



2013 Brock International
Prize in Education Nominee

Freda Deskin

Nominated by Bill White

An Introduction to the Portfolio for Dr. Freda Deskin

Being a leader in education can take many forms. Ultimately, educational leadership is about influencing leaders and followers and guiding their talents and efforts toward a common purpose. It is also about inspiring others to always seek their highest potential, thus improving not only the quality of their lives, but it also improves society overall.

The educational leader challenges and inspires learners, colleagues, parents, policy makers and citizens in general to be satisfied with nothing less than the highest standards and practices in teaching and learning. This has been the life work of Dr. Freda Deskin. She has been a leader in every area of education; in the classroom, as a school administrator, as a university dean, as an innovator of educational programs, as a teacher trainer and as a public speaker. Freda Deskin is a true activist and pioneer.

As a life-long learner, Dr. Deskin uses her experiences, her compassion and research skills to challenge others to action and improvement. Her example of energy, knowledge, and enthusiasm for teaching and learning are contagious to all who encounter her. She has a passion for how teachers teach and how students learn. She is a pioneer in the field of STEM (Science, Technology, Engineering and Math) education.

Dr. Deskin was an inspirational and effective classroom teacher and coach for the first fifteen years of her career. After more than forty years, former students still say she was their best and favorite teacher. They site her caring and enthusiasm and the way she combined high standards and rigor to make learning fun and gave them a life-long love of learning.

A major goal for Deskin was to get students to think not only critically, but to think creatively as well. As a classroom teacher, she took it upon herself to travel to New Jersey to meet and train with the founders of “Odyssey of the Mind” (formerly Olympics of the Mind), a creative problem-solving training and competition for K-12 students. Her purpose was to bring the program to Oklahoma students: which she did. Deskin founded the Oklahoma Odyssey of the Mind (OKOM) and managed the state program and competition for several years. She trained hundreds of teachers as OKOM coaches and sponsored several Oklahoma teams that advanced to the world finals.

In 1985, Freda Deskin sent in an application, along with more than 45,000 other applicants for the NASA Teacher-in-Space project. After a rigorous process, Deskin was selected to represent Oklahoma. The selection was based on five criteria:

1. Knowledge of national and international affairs;
2. Oral and written communication;
3. Contributions to the teaching profession;
4. Contributions to the community; and
4. Creativity.

Deskin trained at various NASA facilities. Deskin used this experience to launch a number of Science, Technology, Engineering and Math (STEM) initiatives in Oklahoma and beyond.

Deskin was invited by the State Superintendent of Instruction, Dr. John Folks, to be the state “Coordinator of Special Projects.” In this capacity, she made presentations to students and teachers at almost every school site in the state. This exposure resulted in requests for hundreds of keynote speeches and teacher workshops, impacting thousands of teachers and students.

Education majors at the College of Education at the University of Oklahoma clamored to enroll in the methods classes taught by Freda Deskin. Word spread that Dr. Deskin could not only teach them how to teach but would inspire them to take pride in being teachers. Those former students are now educators who express gratitude and they report that they are a different kind of teacher and learner for having been in her classes.

While at the University of Oklahoma, Deskin founded the Oklahoma Aerospace Academy, the Ticket-to-Tomorrow Outreach and the Team Quest Leadership programs, which served thousands of learners throughout Oklahoma and the United States. She created the first math lab in the Department of Instructional Leadership and Academic Curriculum while on faculty at the College of Education.

As a dean at Oklahoma City University, Freda Deskin influenced many students. She duplicated her successes at the University of Oklahoma by creating a number of programs, including successful outreach programs that reached tens of thousands of students and their teachers.

Dr. Deskin continued developing educational programs and in 2000 founded the first start-up charter school in the State of Oklahoma. The Advanced Science and Technology Education Charter (ASTEC) schools serve approximately 800, inner-city middle and high school students. Although upwards of 94% of the students are at the poverty level, there is a 96% attendance rate and 98% of the graduates have gone on to be the first in their families to graduate college. ASTEC is a very unique school by anyone's standards.

Concerned with the issue of high school drop outs, Freda Deskin initiated and co-founded the For Youth Initiatives (FYI) Foundation with Lou Kerr of The Kerr Foundation; Commissioner of Health, Terri White and activist Becky Switzer. "FYI" is a resource-clearing house and brings awareness and a call to action to citizens.

In addition to the thousands of inspiring teacher workshops and keynote addresses that she has presented, Deskin has develop curriculum guides and has also served as a consultant for the National Challenger Center for Space Science Education, The American Institute of Architects, EPCOT Center, the EAA and NASA. Dr. Deskin was one of four educators who developed, "Mars in a Shoebox" for NASA's Jet Propulsion Laboratories in conjunction with the first Mars Landing.

Dr. Freda Deskin is an avid learner, a master teacher, a sought after teacher trainer, a civic leader, an activist for educational improvement, a mentor, a curriculum developer and a pioneer in her field. She is a tireless and courageous educational leader and shows no signs of slowing down.

TABLE OF CONTENTS

Curriculum Vitae	4
Professional Training	4
Professional Experience	5
Professional Contributions	5
Leadership and Community Positions Held	12
Awards and Other Distinctions	12
Mentoring	14
Sample Publications and Presentations	18
Sample Writing	19
Comments	23
Photo Collages	31
Letters of Recommendation	34
ASTEC Charter Schools	43

CURRICULUM VITAE

FREDA JONES-DESKIN
CEO, ASTEC, Inc.
Executive Director, ASTEC Charter Schools

2401 NW 23rd Street, Ste. 39A
Oklahoma City, Oklahoma 73107
(405) 947-6272
fdeskin@asteccharterschools.com



PROFESSIONAL TRAINING

- | | |
|-------------------|---|
| 1985--
Present | More than 4,000 clock hours in aerospace science education and STEM training, NASA, et. al., Houston, TX, CA, HI, LA, VA, D.C., AZ, CO, MS, WA, FL and AL |
| 2007-2010 | 24 Post-Doctoral hours in Finance, Oklahoma City University, Oklahoma City OK |
| 2006 | Certificate in Strategic Management, Harvard University, Cambridge, MA |
| 1988 | Six-week lecture series, Auckland Teacher's College, Auckland New Zealand |
| 1993 | Ph.D. in Instructional Leadership and Academic Curriculum, University of Oklahoma, Norman, OK |
| | Thesis title: Curricular Influences on Alma Bell-Wilson, First Female Justice of the Oklahoma Supreme Court |
| | Thesis used as bases of a book by Louise Painter, <i>Justice Served, The Life of Alma Bell Wilson</i> |
| | Scholarship-Leadership-Education-Program (SLEP Scholar) |
| 1986 | M.Ed. in Secondary Education, University of Oklahoma, Norman, OK (4.0 GPA) |
| | Scholastic All-American – Selected by professors and based on academics and leadership |
| 1970 | B.S. in Elementary Education, Central State University, Edmond, OK |
| | Delta Kappa Pi-Distinguished Student
Minors: English and Health and Recreation |

