LEARN LEAD
CHANGE

PREPARING LEADERS IN AN EVER-CHANGING AND DIVERSE WORLD
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Colleges like ours play a crucial role in the lives of so many – helping them to achieve equity in education and opportunity.

Through the Department of Educational Administration and Human Resource Development, we have the opportunity to meet the needs of the 21st century by preparing principals, network system administrators, superintendents, education policymakers, and specialists in human resource development.

But we don’t stop at just preparing great leaders. Our faculty researchers are working hard to break down barriers for all learners. We are also developing programs to empower the adult workforce and English language learners to adapt for tomorrow’s economy while supporting families of their own.

Our future success is tied to our ability to face these challenges and empower our citizens to make a difference. Through the support and expertise of our college and extended university family, we can.

Together, we can learn, lead and change.

Best,

Joyce Alexander • Dean, College of Education and Human Development
Our nation needs adaptive leaders for changing times.

The English language learner (ELL) population is growing. In 2012 nearly 11.2 million school-aged children and their families were non-English speakers and 73% were Spanish speakers.

School administrators must support improvements to ELL and reading instruction.

56% of Latino and 60% of African American fourth graders read at below-basic levels.

Technology is changing the way we learn.

56% of students said laptops were most important in their classroom experience.

Change starts with school leadership.

95% of school districts offer professional development to teachers related to integrating technology into instruction, but only 39% require teachers to take it.
It’s time to reinvest in our workforce.  
*All people need skills to reach their full potential.*

The share of jobs that require postsecondary education has **doubled over the last 40 years**.

In 2013, **13.4%** of education administrators were Black or African American, **2.6%** were Asian, and **5.8%** were Hispanic or Latino.

A 2012 study found that the impact of principals was **nearly twice as large** in high-poverty schools as in low-poverty schools.

In 2013, **3.8 million** adults in the state of Texas did not have a high school diploma, that’s **15%** of the total population.
At Texas A&M, we are preparing versatile educators and leaders for the 21st century. This is our passion and charge.

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<th>Pathways to Leadership</th>
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<tr>
<th>Program</th>
<th>Undergrad</th>
<th>Master</th>
<th>EdD</th>
<th>PhD</th>
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<td><strong>ADULT EDUCATION</strong></td>
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<td>Designed to develop practitioners that are critically reflective, student-centered and committed to social justice.</td>
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<td><strong>HIGHER EDUCATION ADMINISTRATION</strong></td>
<td>✓</td>
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<td>Designed to prepare students for leadership roles in higher education, teaching and research through an emphasis of integrating theory and practice.</td>
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<td><strong>HUMAN RESOURCE DEVELOPMENT</strong></td>
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<td>Designed to prepare students to address the lifelong employee and organizational reinvestment, training, and development needs of the modern workplace.</td>
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<td><strong>PUBLIC SCHOOL ADMINISTRATION</strong></td>
<td>✓</td>
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<td>Designed to prepare students for culturally responsive leadership, commitment to education and the skills needed to administer.</td>
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<td><strong>RURAL TEACHER LEADERSHIP</strong></td>
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<td>Designed for rural teachers who are interested in leadership from within a classroom setting, have a sense of service, desire to mentor other teachers in their building or community, wish to extend work of school into the community or desire to be a member of a community of learners.</td>
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<td><strong>STUDENT AFFAIRS ADMINISTRATION</strong></td>
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<td>Designed to prepare students to work in higher education institutions to enhance the development of students intellectually, emotionally, physically, socially, culturally and vocationally.</td>
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<td><strong>TECHNOLOGY MANAGEMENT</strong></td>
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<td>Designed for students who have an interest in the practice of information technology focused on technical and managerial skills.</td>
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Dr. Cathy Cherrstrom is a retired banker who worked for Bank of America for over 25 years. When her company experienced reorganization five years ago, she decided to return to school. She was drawn toward adult education because of the different avenues for growth for adult learners.

As she worked to complete her degree, Cherrstrom discovered that many of the skills she picked up in the banking world could be applied directly to her new field of study.

“I realized that I had been an adult educator for many years. I taught banking school and was a trainer,” she said. “Even within my own teams, we always did a lot of learning and teaching each other.”

In picking a university to attend, Cherrstrom credits the professional relationship between professors and students she witnessed at Texas A&M.

“What really meant a lot to me was going to a professional conference in my field as a master’s student and seeing professors from Texas A&M with students presenting, co-presenting, [being] involved. All of that really impressed me.”

Now a tenure-track assistant professor at Texas State University, Cherrstrom is excited to be teaching, doing research and continuing some of the work she began at the college.

