

2012

Marshall University June Harless Center for Rural Educational Research and Development

# STEM REPORT

<http://www.marshall.edu/harless/>



JUNE HARLESS CENTER



COLLEGE OF EDUCATION

# *Historical Note and Present Mission of the June Harless Center*

The mission of the June Harless Center for Rural Educational Research and Development evolved from a brief discussion of a shared vision of James 'Buck' Harless and Stan Maynard in Mingo County in 2000. That discussion centered on the belief that every child, especially in Mingo County but in the state and the nation as well, should have the same opportunity for a quality education and that opportunity should not be impacted by a child's zip code. That brief discussion regarding like values resulted in the establishment of the June Harless Center. The Center was named in honor/memory of the late wife of James 'Buck' Harless, June Montgomery Harless. The successes of the Center are all the result of Mr. Harless' philanthropic nature and love of all mankind. The Biblical quote "To whom much is given, much is required," must be the mantra of Buck Harless.

The June Harless staff has undertaken the work of the Center with the same sense of urgency and passion for the education of children as that of Mr. Harless. The mission of the Center has been from its inception to provide leadership in educational initiatives for West Virginia educators and students. The Center provides educators and families of rural West Virginia with a support system that addresses educational problems, sustains school improvement, and provides positive growth in all educational factors.

The Center, located in the College of Education at Marshall University, has a rich history of successfully sponsoring a variety of educational programs. In the eleven year history of the June Harless Center many partnerships with local schools and school districts have been formed to support and advance student outcomes. Programming implemented in West Virginia range from an NSF funded Appalachian Math Science Partnership (AMSP) focused on professional development and student instruction in five West Virginia counties to a recently completed project that explored alternative methods for identification of potentially gifted students from poverty, a collaborative between Ruby Payne's "aha!" Process organization and the Harless Center.

Other program enhancement projects of the Center include professional development sessions for educators on standards based mathematics, kit-based science, global studies, reading and language arts, world languages, vertical and horizontal teaming, empowering practices, technology integration, parent programming, pre-engineering and robotics. The Harless Center also facilitates on-line college courses for rural high school students and summer camps focused on STEM components.

One of the first initiatives of the June Harless Center was the establishment of

a model demonstration site composed of a kindergarten and first grade classroom in 2001 in an old, unused public school building in Wayne County, West Virginia. It remained in that location as it grew to include grade two. The focus was delivery of research-based practices in reading and mathematics and demonstrating these practices in the classrooms through videoconferencing to rural schools across the state and Appalachian Region. In fall, 2007, the model moved into one wing of Kellogg Elementary, a large nearby public school. The focus for the extended kindergarten through fifth grade 21st Century Model Site was to provide a laboratory for delivering all disciplines in an integrated format through research based strategies and to promote positive character education through an assimilation approach into "how we do business." The model laboratory provided a venue for implementing, observing, researching and evaluating teaching strategies and student outcomes.

One of the most recent initiatives of the June Harless Center is the management of the Marshall University Early Education STEM Center (MUEE STEM Center) which occurred in the fall, 2010. The MUEE STEM Center is located on the Marshall University campus and in partnership with the Cabell County School System serves three and four year old children. The MUEE STEM Center also serves Marshall University as a laboratory in which individuals involved in the study and education of young children can observe and/or participate in a variety of ways.

Students and faculty members can observe, participate, interact, conduct research and complete practicum experiences. The Center is accredited by the National Association for the Education of Young Children (NAEYC). The accreditation seal indicates that a program has undergone a rigorous validation inspection to authenticate that it is offering high quality experiences for children. As a model site, the MUEE STEM Center serves as an outreach Pre-K program to counties across the state. The Center prides itself in offering exemplary early education experiences based on a philosophy influenced by the Reggio Emilia method of child-initiated, teacher-supported, negotiated curriculum in which children's curiosities about the environment are supported and encouraged.

A partnership with the CREATE Lab at Carnegie Mellon University in Pittsburgh, Pennsylvania, has enabled the Harless Center to provide a Pre-K-12 venue for the innovative educational products of the CREATE Lab. The CREATE Lab personnel at Carnegie Mellon University develop the products, and the CREATE Satellite Lab at the Harless Center provides the format for verifying their educational value and providing the staff development and dissemination of the products to teachers and students throughout West Virginia.

The Harless Center continues its outreach to counties and educators across West Virginia to assure excellence in the educational opportunities for all students.