PROFESSIONAL EXPERIENCE

2000-Present	CEO/Founder ASTEC, Inc., Oklahoma City, Oklahoma
2000-Present	Founder/Executive Director, ASTEC Charter Schools, Oklahoma City, OK
1993-2000	Dean of Aerospace Science and STEM Education, Oklahoma City University, Oklahoma City, OK
1989-1993	Director of Aerospace Sciences, University of Oklahoma, Norman, OK
1985-1989	Faculty, University of Oklahoma College of Education, Norman, OK
1985-1986	Coordinator of Special Projects, Oklahoma Department of Education
1981-1985	Teacher, Pauls Valley Public Schools, Pauls Valley, OK
1975-1980	Owner/Coach, Olympic Spirit Gymnastics, Pauls Valley, OK
1974-1981	Teacher/Coach, Whitebead Public Schools, Pauls Valley, OK
1971-1974	Teacher, Lexington Public Schools
1970-1971	Teacher, Oklahoma City Public Schools, Oklahoma City, OK

* See student, parent, colleague, administrator and civic leader comments in Appendix

PROFESSIONAL CONTRIBUTIONS

2000-Present	Founder/Executive Director, the <i>*Advanced Science and Technology Education Charter (ASTEC) Schools</i>, Oklahoma City, OK • Raised half a million dollars to begin the states' first start-up charter school • Integrates STEM into a liberal arts curriculum • Engaged more than <u>5,000</u> students over 12 years (800 current students) • ASTEC had its first senior graduation in 2006. Those graduates have gone on to graduate from universities with specialties in technology, engineering, music, art, education and pre-med. ASTEC has had a National Merit Scholar, several Oklahoma Academic Scholars, an Academic All-star, a KOCO-Full Ride Scholar finalist, two state Academic All-star Girls' Basketball teams, and a Academic All-star Boys' Basketball team, a 3A District Boy's Basketball Championship and many other honors • Established a creative administrative structure to better serve students, families and teachers
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*See additional information in Appendix

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|--------------|---|
| 2000-2012 | <p><i>Summer Boot Camp for Teachers</i>, ASTEC Charter Schools, Oklahoma City, OK</p> <ul style="list-style-type: none">• Designed and taught through demonstration and participation, effective teaching techniques to veteran, new and alternatively certified teachers• Approximately <i>400 teachers</i> have taken this week-long workshop |
| 2010-Present | <p>Chair, <i>Red Earth Education Committee</i>, Oklahoma City, OK</p> <ul style="list-style-type: none">• Led this organization in a new direction in curriculum development and into the digital age with iPad technology, interactive lessons, blogs, and live histories |
| 2007-Present | <p>Co-founder, Director, <i>For Youth Initiatives Foundation</i> for Drop out Prevention</p> <ul style="list-style-type: none">• Brought the <i>Choice Bus</i> from the Mattie C. Stewart Foundation in Birmingham, AL to Oklahoma• Spoke before the State Legislator on drop out prevention, the effects of drop outs on the economy and on society in general• The Choice Bus program served <u>400 students</u> and a <u>number of Legislators</u> and other dignitaries |
| 1993-2000 | <p>Dean, <i>Aerospace and STEM Education</i>, Oklahoma City University, Oklahoma City, OK</p> <ul style="list-style-type: none">• Managed and lead the department and faculty• Designed courses and programs for both on and off campus• Served more than <u>2,000 students</u> |
| 1993-Present | <p>Founder/Director of the <i>International Aerospace Academy</i>, Oklahoma City, OK</p> <ul style="list-style-type: none">• These week-long programs served more than <u>10,000</u> youth and adults throughout Oklahoma, the US and many other countries in STEM integrated learning scenarios• With the help of former Oklahoma astronauts, NASA, Rockwell International and various shipping and steel companies, Deskin built a full-scale space shuttle mock-up with a one-quarter-scale cargo bay and a space station• The space shuttle, mission control and space station communicated with each other via closed circuit TV and audio |
| 1989-Present | <p>Grant reviewer</p> <ul style="list-style-type: none">• Reviewed dozens of grants at the local, state and national levels, including the US Department of Education |
| 1979-Present | <p>Workshop Presenter and Keynote Speaker</p> <ul style="list-style-type: none">• Led workshops throughout the US and Pacific Rim and has delivered more than 1,000 Keynote Speeches, reaching more than <u>500,000</u> people |

Examples:

- Math workshops- Making Math Relevant
- Schaeffer Method of writing
- Integrating STEM and the Aerospace Sciences
- Curriculum Integration
- Integrating Reading in all Subjects
- Learning Styles and the Brain
- Quantum Learning
- Creative Problem Solving
- Technology Integration
- Project-Based Instruction
- Effective Teaching
- Clinical Observation Process
- The Teachable Moment
- Team and Group Dynamics
- Communication Styles
- Teaching Students Presentation Skills
- *Teaching with Love and Logic*
- Science-Technology-Engineering-Math (STEM) Integration
- Teaching for Rigor, Relevance and Relationships
- Managing Goal Achievement
- Global Impact
- Leadership Principles
- State of Education: A Call to Action
- Drop out Prevention: What We Can Do

1975-Present	Grant writer • More than <u>100 grants</u> resulting in several million dollars being awarded for instructional programs
2000-2012	Member of the <i>Individuals with Disability Education Act</i> (IDEA) advisory counsel with the Oklahoma State Department of Education
2001	Guest of the United State Secretary of Education, Rod Paige, in a town hall meeting to discuss integrating math and science across the curriculum, Washington, D.C.
1999-2000	Curriculum consultant, <i>EPCOT Center</i> , Orlando, FL
1998-2000	Developed and Piloted <i>Wild Blue Wonders</i> Curriculum • STEM project with the Experimental Aircraft Association funded through the Eli Lilly Foundation • Piloted with teachers through local air and space museums in WA, CO, WI and FL. • <u>Thousands of students and teachers</u> world wide participated in the competition • Received acclaim by Microsoft and resulted in a lunch with Microsoft founder, Bill Gates •

