health educator (e.g., health assessment, intervention planning and evaluation).

These combined competencies enable our graduates to make a lasting impact on communities worldwide. Master's candidate Margo Moran Shanks says, "I

chose this program because it allows both my health interests and my outreach desires to be the central part of my career... this program will serve as a gateway to opportunity and as a foundation for passionate work."

The MPH program is 42 hours and can be completed in approximately 18 months. It contains strong community-based learning components and an optional global health concentration.

"I knew I wanted to pursue a graduate degree, but two huge questions loomed: which degree and which institution? When I found out Baylor was approving an MPH program, I knew I had the answers to both my questions," master's candidate Shannon Thiel says. "The MPH complements my professional goals and Baylor's commitment to Christian values and academic excellence provides an unparalleled environment for completing my studies. I am so blessed to once again be back in the close-knit Baylor community, attending classes that integrate service learning, and studying under the outstanding HHPR faculty."

For more information about the MPH program, see [www.baylor.edu/soe/hhpr/mph](http://www.baylor.edu/soe/hhpr/mph), or contact Dr. Eva Doyle at [Eva\\_Doyle@baylor.edu](mailto:Eva_Doyle@baylor.edu).



## STARTING EARLY

# Freshman Teacher Education Experiences



By Susan Schafer, EdD

Baylor University is among the few elite teacher preparation programs with field-based courses beginning in the freshman year. Before their graduation, Baylor students complete more than 1,100 hours in public schools. These early and frequent hours in the classroom lay the foundation for a successful career in education.

Junior-level candidates (teaching associates) at North Waco Elementary describe the positive impact of their early field-based experiences.

"My experience in the freshman course really helped me confirm that teaching is what I want to do," Jeana Pettit says. "I think it is so important to get field experience early on during college so you can decide if you really want to enter the teaching profession."

Kristina Glass notes, "My experience was an important building block in my education. It made me aware of what is expected of me as an educator."

Amy Ambrose adds that the freshman experience was important to her because "it allowed me to implement instructional

practices that I learned in my university classrooms."

Another benefit of the freshman experience is the exposure to diverse school settings. Ashley Carreker says she gained confidence in her ability to be an effective teacher. "The school became a familiar setting and a comfortable environment [in which] to develop professional skills," she says.

Kaitlyn McDonald (BSEd '09) began her teacher education as a Baylor freshman at North Waco Elementary School and is now a first-year Pre-K teacher there. "Because of my last four years of experiences learning to teach by teaching, I do not feel like a first year teacher," she says.



## DEVELOPING PARTNERS

# Research Exchange with UT-Austin

Dr. Lucy Barnard-Brak, assistant professor of educational psychology, organized the inaugural Baylor Educational Research Exchange in October 2009. The exchange offered an opportunity for Baylor faculty and students to interact with other researchers from neighboring University of Texas at Austin.

Held in the Reynolds Conference Center at Baylor, students and faculty from UT gave nine 20-minute presentations on topics such as examining student collaboration techniques and individual problem-solving in online learning. Each presentation was followed by questions from the audience.

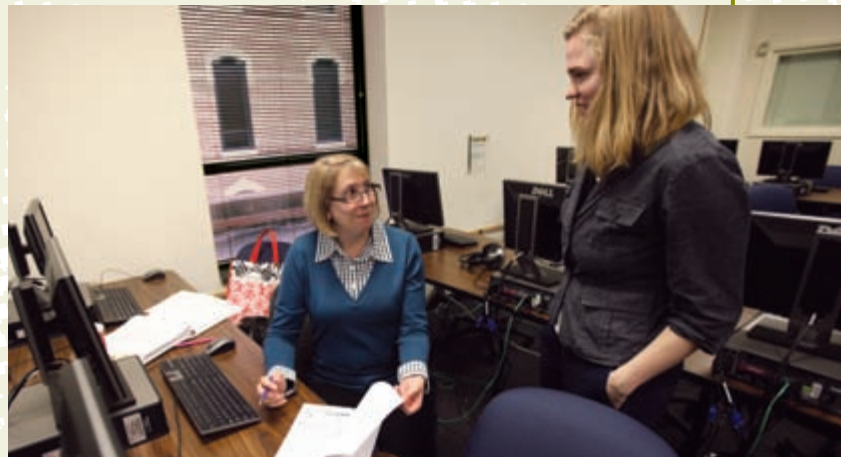
The exchange provided UT graduate students an opportunity to present in an environment less stressful than that of a peer-reviewed scholarly conference and to an informed audience other than their classmates.

"I was very grateful for the opportunity to meet the faculty and students from UT and hear about their research," notes Karen Frederick, Baylor educational psychology doctoral student. "I found them to be very supportive and encouraging...so much so, that I have been invited to UT to discuss a possible collaboration with some of their students."

Dr. Barnard-Brak worked with Dr. Dan Robinson from UT-Austin to arrange the event. "As researchers, we often don't know

who we can collaborate and work with who might be in our own backyard," she says.

They plan to make the exchange a semi-annual event. The next event is scheduled for March 2010 when Baylor's graduate students and faculty members from the PhD program in educational psychology will travel to Austin to share their research ideas with UT faculty and students.



Karen Frederick and Dr. Lucy Barnard-Brak

## TOUCHING THE FUTURE

# Paying Back so Others Can Pay Forward



Charlotte and Jack Miller

Baylor alumni Jack (BBA '55) and Charlotte (BA '58) Miller do not take for granted what Baylor has given them – their educations and each other.

"We feel our time at Baylor was such a major part of our lives, we ought to pay back something for that," Jack says.

The Millers are "paying back" through The Jack S. and Charlotte B. Miller Endowed Scholarship Fund in the School of Education,

which is funded with the help of their charitable gift annuity (a CGA benefits Baylor and the donor because it pays the donor and an additional annuitant fixed payments for life).

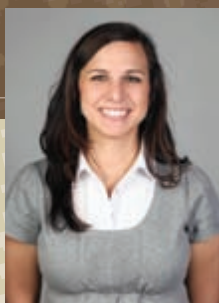
"We chose the scholarship because we worked our way through school, and we know it's very difficult at this time for a student to pay for their tuition," Jack says.

Charlotte taught secondary special education for 20 years and their daughter is a special education teacher. The Millers trust future scholarship recipients will make the most of their opportunities and reach beyond themselves. "My hope for students who receive our scholarship is that, by going to Baylor, they can meet the people who will open their eyes to the opportunities that God has for them – opportunities that these students might not be able to see if they weren't able to go to Baylor," Charlotte says.

"Baylor gives you an environment in which you can learn from and also challenges you to reach out more and really look beyond yourself and it did that for us," Jack says.

## IMPACT TOMORROW

Discover more about ways to assist students or programs in the Baylor School of Education by contacting Amie Reynolds, assistant director for university development, at:  
[Amie\\_Reynolds@baylor.edu](mailto:Amie_Reynolds@baylor.edu)  
(254) 710-2561 or 800-BAYLOR-U, option 4



Amie Reynolds

The Baylor Impact is published four times a year by the School of Education at Baylor University to inform alumni and friends of the ongoing work and contributions of the School, its programs, faculty, staff, students, and graduates.

Our cover story was a result of feedback from readers like you. If you know of a story connected to Baylor's School of Education that needs to be told, please let us know about it. Your story might be our next feature. Send your ideas and comments to Doug Rogers, editor, [BaylorImpact@baylor.edu](mailto:BaylorImpact@baylor.edu).