*"Through the June Harless Center's innovative programs the College of Education is able to have a direct positive impact on schools and students throughout the state."*

*-Dr. Robert Bookwalter, Dean, Marshall University College of Education*



## Message from the Director



Dr. Stan Maynard, *Executive Director*

*“Early education  
is fast becoming  
the priority  
educational issue  
of our time.”*

The June Harless Center has experienced the unique opportunity of serving the educators and students of West Virginia over the past twelve years. The Harless Team has provided professional development to twenty-six counties during this period of time. Our initiatives have been diverse: technology integration, school culture, robotics, virtual courses to counties needing foreign language and mathematics, virtual field trips and early childhood programming.

Counties that have recently contacted the June Harless Center for professional assistance are: Randolph, Nicholas, Roane, Lincoln, Cabell, Mingo, Braxton, Mason, Logan, McDowell, Wayne, and Putnam.

The June Harless Center is pleased to have positive working relationships with counties, but the partnership with Cabell County will have the greatest significance as we jointly develop an educational research “incubator” for Cabell County and ultimately the state of West Virginia. This educational “incubator” will be available for all West Virginia teacher candidates and in-service educators to utilize as a professional development resource for years to come.

The emphasis on STEM programming has prompted the need and development for the following initiatives. The Shewey Science Academy was established in 2007 with the purpose of creating an interest in STEM careers with Mingo County middle school students. The first Academy was held in June, 2007, in Kermit, West Virginia with 48 students and 10 teachers. This past summer (2012) the Academy was held in four separate sites in Mingo County and served 241 middle school students and 42 teachers. The Shewey Science Academy has enabled the June Harless Center to build STEM capacity with teachers and interest with middle school students in STEM careers.

The Appalachian Math Science Partnership (AMSP) staff members have delivered extensive professional

development to six West Virginia counties (Boone, Mingo, Wayne, Mason, Braxton and Cabell). In each county 20 – 40 teachers have acquired new content and teaching methods that enhance their teaching practice by working collaboratively with outreach faculty from the Marshall University College of Science and staff from the June Harless Center.

Early education is fast becoming the priority educational issue of our time. The June Harless Center has created a Pre-K model program for West Virginia to use as a laboratory environment for pre-service experiences as well as an in-service professional development platform. The June Harless Center staff members have integrated the Arts into a strong STEM curriculum that has received a very positive response from parents and educators.

The Carnegie Mellon University CREATE Lab has an ongoing partnership with the June Harless Center. The CREATE Satellite Lab at Marshall University’s College of Education utilizes the technology created at Carnegie Mellon University and beta tests each piece of technology for its ability to be integrated into a Pre-K – 16 environment. The June Harless Center determines the practical educational implications and shares this data with the Carnegie Mellon CREATE Lab staff for adjustments to the technology if necessary. The final version is then provided to the June Harless Center site for dissemination to Pre-K – 16 students and educators. The result of this partnership is proving to be a major asset for West Virginia educators.

The June Harless Center and Marshall University continue to look for opportunities to serve the educators and students of West Virginia. The Center is positioned to assist in the creation of Next Generation schools and Next Generation curriculum delivery methods across the State.



# Harless CREATE Satellite

In September 2011, an official partnership was established between Marshall University's June Harless Center and Carnegie Mellon University's CREATE Lab. This partnership provides the June Harless Center network of rural Appalachian schools continuous and seamless access to technologies and ideas generated at the CREATE Lab.

The CREATE Lab has a unique commitment to community outreach that goes beyond the typical research and pilot stages. The Lab works to continuously support meaningful dissemination of successful technologies and programs it develops. This effort serves to maximize the community empowerment potential and empowerment is at the heart of the lab's mission.

As a CREATE Lab satellite, the June Harless Center provides a rural network not otherwise accessible or familiar to the lab's existing outreach team. These educators and communities will shift from being mere consumers of the systems developed in Pittsburgh to meaningful co-participants involved in shaping these systems.

The satellite was created as a result of the success of the GigaPan Outreach Grant, which is beginning its third year. Other programs initiated include Message From Me, Arts and Bots, Hear Me and Waterbot. Message From Me enables young children to better communicate with parents and caretakers about their daytime activities at childcare centers through the use of digital cameras, microphones, email, phone messaging and other technologies. Arts and Bots integrate technology, literature, and history through the use of familiar art supplies, circuit boards, lights, motors and sensors. Students design, build, and program robots that tell the stories of literary and historical characters and events while promoting technological

literacy and informal learning. Hear Me amplifies children's voices using media and technology to create a world where they are heard, acknowledged and understood, giving them the power to inspire social change. Children voice their stories in five ways: writing, art, audio, video or digital storytelling. The stories may then be heard through our multimedia Hear Me site and other forms of media and outreach.