- 1997-2000 Presenter, *Managing Goal Achievement*, Oklahoma City
- Program works with adults and high school students on re-writing their self-fulfilling prophesy's, approximately 150 participants.
- 1993-2000 Founder/Director, *Eagle's Edge Leadership Development*, Oklahoma City University, Oklahoma City, OK
- Built a ropes course and developed leadership curriculum to serve students and educators
 - Collaborated with the OCU Meinder's School of Business to serve the business community
 - These programs involved thousands of participants
- 1993-2000 Founder/Director, *Passport to the Future Student Outreach*, Oklahoma City University, Oklahoma City, OK
- Wrote and designed the curriculum which included a mobile program that delivered inflatable space shuttles and space stations with hands on Science, Technology, Engineering and Math lessons to Oklahoma schools. The program included pre and post visit curriculum. Approximately 2500 students experience the program.
- 1997-1999 Curriculum consultant, *Pitsco Education*, Pittsburg, KS
- 1997-1998 Curriculum development team, *Mars in a Shoebox*, NASA Jet Propulsion Labs, Pasadena, CA
- One of four selected to develop curriculum for the first Mars landing
 - Worked at JPL during the Sojourner landing
 - Developed lessons to be used in middle and high schools across the US. It is estimated that thousands of students used these lessons to better understand the science, engineering and math involved in the mars landing
- 1987-1997 National Faculty Member, and Advisory Council, *National Challenger Center for Space Science Education*, Alexandria VA
- Worked with a small team to develop lessons for teacher workshops
 - Created: *Touching the Future: Linking the Classroom with Space*, workshop manual for teacher trainers
 - The Challenger Center National Faculty presented this workshop to more than 1500 teachers throughout the US
- 1990 Co-developer, *International Year of Space Celebration: Marsville* curriculum for the National Challenger_Center for Space Science Education, Alexandria VA:
- This curriculum was distributed worldwide. Schools around the world participated the year long event and culminating competition
 - The largest number of competitors were in Oklahoma where teachers from more than 400 Oklahoma schools were trained
 - More than 800 students participated in the competition at the University of Oklahoma Field House over a two-day period

- Student teams were paired with other school teams and communicated via fax or modem to create portions of an inflatable Martian habitat of a specific size and function. Student were required to solve problems in a specific time frame and created costumes to match their themes
- 1990 Co-Author, *Architecture in the Classroom: A Guide for Architects and Teachers*, American Institute of Architects.
- This handbook was used by dozens of architects and dozens of teachers
- 1993 *There is Life After Math*, Featured speaker in video distributed to middle and high schools to encourage young women in the STEM fields
- 1989-1993 Director of Aerospace Sciences, College of Continuing Education, University of Oklahoma, Norman, OK
- Teacher STEM workshops and courses
 - K-12 and teacher outreach
 - Leadership programs
- 1989-1993 Creator/Instructor, *Teacher's Today, Touching Tomorrow*, College of Continuing Education, Norman, OK
- Week-long, summer resident program for select teachers
 - Integration of STEM in the classroom
 - Fifty teachers per summer (250 teachers)
- 1990-1995 Founder/Director, *The Right Stuff*, Oklahoma
- Developed and led a four-week program with curriculum that integrated STEM content and life skills for 40 adjudicated youth, reaching 200 students over a five year period
- 1992 Director and Developer, *Native American STEM for The Year of the Indian*, University of Oklahoma, Norman, OK
- Organized and brought 110, Native American high school students and their sponsors from 23 tribes from throughout the US and Canada to the University Campus
 - Built upon Native American Learning Styles and featured hands-on experience that built upon the history of Native Americans as scientists, engineers and mathematicians
- 1989-1993 Founder/Director, *Team Quest Leadership Development*, University of Oklahoma, Norman, OK
- Initiated and managed the construction of a ropes course and developed leadership curriculum for students at all levels, plus educators and the business community. Hundreds were served through the University of Oklahoma College of Continuing Education, reaching more than 2,000 participants
- 1986-1989 Consultant/Trainer, The Wright Group, Seattle, WA
- Presented more than 100, teacher workshops on reading and the integrated curriculum in 30 states reaching some 10,000 teachers

- 1987-1993 Founder/Director, *Oklahoma Aerospace Academy*, University of Oklahoma, Norman, OK
- Hand-on STEM education integrated with space travel simulations for youth and adults
 - Summer day camps for 8-10 year olds and resident camps for middle, high school, adults and families. Served more than 4,000 participants
 - Saturday programs for all ages. Served approximately 4,200 participants
- 1985-1989 Faculty, Department of Instructional Leadership and Academic Curriculum, College of Education, University of Oklahoma, Norman, OK
- Established a math lab with a variety of resources and manipulatives
 - Served on the Academic Integrity committee
 - Served on search committees for new faculty
 - Served as a supervisor of student and entry-year teachers
 - Taught math methods for Nursery-3rd grade, elementary, middle and secondary teachers; elementary and secondary classroom management; elementary and secondary pedagogy
 - Taught a total of 1,200 senior-level students
- 1985-1986 Coordinator of Special Projects, Oklahoma Department of Education, Oklahoma City
- Invited by the State Superintendent of Instruction to spend a year of outreach into Oklahoma Schools
 - Visited most of the school sites in Oklahoma doing presentation on aerospace science and STEM education to thousands of students
 - Presented STEM teacher workshops to more than 2,000 teachers
- 1981-1985 Teacher, Pauls Valley Public Schools, Pauls Valley, OK
- Taught middle school English, Drama and Gifted Education
 - High school Leadership/GT
 - Selected by peers as Teacher-of-the-Year (1981-1982)
 - Establish BETA (Bringing Excellence To All to bring guest speakers and other resources to students
 - Served approximately 350 students
- 1979 Southwest Regional Leadership Conference: State representative for National 4-H Clubs
- 1978-1981 Founder/President, *Oklahoma Odyssey of the Mind*, a creative problem-solving competition
- Trained in New Jersey with Dr. Ted Gourley and Dr. Sam Micklus, program originators
 - Trained several hundred teachers as creative problem-solving coaches
 - Coached several teams and served as sponsor and chaperone to several Oklahoma teams to the world finals competition
 - Over the years the program has involved tens of thousands of students and teachers