“It’s been a really great four and a half years and in many ways has gone very quickly,” remarked Cherrstrom. “I want to say thank you to everyone here at Texas A&M. Especially to the college and the department because they are the back bone of my experience here.”
Within the Department of Education Administration and Human Resource Development, we are actively engaged in leadership support to address the critical issues facing our Texas school system.

We promote and enable successful adult learner transitions to postsecondary education, workforce training and jobs with family-sustaining wages and support effective education leadership within American schools.

NEW FUNDING DOLLARS

Private • $368,214
Federal • $1,272,887
State • $2,413,587

TOTAL ANNUAL BUDGETED DOLLARS

$4,054,688.35

65% of faculty have grant funding.
Today's school administrators are faced with an understandably overwhelming task: To adapt to the country's rapidly-changing demographics. The increase in cultural, ethnic and linguistic diversity, has led to a rise in absenteeism, turnover and diminished group cohesiveness in schools. Professors in the college hope to arm school leaders with the tools to confidently take on those challenges. Thanks to funding from the W.K. Kellogg Foundation, which supports child development through a variety of initiatives nationwide, Drs. Jean Madsen, Mario Torres and Jessica Yue launched a research project to measure how well schools respond to changing demographics.

As a first step in that process, the researchers plan to conduct a thorough study of several Texas school districts. They will examine all the factors – e.g. organizational outcomes, leadership skills and legal application/interpretation – that affect the way parents, teachers and administrators perceive their school’s degree of inclusiveness.

Dr. Madsen explained, “When we ask school leaders what are the issues in terms of accountability, the response is, overwhelmingly: ‘How do I address the changing demographics?’ Because engaging this new demographic leads to instructional practices, interacting with families, developing good rapport with students and engaging them in learning.”

The Kellogg Foundation funded the project under the condition that the researchers develop an authentic engagement model. That is, they urged Dr. Madsen and her team to develop a long-term rapport with the involved schools. Ultimately, they hope the partnership will become a shining example of what schools and researchers can accomplish when they work collaboratively.

By the end of it all, the researchers hope to create an assessment tool that will create opportunities for school self study and transformation — all while teacher and school accountability related controversies make national headlines.

“With all of that data we’ll then come back to the district and the superintendent and say, ‘Here’s what we found,’” Dr. Madsen explained. “What can we do as apart of working within this authentic engagement model to develop pieces to put in place to work with the schools?”

Together, the CEHD team and school leaders can find effective tools for enhancement.
As part of a land grant institution, our mission is to serve children, youth and families with excellence and concern for social justice. Training leaders in education and human development and providing continued professional development opportunities for educators helps us meet that goal.

**DR. JOHN R. HOYLE MEMORIAL ADMINISTRATIVE LEADERSHIP INSTITUTE**

"The best 24-hour conference in Texas." That's how leaders in public education, higher education and education service centers describe the Administrative Leadership Institute (ALI), held each November on the Texas A&M University campus. The annual conference is designed to focus on a critical issue that will help school leaders create or transform schools to help all children become successful students and people.

An award ceremony also takes place during the conference where numerous educators receive educational achievement awards for contributions to their local districts and communities.

This year’s theme was “Leadership for Today and Tomorrow.”

Watch out for announcements about next year’s conference at: [eahr.tamu.edu/program/administrative-leadership-institute](eahr.tamu.edu/program/administrative-leadership-institute)

**2015 ADMINISTRATIVE LEADERSHIP INSTITUTE AWARD RECIPIENTS**

- **Golden Deeds for Education Award**
  Jimme Don Aycock, Texas House of Representatives

- **Hoyle Award in Educational Leadership**
  Dr. Clark Ealy, superintendent of schools, College Station ISD
  Dr. Tommie Wallis, superintendent of schools, Bryan ISD

- **Thomas Poe Regional Service Center Leadership Award**
  Dr. Jerry Hall, deputy director for instructional services, Katy ISD

- **T.M. Stinnett Academic Fellowship Award**
  Lixia Qin, Ph.D. candidate in public school administration, Texas A&M University

- **Paul R. Hensarling Distinguished Graduate Student Award**
  Jeffrey Baily, campus principal at Ulrich Intermediate, Klein ISD

- **Texas School District Excellence Award**
  Alamo Heights ISD

- **Texas School Board Excellence Award**
  Northwest ISD
You can make a direct impact to prepare leaders for the 21st century.

Give now at tx.ag/givecehd

The College of Education and Human Development has proudly been transforming lives since it began.

In education, sport, business, government and health, we work to enhance equity in educational achievement and health outcomes, to foster innovation and development and influence policy and practice.

Our graduates are preparing future leaders, solving many of our social issues and contributing new knowledge to their professional fields.

To find out how you can be a partner in transforming lives, please contact:

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