Waterbot is a citizen scientist project that prototypes a low-cost, easy and mobile method to monitor small streams, empowering communities, educators and students to monitor and log the effects of industry and pollution on their watershed systems.





# Appalachian Math-Science Partnership



Since 2008, the June Harless Center has administered the Appalachian Math-Science Partnership (AMSP) in five West Virginia school districts. The project partners K-12 science and math educators with faculty and staff from the Marshall University College of Education and College of Science. Throughout the program's history an emphasis has been placed on building capacity in local educators to sustain AMSP goals when funding is no longer available for professional development and implementation. Increased teacher knowledge and skills have the potential to far outlive the scope of the AMSP grant.

One important way to assure the future influence of AMSP has been to involve Marshall University pre-service educators. In some instances, the pre-service teachers were trained along with teachers in partner districts. In other circumstances, the pre-service teachers worked to assist College of Science and College of Education staff to plan, prepare and deliver professional development. No matter the role of the pre-service educators, these students acquired insight into techniques for science and mathematics that will guide their instruction throughout their education careers.

Each year school districts develop a partnership plan to build on the shared goals of increased educator capacity, increased student outcomes in mathematics and science and better pre-service teacher preparation. For example, in Mason and Mingo Counties, teachers received direct instruction in math and science content, then followed up with an implementation by teaching that content to students in an optional summer learning experience. These summer sessions served as an implementation laboratory



for knowledge and skills from AMSP-MU professional development.

In Cabell County elementary educators focused on kit based science programs that are closely tied to West Virginia Content Standards and Objectives. In 2012, these sessions attracted over 50 teachers, empowered district educators as trainers and effectively teamed pre-service and in-service teachers. Another major Cabell County success was the project focused on the mathematics and science of the forest products industries

in Appalachia. Teachers dedicated an entire semester to a graduate level course and seven days in July to a very detailed interdisciplinary study of forest products industries in the region. The study included information as to how this industry shaped the economy, ecology and history of the area. This project was built upon the cooperative project in 2011, of the study of the coal industry as a way of enhancing mathematics and science instruction.

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In Braxton County science and mathematics teachers learned to develop and distribute podcasts to their students to utilize time away from school as a potential opportunity for learning. Teachers prepared podcasts that included information for their students, review of classroom material and additional information for struggling learners. In addition, teachers directed their students in the preparation of podcasts for peer tutoring and as a presentation tool.

Wayne County elementary and mathematics teachers used simple LEGO robotics to teach math skills from the WV-CSOs. Teachers spent a week working with the robots and developed mathematics lesson plans for use in their classes in the fall 2012 semester.

Utilizing remaining funding from the National Science Foundation, AMSP projects will continue on a reduced scale through mid 2013. Additional funding from NSF is being explored to continue AMSP initiatives in partner schools and districts.



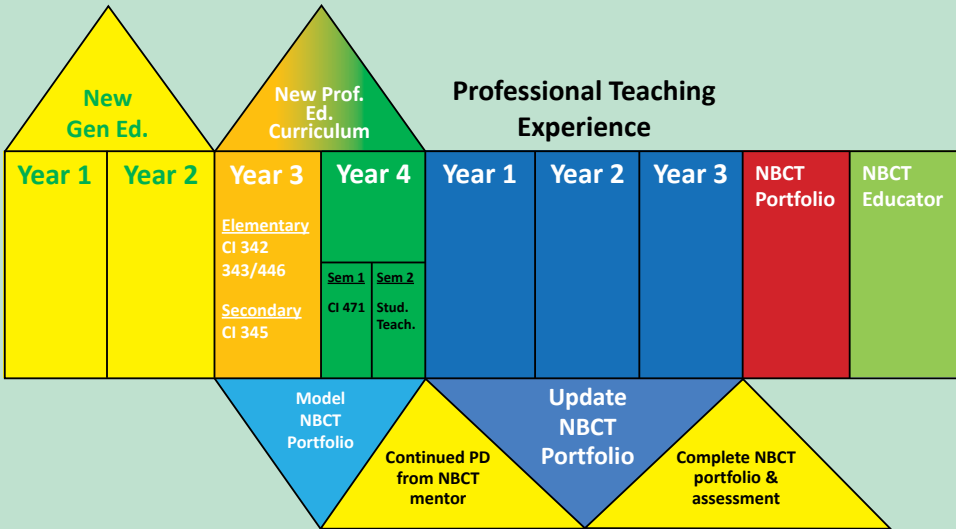
# A New Kind of Teacher

With the support of the June Harless Center, Marshall University is meeting the challenge to strengthen the linkage between the National Board for Professional Teaching Standards (NBPTS) and teacher preparation programs at the university level. According to Mary E. Dilworth, NBPTS vice president for higher education initiatives and research, “This relationship is not only beneficial to the institutions themselves, it is also critical in helping advance our nation’s standards for teacher effectiveness.”