- 1975-1983 *Model Classroom*, Oklahoma State Department of Education
- Teachers and administrators from across the State of Oklahoma visited Deskin's classrooms
- 1974-1981 Teacher/Coach, Whitebead Public Schools, Pauls Valley, OK
- Upon arriving at Whitebead, the school had only 54 students. Several years later, Whitebead was the largest dependent school district in Oklahoma
 - Established many programs and advocated for greater rigor. Whitebead students were well-prepared and welcomed by area schools for their academic preparedness
 - Selected Teacher-of-the-Year by peers, 1975-1976
 - Taught 5th/6th grade, all subjects, one year
 - Taught 7th/8th grade, all subjects, two years
 - Taught 8th grade, all subjects, four years
 - Students averaged a 3-year gain in one year
 - Coached gymnastics, track and girls basketball.
 - Lead girls basketball team to eight years as conference champs
 - Yearbook sponsor
 - Organized community to paint and redesign the interior of the entire school and gymnasium to encourage greater student engagement (large super-graphic arrows, classroom themes with curtains, carpeting and paint, etc.)
 - Taught 250 students
- 1975-1980 Owner/Coach, Olympic Spirit Gymnastics, Pauls Valley, OK
- Coached approximately 400 girls in competitive gymnastics
 - Judged competitive gymnastics
 - Used Olympic standard equipment and shared it with the school
- 1975-1980 Member, *Oklahoma Curriculum Improvement Commission*, Oklahoma State Department of Education
- 1971-1974 Teacher, Lexington Public Schools
- Taught Kindergarten, one year
 - Middle school English, two years
 - Coached girls' softball
 - High school cheerleading coach
 - Taught 425 students
- 1970-1971 Teacher, Oklahoma City Public Schools, Oklahoma City, OK
- Taught 6th Grade, all subjects
 - High poverty school
 - Taught 40 students

LEADERSHIP AND COMMUNITY POSITIONS

- Greater Oklahoma City Chamber of Commerce Education Task Force, Member
- Greater Oklahoma City Chamber of Commerce, Advisory Board Member
- For Youth Initiative (prevention of high school dropouts), Co-Founder and Past Chair
- Red Earth, Current Board Member and Education Chair
- National Women Presidents Organization, Member (only 12 selected in the state)
- International Women's Forum, Member (only 12 selected in the state)
- Delta Kappa Gamma-Key Women Educators, Past Member
- National Charter School Association, Member
- Oklahoma Charter School Association, Member
- Lighthouse Art Center, Past Member
- Association of Supervision and Curriculum Development, Member
- Official, Life-time NASA Space Ambassador
- National Challenger Center for Space Science Education, Steering Committee Past Member
- Governor's Task Force for Aerospace Education, Past Member
- State IDEA Advisory Committee, Past Advisory Member
- International Platform Association, Past Member
- Sooner Stilettos, University of Oklahoma Women's Basketball, Steering Committee
- Downtown Oklahoma City Rotary, Member
- Downtown Oklahoma City Rotary Student Scholarship, Committee Member Norman Noon Rotary, Past Member and Officer
- Sponsor of Norman Chamber of Commerce, "Tomorrow's Leaders" high school program
- Institute for Economic Empowerment for Women, "Take Your Constituents to Work," mentor for high school girls.
- "Peace Through Business"; host and mentor to Afghan and Rwandan women, 2007, 2008, 2009 and 2010
- Oklahoma City Children's Zoo Planning Committee, Past Member
- A Perfect Cause (advocate for the elderly and the disabled), Past Board Member
- Redlands Girl Scout Council, Past Board Member
- Bethesda Alternative Shelter for Battered Women and Children, Past Board Member
- Rotary Youth Leadership Exchange Advisor
- OEA Zone Vice-President, Garvin County and Building OEA President
- Pauls Valley Community Theater, Director
- Aerobics instructor, Pauls Valley Community Education
- Ski Trip Sponsor, Pauls Valley Community Education
- Health and Nutrition instructor, Pauls Valley Community Education

AWARDS AND OTHER DISTINCTIONS

- Inductee: Oklahoma Educator Hall of Fame Inductee, Oklahoma City, 2012
- *School selected by Continental Resources and Dr. Mehmet Oz for the first school in the central United States as a HealthCorps high school to work in conjunction to bring better health and wellness to the students, parents and school community, 2012
- Woman of the Year: *Enterprising Women* magazine, Ft. Lauderdale, FL., 2012
- Circle of Excellence: The Journal Record, Oklahoma City, 2011

- Career Achievement Award: Jeanine Rainbolt College of Education, University of Oklahoma, 2010
- Fifty Making a Difference: The Journal Record, 2006 and 2008 and 2011
- Hostess for the Big XIX Girls Basketball Championships: Selected by the Oklahoma All-Sports Association, 2008 and 2010
- Women in Aerospace Hall of Fame: Women in Aerospace, Washington, D.C., 2007
- Marita Hynes Award for Excellence, in promoting girls and women in sports (Only given 5 times in 20 years): University of Oklahoma, 2006
- Leadership Oklahoma: Class XIX, 2005
- Leadership Oklahoma Class Ambassador (selected by class), 2005
- One of four selected by the US Secretary of Education to appear with him in a televised town meeting regarding integrating the arts into math and science curriculum at the pre and post secondary levels, 2001
- Woman of the Year: Redlands Council: Oklahoma Girl Scouts, 1996
- Newcomer of the Year: Last Frontier Council of the Boy Scouts, 1995
- Frank G. Brewer Outstanding Aerospace Science Education Award for the Southwest Region: US Air Force, 1995
- Leadership Norman, 1991
- Outstanding Educator: American Institute of Architects, 1990
- Outstanding Service Award: College of Continuing Education, University of Oklahoma, 1990
- By-liner Award: Women in Communication, 1988
- Pioneer Woman, Ponca City, OK, 1988
- Selected as one of the citizens to carry the Olympic Torch from Noble, Oklahoma to near Norman, Oklahoma, 1988
- Oklahoma Scholarship Leadership Enrichment Program: University of Oklahoma, 1987
- The American Citizenship Center: selected speaker on national college tours, 1987
- Scholastic All-American: University of Oklahoma, 1986
- Favorite Daughter: Lexington, Oklahoma, 1986
- Outstanding Alumni: Lexington, Oklahoma, 1985
- Oklahoma Teacher-in-Space Finalist, National Teacher-in-Space Semi-Finalist: NASA, 1985
- Official Space Ambassador: NASA, Lifetime
- Delta Kappa Gamma: Key Women Educators inductee, 1980
- *Outstanding Leaders in Elementary and Secondary Education*: (principal and superintendent's selection) 1978
- Teacher-of-the-Year: twice (both schools where qualified) 1975 and 1981
- Who's Who in American Education
- Who's Who in the World
- Outstanding Women in America
- 2000 Notable Women in the US
- International Who's Who of Professional Educators

*See letter from Dr. Oz's Director of Education, Shawn Hayes, M.D. in Appendix

MENTORING

Mentoring has been a large part of Freda Deskin's career. She has mentored struggling students into careers in the Air Force Academy, chemical engineering, aerospace, medicine, law, the arts and teaching.