As illustrated in the graphic, Marshall University teacher candidates will create model NBPTS portfolios during their third and fourth years of undergraduate school. Assignments for specific courses are being aligned with NBPTS portfolio entries in order to:

- establish a common language,
- improve critical thinking and depth of knowledge,
- model writing (descriptive, analytic, and reflective),
- strengthen reflection,
- create a math and science collaborative project,
- build early versions of National Board entries, and
- generate National Board expectations

Marshall University will continue to support students after graduation as they “replace” pre-service portfolio entries with in-service entries written about their own classrooms and students. These educators will have significant insight into NBPTS requirements and be fully prepared to submit a “Take One” entry during their third year of teaching and continue to seek National Board certification after completing only three years in the classroom.





# Children **STEAM** Through 2012 Summer Camps



Imagine an educational world where a 4-year-old child plans, designs and creates a robot using recyclable materials, motors, sensors and lights. Imagine that this same 4-year-old child programs the robot to wave his arms, dance and talk using only wires, a motherboard and a computer. Imagine the excitement and pride this child feels when showing his family his robotic creation during a student-centered showcase of powerful, important and beautiful work!

Children and families participating in Exploring STEAM (Science, Technology, Engineering, the Arts and Mathematics), a summer camp series offered by the June Harless Center, did not just imagine this scenario; they experienced it!

During the summer of 2012, the Harless staff offered 3 different weeks of summer camps for students ranging in age from 3 to 11 years old. Fifty children from the tri-state area engaged in a week long camp to explore robotics - one venue to integrate STEAM fields. Program staff created a high-quality learning environment filled with innovative activities that promoted robotics exploration. The culminating activity was an open house for students to showcase for their families what they learned during the camp.

The camps featured 4 programs that encouraged robotics exploration and promoted learning of different robotics components:

- **ARTS AND BOTS**, a project from the CREATE Lab at Carnegie Mellon, engages students in combining craft materials, robotic components and a custom visual-programming tool to build and animate their own robotic creations. This project provides a unique means of exploring, expressing, and sharing content, ideas, and thoughts while promoting technological literacy and informal learning.

- **CHILDREN'S INNOVATION PROJECT** also from CREATE Lab is a kit of electric circuitry components designed for young hands to engage in broad interdisciplinary learning with a focus on creative exploration, expression and innovation with technology. Using the kit to remix familiar

electrical devices, children will make connections to objects in their world through disassembling toys, identifying and then repurposing and reconfiguring their internal components into new inventions.

- **LEGO® ROBOTICS** is from LEGO® Education and combines the unique excitement of LEGO® bricks with hands-on classroom solutions for science, technology, engineering, math, literacy, and more.

- **HELLO ROBO!** from Carnegie Science Center is a robotics kit for early education children that promotes hands on activities to help students build and use simple robotics.

The goal of the camps was to provide children with an experience that will foster a love for STEAM education and open doors for children to begin thinking about STEAM careers. The outcomes of the camp far exceeded our expectations as families and children also walked away from the experience with a whole new definition for STEAM education. No longer will participating families accept an education in which children are required to read about science in a book and answer the questions in the back or do 25 math problems using only one procedure. Families will demand more. One mother commented, "For the first time, my child is actually being challenged and loves it! He can't wait to get here each morning!"



# From STEM to STEAM in a Preschool World

The Marshall University Early Education STEM Center's staff is rethinking the way they do business as they embark on the third year of operation.

A collaborative effort of the University's June Harless Center for Rural Educational Research and Development and Cabell County Schools, the center is designed to be a model program of STEM (science, technology, engineering and mathematics) preschool education. Typical preschools have snack time, nap time and all sorts of games, but the MU Early Education STEM Center has all of that, plus robots and voice activated technology that its Pre-K students are not only enjoying but are helping build almost on their own. Children enrolled in the program engage in global studies and foreign language experiences as well as research in project work and technology – both inside and outside of the classroom. This year however the focus is shifting from STEM to a more purposeful way of integrating the arts or STEAM (Science, Technology, Engineering, the Arts, and Mathematics). After two June Harless Center staff members participated in a study abroad program at the world-renown early childhood programs of Reggio Emilia,

Italy, where the arts are a living breathing phenomenon, they knew that there was much work to do. This past summer the classroom was redesigned with light tables and natural materials to compliment the already ubiquitous technology to provide the optimal learning environment for three and four year olds.