In addition to mentoring students and athletes toward their goals and careers, Deskin has mentored the following:



Charles Crabtree
Discovery Channel
Curriculum Developer



Lucas Flanagan, Graduate of
the US Air Force Academy
Mentored from Age Ten



Elana Guzenko
St. Petersburg, Russia

Elana taught at the University of Saint Petersburg and was on an exchange program at Oklahoma City University where Deskin was a dean. The two became friends and mentors. "American women work so hard and love their families," says Elana.

"Dear Dr. Deskin,

I was honored as one of the nations outstanding teachers and am now the director of the program, thanks to you. I am here because of your guidance and I often sit and wonder what you would do when teaching becomes challenging. You have inspired me. You have made me a teacher that truly cares for students' life long learning. Thank you.

Love, SJ" (Former Employee)

Rebeca Busingye: Rwanda

Rebeca operates a secondary high school called ESSA Nyarugunga. The school serves 1100 students and employs 56 teachers, focusing on promotion of quality education, teaching children with maximum commitment, and achieves a 95% graduation rate.

Rebeca was mentored by Freda Deskin, CEO of ASTEC Schools in Oklahoma City. Dr. Deskin and Ms. Busingye worked diligently to update Rebeca's ability to manage personnel in order to retain quality teachers. Dr. Deskin involved many of her teachers in the mentoring process. They continue to work together to share knowledge.



Andeisha Farid: Afghanistan

[Program founder], Neese said. "Andeisha is the founder of several orphanages in Afghanistan and last August, 2009, Andeisha mentored and hosted by Dr. Freda Deskin, founder and CEO of ASTEC Charter Schools. Andeisha and Freda continue to mentor and find ways to help more Afghan people. I am very proud of Oklahoma women business owners who give their and energy to our PEACE THROUGH BUSINESS students."

"I totally believe on education and also most importantly to educate children because they are the future. If they are well educated so we can be hopeful for a bright future in Afghanistan," said Farid

Betty Uwamwizi: Rwanda

Betty co-owns Solidarity Academy School, a secondary private school in Rwanda. Mentored and hosted by Dr. Freda Deskin, Founder of ASTEC Charter School. Betty has been paying forward the education and training she received from our program and was kind enough to share it with us!

"My first assignment was to educate illiterate mothers about safe family planning, as well as help them understand that it is vital to their lives, as well as their families. By doing one-on-one coaching sessions with them, I have managed to convince them and delegate them in educating others on the topic as well! I can honestly tell you that when I came back to my country from the United States with an assignment of paying it forward, I have much more zeal!





Teddy Gacinya-Rwanda

Teddy Gacinya is a newly appointed senator in the Rwandan Parliament. She graduated from the PEACE THROUGH BUSINESS® program in 2011, where she was hosted and mentored in Oklahoma City with Dr. Freda Deskin, CEO of ASTEC Charter Schools. Gacinya is the founder and operator of City Infants School, Rwanda's first school to open after the genocide, which now educates over 600 Rwandan children.

“Dear Freda, There are few words that describe how grateful the Institute is to you for ALL you work and dedication with the Rwandan women business owners. We feel VERY blessed to know you. Your passion, your commitment, your appreciation for Rwandan culture all played a valuable role in the Peace Through Business program.” -Dr. Terry Neese

Terry Neese, Executive Director
Institute for Economic Empowerment of Women

IEEW- Take Your Constituents to Work

By Patrick B. McGuigan
Published: 16-Apr-2010
Capitol Beat OK

A bipartisan group of female legislators spent an entire legislative day this week being “shadowed” by women entrepreneurs and girls from ASTEC Charter High School. Sen. Connie Johnson, an Oklahoma City Democrat, said the girls were “learning the ‘who, what and how’ of public policy. When women are involved there is a broader picture in making public policy.” The legislators and the business women have agreed to serve as mentors for the girls. . .



Organizing the day was the Institute for Economic Empowerment of Women (IEEW), organized by entrepreneur Terry Neese. . .

Freda Deskin, founder of ASTEC – the first charter school “start-up” in Oklahoma history – said at a press conference when the day began, “I have strongly encouraged our young women to be involved and to use their education to learn how to make a difference. It is good to see them take this time to develop one-on-one relationships with women in business and in the Legislature. The girls at ASTEC were anxious and excited to participate in this.”

Deskin continued, “At ASTEC, we have been fortunate to have good collaboration. This is a way for our students to get good first hand experience. All young people, by and large, have the aptitude but they do not always get the opportunity of a day like this.”

Neese said the program “had the effect of opening up the windows, opening up state politics to better understanding.” She said she had “had calls from other states. This is Civics 101 in action. There is nothing quite like this anywhere else in the country.”



The Marita Hynes Award for Excellence, given only 3 times the history of the University of Oklahoma, was presented to Dr. Freda Deskin by First Lady Kim Henry and Sooner Girls' Basketball Coach, Sherri Coale. The award is given to a women who exhibits courage, determination and passion for girls and women in sports and fitness. Deskin has been a mentor to many young women. As a member of Sooner Stillettos, she and other prominent business women provide scholarships and actively serve as mentors to women athletes at the University of Oklahoma.

SAMPLE PUBLICATIONS AND PRESENTATIONS

- “Quantum Teaching,” Sarkey’s Foundation, Summer Math/Science Institute for Educators, 2011.
- “Global Perspectives: When Resources are Limited Competition Increases,” Oklahoma Aerospace Summit for Educators, 2010.
- *A Cup of Cappuccino for the Entrepreneur’s Spirit*, by Jaretta Nord, Ph.D., and Lou C. Kerr: Chapter, “Dream and Believe; Learn and Achieve,” 2010
- “Clinical Observation Instrument,” 1998, Revised, 2010.
- “One Size Does Not Fit All,” Op-Ed, The Daily Oklahoman, 2010.
- “Challenge-Based Teaching,” ASTEC Schools, 2009.
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BY FREDA DESKIN

Published: April 23, 2010

Daily Oklahoman, Op-Ed

Education: Does One Size Fit All?

Like all “one-size-fits-all” assertions, the prevalent “one-size-fits-all” approach to public education falls short of “fitting all” and actually harms students of every academic level. Research shows that among high school students who do graduate, two-thirds confess they are not satisfied with the education they received. This should not be a surprise since today educators are challenged with serving the needs of a student body comprised of a multitude of ethnic, religious, social, and ideological traditions – the most diverse student body in American history.

It is time we stop debating whether students are best served by attending traditional public schools, public charter schools, private or parochial schools, vocational schools, home schools, online schools or any other type of school. All that matters is that each student is able to receive a quality education. The first step toward achieving that goal is to stop protecting territory and start ensuring that the needs of all students are being met to the best of our ability.

A 2006 study commissioned by the Bill & Melinda Gates Foundation, which involved a survey of a broad cross-section of public high school dropouts, found that the majority of high school dropouts surveyed actually had a grade point average of C or better. In fact, many were identified as gifted. Most said high school was too easy and that it was boring. They believed they could have done better if challenged. What’s more, they said school had little relevance to the “real world.” It was their experience that there was a lot of lecture with little hands-on learning that connected the classroom with the world outside the classroom. Finally, the dropouts reported that they had no “connection” with their teachers, administrators or fellow students. They said they did not think anyone really cared whether they showed up at school or not. Even after missing a week or more of school, no one checked on them or welcomed them back. It just became that much easier to not come back.

The 2006 study resulted in the following recommendations: offer different schools and classroom experiences with engaging curriculum; create early warning systems for “at risk” students; engage parents in school and have them work with their children on graduation plans; and mobilize adult advocates and utilize service learning to engage students in academic areas where they are struggling. By moving past the current “one-size-fit-all” mindset and allowing for a diversity of approaches that are tailored to our students’ needs (which is all the more possible with today’s

technology), and by giving our students and their parents the ability to make the most important decisions they will ever have to make, all of these recommendations can be accomplished.

In conclusion, while there are many contributing factors behind this country's alarming dropout rates, one fact is undeniable: when it comes to education, "One-size-fits-all"...doesn't.

Dr. Freda Deskin has 35 years experience (teaching, curriculum development, and administration) at the pre-collegiate and collegiate levels. She is the founder and CEO of the Advanced Science and Technology Education Charter (ASTEC) schools in Oklahoma City, which is currently celebrating its 10th Anniversary.

Innovation in EDUCATION

OUR NEW HEADMASTER-DEAN ADMINISTRATIVE STRUCTURE

By Dr. Freda Deskin, ASTEC, Inc. Founder & CEO



(From left): Dr. Freda Deskin, Haroki Roberts and Dr. Sharon Lease

I am pleased to announce that ASTEC Charter Schools will operate under an entirely new administrative model this fall.

After a great deal of study and input from employees that was months in the making, we developed a new leadership paradigm that fits the needs of our students and their parents, while maximizing the talents of our teachers and staff.

In the simplest terms, our two schools will be led by a headmaster, who will be assisted by six deans. Each dean will specialize in just one particular area and these include: communication, accountability, academics, activities, instruction and community involvement.

It may sound very simple, but the process we took to get to this streamlined management model was anything but.

Why the Need to Innovate

Public education administration today requires that

its leadership team possess a plethora of management skills, from reading and processing volumes of paperwork to overseeing a physical plant to meeting with students, parents and teachers regularly.

Added to this already heavy workload in recent years has been the student testing and reporting the test results to higher education authorities that has really pushed administrators to their breaking point.

An administrator's role would be a huge undertaking for anyone, but it is made doubly difficult as the public rightfully calls for more accountability and transparency in their local schools. We know we need to do more, and often with less funding to support innovative initiatives that are required of us.

Yet, with all the modern requirements faced by public schools, most still operate under a centuries-old administrative model that is not up to the challenges we face today.

At ASTEC, we recognized the need for change, so we began a very strategic examination of what would work best for us in today's rapidly changing world.

We received some inspiration for change from the 1999 Oklahoma Charter Schools Act (Section 42.12) that lists several reasons for charter schools. They are to

- Increase learning opportunities for students,
- Encourage the use of different and innovative teaching methods,
- Establish new forms of accountability of schools, and
- Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

(continued on next page)

We are confident our new headmaster / dean model

takes into account each of the aforementioned purposes.

How Our Study Process Evolved

First, we formed an "innovation team" made up of teachers, academic staff, operations staff, school administrators and school leaders. We then hired a very competent management consulting firm that facilitated the innovation team's many sessions. The team examined options and explored the possibility of a new paradigm for school leadership, with the focus on how we could best serve students and their families, while still meeting the growing number of federal and state mandates and other requirements placed on public schools today.

We knew that making a systematic change would require a lot of communication, so our employees and board members were informed monthly of the progress and decisions made by the innovation team. We explained that instead of a school principal, assistant principal and other academic administrative positions, the innovation team had identified seven very specific positions that would add the greatest value to our two schools.

Next, the duties, responsibilities and skill sets required of each position were determined and job descriptions created. All positions were open competition, meaning that current employees would be competing with external candidates for the new positions. Internal and external applicants would be required to participate in a managerial assessment survey and participate in in-depth interviews.

The first position filled was that of headmaster. Well-known educator Dr. Sharon Lease was named to this position. Her selection was announced to employees and parents immediately.

A five-member selection committee then chose five internal candidates and one external candidate for the six new dean positions.

Even with all this change, the new structure adds only one new employee, yet it will streamline areas such as instruction, academics, accountability, students, student services and the newly created division of community engagement. The heads of each of these areas were designated as "deans" and were announced internally and to the parents.

COMMENTS

The following comments were compiled from excerpts from letters and cards; numerous keepsake boxes, evaluations and emails received from past students, parents, colleagues, supervisors and civic leaders.