Thanks to the continued partnership with the Create Lab at Carnegie Mellon, integrating the arts and technology in the prekindergarten classroom remains seamless. To name a few, Arts and Bots, Hear Me Appalachia, GigaPan, Children's Innovation Project, and Message from Me, are all programs that are developed in the lab by engineers, software specialists, etc. and are tailored to young children. For example, Message from Me, allows the students to wirelessly upload a photo of themselves or their work, record a message that explains the picture and send the photo and message via text or email to someone from a list of people including their STEM teachers, their classmates and their parents. The Message from

Me kiosk is one of thirty in existence. A great example of this technology in action was demonstrated as Parker Adkins, a 4-year-old STEM student, operated the Message from Me machine like a pro, and his parents, Nisa and Shawn Adkins, said they've seen so many changes since their son began attending preschool at the STEM Center. "We wanted to send him to a place where we knew he wouldn't fall through the cracks, where he could get one-on-one attention, and he's gotten that here," Nisa Adkins said. "He's opened up so much, and there's so much difference in the way he deals with problems, works through things, and uses technology. The whole program is just great."

As the staff continues to grow professionally and as practitioners, they commit to purposefully integrate the arts while creating a STEAM centered classroom. This approach will capitalize on the creative thinking that is innate for young children while promoting critical thinking skills necessary for success in the 21st Century.



(Left) Sophie Maynard and Kandace Kirby work with the "beautiful stuff" to creatively design a picture using recyclable materials including old buttons, pipe cleaners, and marker lids. (Middle) Brea Wiles, Studio Educator at the MUEE STEM Center, looks on while Parker Adkins utilizes the Message from Me kiosk to send a picture message to his family. (Right) Lee Dorah Wokpara, former graduate student/studio intern at the MU Early Education STEM Center, assists Keelie Brumfield as she decides how to decorate the classroom robot.



# SHEWEY SCIENCE ACADEMY

The Shewey Science Academy has been held in Mingo County every year since 2008. The first year, 50 students were served at one school. The academy has increased in size and impact every year since that date.

Throughout the school year Mingo County teachers are trained by staff from the June Harless Center and the Marshall University College of Science in science content and teaching strategies. The teachers plan and prepare for a week-long summer academy for any middle school student in Mingo County. The instruction is always linked to West Virginia Content Standards and Objectives in mathematics and science as well as Global 21 strategies.

In 2012 the Shewey Science Academy was held in four locations in Mingo County (Gilbert, Lenore, Matewan, Williamson) from June 11-15. Staff for the Shewey Science Academy was primarily middle school science and math teachers from the county. The topic of the 2012 Shewey Science Academy was forensic science in which the students had to combine teamwork and problem solving skills to collect, analyze and evaluate a variety of evidence types related to a fictional murder. To fully use the evidence, students needed to apply basic principles of mathematics and science in preparing their case. The week culminated in a mock trial in which

the students took roles of expert witnesses in fields such as forensic odontology, entomology, and DNA. Teachers, parents and community members served as jurors for the trial.

Teachers were trained on the project by Harless Center staff with cooperation from Mingo County Schools. The scenario for the session was developed by Crosscutting Concepts division of Vandalia Research, based in Huntington, West Virginia.

In addition to the Mingo County teachers and Marshall staff, the 2012 Shewey Science Academy utilized four Mingo County high school students who

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## Hannan Family Foundation Provides Online Learning Opportunities

Thanks to the generosity of the late Raymond and Peggy Hannan, students at Hannan High School in Mason County have access to online college credit courses while they are in high school. Support for Marshall University Online College Courses in High School (MUOCCHS) allows Hannan students to complete many college graduation requirements before they even graduate from high school.

The Hannan family has had a long history of service to the community. Hannan High School's namesake, Thomas Hannan (1757-1835), was Cabell County's first white settler. Following his service in the American Revolution, Thomas Hannan blazed the first road in the area that came to be known as Hannan Trace. This road led settlers from St. Albans, WV to Chillicothe, OH. Thomas Hannan was a true pioneer, forging into the wilderness to create a home and establish a farm for his family and for future generations.