K-12 Student Comments

"Mrs. Deskin was a teacher that challenged you to push yourself and be outside the box. She taught me that the first person I had to please was myself. Until I did this it did not matter what other people thought of me. Mrs. Deskin helped me get my bearings in life and I feel pride that I'm able to support my family and pass her lessons on to them." –JN, Former Student

"Mrs. Deskin, [School] was amazing because of you! Thanks for all the extra time, effort, and energy you put into each day. I am doing fantastic! In part because of you, I have been teaching for 22 years in Jenks. For the last 12 years I have taught sixth grade math and science." –KE, Former Student

"I remember really amazing work that always had interesting things to learn in science. I remember practical life lessons like good nutrition, the importance of exercise and how to make the most of a budget and how to make wise purchases at the grocery store. I remember you teaching us to hustle for the basketball and to give any project your all." –DS, Former Student

"I just hope you realize you made a positive impact on a lot of kids! A lot of times teachers spend more time with kids than their parents. Bless you for being one of mine!" –NS, Former Student

"Happy Birthday to the person who taught me all I know about being a positive, powerful person in the world. Here's to you and may you have many more wonderful experiences. If not for your interest, engagement and compassion, I would not have succeeded. Your influence stood between me and giving up time and time again. I owe you my life many times over." –JW, Former Student

"You were the best teacher I ever had. You had a great impact on my life, and I feel certain that your efforts set me on my current path in life. Everyday, I find something, see something, hear something, [or] meet someone that makes me think of you.. Here and now I bestow upon you my own award, 'Teacher of all Time.' This is a distinguished award that has never and will never be given to anyone else. This is my way of saying, 'Thank you.'" –JP, Former Student"

"Mrs. Deskin was the kind of teacher that every child should have at least one time in their life. Mrs. Deskin was my teacher, as well as my basketball coach. She was always very kind and caring, but she also made us work very hard and earn what we received. We were not only taught the basics of our studies, but we were expected to go above and beyond the norm and challenge ourselves. These principles that she inspired in us have been principles that I have carried with me all these years."

Mrs. Deskin made a huge impact on my life. Not only did she teach us about the morals of respecting others, honesty, being dependable and trustworthy, she exemplified this in her own life. This example taught us more about how to be an asset to the community than any words could have ever taught us. She also taught us to stand up for what we knew was right to not succumb to peer pressure."

K-12 Student Comments (Continued)

I remember a lesson where we were learning about the judicial system. At the end of the lesson, Mrs. Deskin presented a situation and we conducted a moot court. We all were able to dress as our role to enhance the experience. My role was that of a District Attorney. For years after . . . I wanted to obtain a Doctorate in the area of Criminal Law.” -SW, Former Student

College Student Comments (Course Evaluation, et. al.)

“Dr. Deskin is the first education teacher I have had a great respect for. The university needs more like her!”

“First of all I want to say a big, “Thanks’!” You are an outstanding teacher. Now, I am in my first year of teaching and wanted to let you now just how much of an influence you have been on me. A lot of times when in a tight spot, I think, “What would Dr. Deskin do?” So many ideas from you I use daily. I just wanted to say thanks and let you know you touch more lives than you’ll ever know!”

“You made me feel useful as an individual. Please continue touching the lives of future teachers!”

“Dr. Deskin, you are the most incredible, loving, caring, giving, fair, energetic, trusting, awesome teacher I have EVER had!! I wish I could have the honor of having you as a mother. You are the next best thing to God. Have a wonderful life!”

“[You] are by far the most outstanding teacher I have every had. Your preparation, organization, motivation and education are amazing. I left class every week fully inspired. It is a shame that all Ed majors cannot have the privilege of having you for a teacher

“You are wonderful! I enjoyed your classes so much! If I can be a walking example of you, I will be doing GREAT!”

“You are a wonderful teacher. I wish I would have had you while I was growing up!”

“Never a dull moment or spare moment in your class. You were always prepared with information that was new and different. You are a great inspiration to my career and life! You made me challenge myself. Yours was the most beneficial class I’ve had for this degree.”

“You are one of two teachers in my entire college career who influenced me the most. I feel very fortunate to have experience your wisdom, caring, warmth and enthusiasm, for and about teaching. I’ll never forget you. Thanks!”

“I like everything about your class. [It is] very relevant, informative and interesting. This was the best education class I had and [you] are the best instructor I’ve every had.”

College Student Comments (Continued)

"I am a senior and you are the best teacher I have had at this university. I have never had a more positive and encouraging experience in a classroom. You were the perfect model for what you taught. Dr. Deskin is the perfect teacher, if that is possible."

"I am so glad I was in one of your classes my first semester. I might have gotten awfully discouraged otherwise. You're a great role model for all of us. Keep up the good work!"

"Over these past two semesters you have given me the knowledge, confidence and attitude I feel I will need to be an effective teacher. When I say that you and Dr. M. have been the two most influential teachers during my college education, I say it with deepest sincerity. Thank you."

"You are a wonderful role model for all of your students. Many students praised you as the greatest asset in the College of Education during our last student teacher meeting. Dean Wood smiled in agreement upon hearing this. We all know we are very lucky to have you here at O.U. Thanks for everything!" –CL, Former University Student

"This is a small card, but meant to express a large amount of gratitude. With your inspiration, I consider myself to be a better teacher by using your instruction and example of enthusiasm. Thank you again for your fine example and for strengthening my determination to be a teacher. You make me feel that it is a rewarding and worthwhile career." -LR, Former University Student

"I think of you often, but I seem to have little time to keep in touch. I LOVE teaching! Your class at O.U. has been very applicable. I tell my students about you. Thank you so much for your great useful class. Please stay in touch!" -TT, Former University Student

"Now that I have my grades, I'd like to tell you how much I enjoyed your class. Your class was very pleasant, informative and strengthened my motivation to be the BEST teacher that I can be. Thanks again for all you have done for me." –DL, Former University Student

"I just want to thank you so much for all your advice and encouragement. You are an inspiration to me when I think of all the things I want to do with my future. Thanks, again!" JR- Former University Student

Cadets from Summer Camp and Their Parents

"Hey, I just wanted to thank you for taking the time to talk to me the other day and tell you I feel a lot better. I wanted to write you and tell you I'm really thankful and that I'm going to try really hard these last few months of school." -CB, Former Cadet

"I just wanted to let you know how much the students (and sponsors!) enjoyed their experience at space camp. The students are still talking about how much fun they had and how much they learned. We really appreciate the opportunity you gave us and are looking forward to returning again next year. Thank you!" –DM, Student Sponsor

Cadets from Summer Camp and Their Parents
(Continued)

"After attending the aerospace academy in 1987, I dreamt of being an astronaut. This wasn't a childhood dream; it is a lifelong dream. This dream provided me with the motivation to do well in school, get active in productive organizations and ultimately to graduate from the United States Air Force Academy. You offered me a goal in life and the support to achieve that goal. You were willing to go the distance with me or anyone else who comes with a dream. Take care, and God bless."
-LF-, Former Cadet