His descendant, Raymond Hannan graduated from Marshall College in 1938 with a BS degree in Engineering and was a lieutenant in the US Navy, serving in World War II. Following the Navy, he worked at International Nickel, the Electric Indicator Co. and for Raytheon as an engineer from 1955 to 1976. Peggy Hannan was a concert pianist, went to Julliard, and was an avid piano teacher.

According to the director of the June Harless Center, Dr. Stan Maynard, "The gift from the Hannan family will enable Hannan High School students to access advanced college courses for many years to come."



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were alumni of previous years' academies. These students assisted the teachers and students in getting full advantage of the projects. There were also two pre-service educators (student teachers) from the Marshall University College of Education. These future science educators used the innovative and interactive teaching strategies that are a crucial part of the Shewey Science Academy.

According to Dr. Stan Maynard, Director of the Shewey Learning and Research Center, "We are so grateful to the Shewey family for their generous gift that is bringing so much excitement for learning to the students of Mingo County. By bringing these bright young people to science careers, the impact of their generosity will be felt for generations by the people of Southern West Virginia."

## Virtual STEM Academy

The June Harless Center has endeavored to develop a system to facilitate the availability of on-line courses for rural West Virginia students. The effort to facilitate that availability was made a reality by the generosity of the Hannan Family and Frontier Communications. The Virtual STEM Academy was initiated as a pilot program in mathematics and chemistry at Hannan Junior/Senior High School in Mason County. The students utilized Marshall University on-line courses to have access to university level courses while still attending high school.

The June Harless Center Virtual STEM Academy at Marshall University has the following goals:

- Provide on-line resources to enhance the delivery of New Generation Standards
- Provide remedial and enrichment resources to students and teachers (with personalized learning students can spend as little or as much time as they need to master material. Self-paced programs result in high achieving students remaining engaged and provide opportunities for those students to accelerate academically, while struggling students can acquire additional time and tutoring to gain competency and confidence.
- Supplement the STEM instructional program in classrooms in which uncertified teachers are placed
- Facilitate a venue for continuous instruction when schools are cancelled due to inclement weather conditions
- Provide a professional development platform for the alternative certification initiative when identifying and

preparing teachers for educational positions in high demand content areas

The Virtual STEM Academy is also initiating another pilot program, "Flip Your Classroom." The "Flip Your Classroom" is being launched in identified Mason and Cabell County classrooms by six outstanding teachers in mathematics, biology, physics and general science. "Flipping" has 14 components as proposed by Jonathan Bergman and Aaron Sams in their book, Flip Your Classroom, that enable students to be more successful. According to the authors, flipping helps:

1. Busy students
2. Struggling students
3. Students of all abilities to excel
4. Students to pause and rewind their teacher
5. Increase student-teacher interaction
6. Allow teachers to know their students better
7. Increase student-student interaction
8. Allow for real differentiation
9. Change classroom management
10. Change the way we talk to parents
11. Educate parents
12. Make your class transparent
13. Develop great techniques for absent teachers
14. Lead to a Flip-Mastery program



# Cherry River Elementary Innovation Zone

The June Harless Center began the partnership with Cherry River Elementary the summer of 2010 with a three-day workshop on Project Based Learning. This was the first step of the faculty and administrators toward achieving their larger commitment to become a 21st century school. In the fall of 2010 the Cherry River's newly formed leadership team used the Harless Center's Retrofit Guide to analyze school needs and develop a plan to guide their transformation. During the next three years, in collaboration with the June Harless Center, the staff at Cherry River participated in training and successfully implemented several 21st century programs. A hands-on approach in science was implemented in each grade level with the implementation of FOSS Science Kits. The staff utilized ideas from The Seven Habits of Highly Effective Teens by Sean Covey to address school climate and culture. A school-wide global studies component was added to the curriculum. To better understand students and therefore, improve student performance, the staff utilized teaching strategies from



Ruby Paine's book Discipline Strategies for the Classroom, Working with Students.

Staff dedication is validated with a growth range of 2-to 20-percentile improvement on the WestTest in reading language arts and math. In addition to this huge growth in the core subjects, it was noted by a fifth grade teacher that there was also an increase in social studies scores in areas in which CSOs were addressed using project based learning.

The staff at the June Harless Center looks forward to another successful year working with the dedicated staff at Cherry River Elementary.

## Partnership Creates STEM Incubator School

The Science, Technology, Engineering and Mathematics (STEM) Education Incubator School is a proposed partnership between the Marshall University College of Education June Harless Center and Cabell County Schools. This STEM Education Incubator will provide a platform for:

- Personalizing learning for students and teachers
- Encouraging innovation, integrated curriculum
- Developing ideas through collaborative action research
- Extending learning opportunities for teachers with real time professional development including a residential program of 3 to 4 weeks for any educator wanting to experience the educational environment of the Incubator
- Providing flexibility in curriculum development and implementation

## HARLESS DISTINGUISHED TEACHER AWARD

The Harless Distinguished Teacher Award is made possible by the generosity of Mr. and Mrs. James Harless (Buck and Hallie). The award represents not only their generosity, but also their passion for exemplary classroom instruction for all students of West Virginia and especially Southern West Virginia. The monetary award is presented annually to an outstanding teacher from Boone, Lincoln, Logan, McDowell, Mingo, Wayne or Wyoming counties for his or her effectiveness in the classroom, diligence to the craft and obvious love and commitment to young people.

The June Harless staff members review appropriate information, resources and artifacts of nominated teachers. Interviews and classroom visits are a part of the process to determine the teacher whose successful teaching practices in the classroom make him/her worthy of this prestigious award.

The Harless Distinguished Teacher Award is presented annually during the Harless Hall of Fame dinner event. The previous awardees represent a number of Southern West Virginia Counties:

**2007 - Ms. Tonya Hatcher**, Riverside Elementary School, Mingo County

**2008 - Ms. April Adams**, Kellogg Elementary School, Wayne County and **Ms. Robin Ellis**, Gilbert High School, Mingo County

**2009 - Mr. Jonathan Escue**, Lincoln County High School, Lincoln County and **Ms. Kristy East**, Anawalt Elementary School, McDowell County

**2010 - Ms. Heather Woods Lockhart**, Mount View High School, McDowell County

**2011 - Mr. Dan Gottron**, River View High School, McDowell County



# *Inductees into the Harless Hall of Fame 2012*



## **General Robert H. “Doc” Foglesong**

General Foglesong is the President and Executive Director of the Appalachian Leadership and Education Foundation (ALEF), a non-profit operating to identify our next generation of leaders in Appalachia and to support their journey toward academic, leadership, and character excellence. To accomplish this mission, ALEF has operating arrangements with several universities to help sponsor leadership honors programs and sponsors needs based fellowships for extraordinary young men and women across a spectrum of academic majors.

Foglesong has been designated by the President of the United States to be Co-Chairman of the Joint US – Russia Commission on POWs/MIAs, an agency whose purpose is to determine what happened to missing American service members who were taken into former Soviet Union countries. He’s a Director on the Board of Massey Energy, a Director on the Board of the Michael Baker Corporation, a Director on the Board of Stark Aerospace Inc. and serves on the Advisory Board of IAI North America.

Previously, Foglesong served as the 18th President of Mississippi State University (MSU) during a period of unprecedented growth in student enrollment, research and

development contracts, and economic development across the state of Mississippi. During his tenure, MSU moved forward in every major measure of university success. His tenure was marked by the introduction of numerous innovative concepts to include leadership development programs, distance learning initiatives, and renewed success in national academic and athletic competitions.

Prior to serving as President of MSU, he was nominated by the President, confirmed by the US Senate, and served as a four star general in the US Air Force. In addition to operational assignments around the globe, many of his duties required almost daily interface with members of Congress, the White House, and many governmental interagency offices. Foglesong had CEO responsibilities for field units with budgets up to \$3B per year which would have ranked 110th and 430th on the Fortune 500 List.

Foglesong was most often asked to lead and manage large organizations in establishing a sense of relevancy given

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*In April 2012 Lloyd G. Jackson, Senator John D. (Jay) Rockefeller IV and General Robert (Doc) Foglesong were honored for their lifelong service to children of West Virginia as inductees into the Harless Hall of Fame at a ceremony on the Marshall University campus.*

a constantly changing national and international environment. A significant amount of his time was spent as a national security advisor at Cabinet and Presidential levels.

As a practical matter, Foglesong has spent 35 years in public service with a clear understanding of the role leadership plays in establishing a sense of integrity/ethics, encouraging service above self, and fostering an attitude of excellence. A member of the Council on Foreign Relations, his 65 publications cover a range of subjects including technical and leadership topics. A graduate of West Virginia University (BS, MS, PhD), he was a member of Tau Beta Pi and numerous academic and leadership honoraries. He has accumulated 30 military awards for leadership and technical skills and has an honorary Doctorate of Strategic Intelligence. He has been honored as a Distinguished Alumni of West Virginia University, selected by the West Virginia Education Alliance as a Graduate of Distinction, and was selected by the West Virginia Executive Magazine as the Patriot of the Year for 2005. He was selected as the Tau Beta Pi distinguished alumni of the year for 2007. He is married to Mary Thrasher Foglesong and has two children – David and Mark.

#### **Lloyd G. Jackson II**

Lloyd Jackson of Hamlin, West Virginia, is an attorney and businessman in the oil and natural gas production business. He was educated in public schools of West Virginia and graduated Phi Beta Kappa from West Virginia University in 1974 with a degree in Political Science. Lloyd attended the West Virginia University

College of Law where he served as Editor-in-Chief of the Law Review and from where he graduated Order of the Coif in 1977. He served as Prosecuting Attorney of Lincoln County, West Virginia, for six years and as a State Senator for twelve years, where he chaired the Judiciary and Education Committees. During his legislative service, Lloyd is best known for his writing of the PROMISE Scholarship legislation and the Comprehensive Early Childhood Legislation. He currently serves as a Trustee of the Claude Worthington Benedum Foundation, the largest charitable foundation serving West Virginia, as Chair of the Board of Trustees of West Virginia Wesleyan College, as a Director of the West Virginia Oil and Natural Gas Association, as President of Energize West Virginia, and as a Director of the Marshall University Research Corporation, Kids Count West Virginia and The College Summit West Virginia. Lloyd is currently a member of the West Virginia Board of Education. He is member of the Central United Methodist Church in Hamlin, West Virginia, where he resides with his wife, Trina, and their two sons, L.G. and Ryan.

#### **Senator Jay Rockefeller**

Senator Jay Rockefeller has proudly served the people of West Virginia for more than 40 years.

Throughout his career, Rockefeller has pursued the improvement of education at all levels and for people of all ages. He firmly believes investments in education are investments in stronger communities, a better educated workforce, and a path to a new future.

To meet the challenges of the 21st century, Rockefeller created the E-Rate program – a bipartisan education program that ensures children across West Virginia have equal access to the latest in technological advancements that help them learn.

As U.S. Senator and Chairman of the Senate Committee on Commerce, Science and Transportation, Rockefeller has pushed for opportunities to increase competitive research in West Virginia. He is a national leader on the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR). Rockefeller led efforts to pass the America COMPETES Act, which ensured significant growth in science and technology funding for all states.

He is committed to educating students in STEM fields. He introduced the Math and Science Partnership Act, which directed the NSF to engage in innovative partnerships that promote teaching math and science; and championed creation of the Noyce Scholarship Program, which provides scholarships for promising math and science students willing to make a commitment to teaching.

Rockefeller continues to push Congress to establish an Office of Rural Education within the Department of Education (DoE). The legislation he co-sponsored in 2011 would establish an office inside the current Office of Elementary and Secondary Education at the DoE. Rockefeller also recently co-sponsored the Rural Education Achievement Program Reauthorization Act of 2011 (REAP), which provides funding to rural school systems

*"Individuals selected for induction into the Harless Hall of Fame have spent a lifetime providing creative leadership for educators and business and community organizations. This creative way of thinking about life and work is celebrated every year at the Harless Hall of Fame event, an evening of recognition for individuals who have committed to improving the possibilities for West Virginia educators, families and children."*

*–Dr. Stan Maynard*



# James “Buck” Harless



James ‘Buck’ Harless has always supported and encouraged the initiatives of the June Harless Center for Rural Educational Research and Development named in honor of June Montgomery Harless, one of Southern West Virginia’s most avid supporters of education and medical research. June and ‘Buck’ built Gilbert Hardwoods, located in the heart of the West Virginia coal fields, into a successful international company, which resulted in countless individuals and organizations benefiting from their philanthropic efforts. They both were instrumental in the development and construction of a unique \$8.8 million center, the Larry Joe Harless Community Center, named for their late son and believed by many to have changed the very face and culture of southern West Virginia.

‘Buck’ has always believed in the importance of education and has been a generous benefactor of educational initiatives including the June Harless Center for Rural Educational Research and Development. The mission of the June Harless Center, which reflects the philosophy of both ‘Buck’ and the late June Harless, is to provide leadership in education initiatives for West Virginia educators and students. The Center provides educators and families of rural West Virginia with a support system that addresses educational problems, initiates and sustains school improvement, and provides innovative and creative programming for Pre-K through grade 12 students, teachers and administrators. The Center staff members have developed exemplary programs in professional development in every curricular area and in numerous delivery methods as well as instructional programs for students that provide for exciting, engaging and productive classrooms. These programs represent a salute to ‘Buck’ and his unwavering support of the June Harless Center.



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