"It was wonderful talking to you on the phone today. I wish we could have had the conversation in person so that I could give you a huge hug for all the wonderful things that you've done for me. I just want you to know that you are truly one of the greatest people around. I thank you so very much for all the help you have given me. Without you, I don't know where I would be right now. You have really inspired me and many others through your caring, support and love." -JKJ, Former Cadet

"This article focuses on David's enjoyment and participation in the space camp and his career goals as an aerospace engineer. [He] wants to be involved in camp and states he will volunteer his time. David feels very close to you . . . and wants to be involved in any way he can." -JB, Parent of former Cadet

"I will always be grateful that you all have touched my life as well as my child's." -KR, Parent of a former Cadet

"I happened to glance into the row of student next to my seat to notice the whole row, boys and girls alike, lifting foggy glasses and wiping eyes at the realization that their space week was over. I saw a rare "spark" in the eyes of my son. I'll picture it in my mind forever. Without your special encouragement for group effort and cooperation, space camp would probably still be a learning experience, but not such a good life experience. You and your staff are real educators." -CF, Parent of a Cadet.

You have made such an impact on [his] life and have earned such respect from him. I am grateful to you for helping him towards his dream to be an astronaut. You have helped a shy young boy turn into a confident and responsible young man. [He] is working very hard in Boy Scouts to earn his Eagle rank. . . He is currently working on his aviation merit badge. Being his mother is a great joy and I wanted to thank you once again for the enrichment you have added to [his] life." -BL, Parent of a Cadet

Professional Development Workshops and Speeches

"Thank you so much for the workshop. I really enjoyed your workshops. They were some of the conference highlights for me. I am sure it will come in handy." –CD, Workshop Participant

"Hi! I's with the ELS Language Centers group where you presented an in-service last week. I was so inspired by your seminar! I'm sure many people have told you that. I wish you had motivational tapes because after listening to you, I went home with such BIG ideas in my head and MOTIVATED! Than you for inspiring me, I realized I don't have to stop here. I can really become something!"
-LB, Workshop Participant

"On my thirteen-hour drive home, I had a lot of time to think about my future and my abilities to make things happen. Your training reminded me why I went to college. I have decided to go back to school and finish my degree, and make a difference in peoples lives through experiential education. I didn't get to formally thank you for the experiences, so I would like to offer you my heart-felt thanks and gratitude." –BJ, Workshop Participant.

"Dr. Deskin, I enjoyed your speech last night immensely. On your advice, I'm putting myself, "out there." -JG, Workshop Participant.

"Because of many situations, as you call them, I was considering leaving the teaching profession . . . Since the workshop last week you have inspired me to stay in the teaching profession and you have given me the desire to push harder to reach my students even if I have to test the a bit. Thank you so much for making me feel I'm starting all over again." -LH, Workshop Participant

"Remember, the purpose of the video, "There is Life After Math," is to inspire young Oklahoma women and men to become aware of, and enthusiastic about, careers which are math-related, so share it as often as possible. Thank you for your contribution to the creation of this video. Without your help, it would not have been possible. You may really have changed lives!" –LN, Institute Director

"Little did I realize that in addition to a wonderful program, there were such great folks that make it all happen. The Tulsa program was a huge success and, of course, it all boils down to people- you and your folks are talented, bright and diplomatic." –BS, Director of Community Programs

"Last night was such an emotional and exciting time that I could not clearly remember all the requests I wanted to leave with you. I am still riding high with no real desire to come, "down to earth." –MF, Workshop participant

"Our Dearest Freda, Betty and I have talked a great deal about how nice it was to meet you in Colorado at the conference. To this day I remark how the conference was for me an almost "religious experience. Meeting people of your stature and beliefs was inspiring to say the least. You made me want to get a Master's degree to set an example for others like you gave to us. You'll never know how positive a force you were for all of us." –GG, Workshop participant (CA)

"We truly appreciate your presentation at the conference. You were a very important factor in the professional development of our educator attendees. Your knowledge created an enthusiasm among the teachers that will certainly be translated to their students. Thanks for your expertise and giving to us of your time and energy." –PP, Conference Director

Professional Development Workshops and Speeches (Continued)

"Thank you for the wonderful presentation at our Leadership Conference. Your speech of how to be a 'life long learner' was of great value to our organization as we are always striving to be the best that we can be as professional women in our community. We have great admiration for your profession." –TR, Secretary, Bet Sigma Phi

"The members of the Chapter EZ of PEO want to thank you for brining your program to us. Our enthusiasm is inspirational! We feel so privileged and a bit more educated than before you came."
BR-Chapter President

"Mayor of Healdton, Dixie Green, was present at a speech you recently gave to a group of realtors. Mrs. Green was every impressed with your presentation and suggested that our student body would find your talk valuable." –KR, Ph.D. –Superintendent of Schools

"Just as imagined-terrific job. Thank you so much for your support, attendance and of course your willness to speak to our athletes. I only hope you enjoyed the athletes as much as I heard they enjoyed you!" –SR, Sr. Associate Athletics Director, University of Oklahoma

"The comments I have heard about your remarks at our meeting last night have been most favorable. I was so pleased that you were able to be with us for the meeting that included our Business Careers Development Program participants. I believe that your topic was especially interesting to the students and teachers. You are a most impressive spokesperson. I am certain that our members, executive, and guests will remember your comments when they are in contact with our representative in Congress. Thank you for taking your time to be with us." –IE, President, Executive Women International

"On behalf of the ONGOERS Organization, I want to thank you so much for speaking to our group. IT was really a wonderful worthwhile speech and one that was so good to hear. I want to commend you for your admirable outlook on our future. You were a real inspiration and we appreciate so much your time and effort on our behalf." –AC, President, Oklahoma City ONGOERS

Student Outreach Comments

"I'd like to thank you for taking the time to speak to my 7th grade science classes. I think you sparked some areas of interest in many of my students and you were especially inspiring to the girls. Positive female role models are so important! I know how busy you are. Thank you for sharing your time with us!" –PH, Teacher

"I just want you to know that the senior girls here in Ardmore really enjoyed your talk with them at the Ryonis luncheon, in fact, your talk was so well received that our teachers as a group, would like for you to speak to them. We look forward to hearing from you!" –WP, Superintendent of Schools

Student Outreach (Continued)

"Just a short note to tell you how much we all enjoyed the program. Several stated that we got an 'A+' for the day. Your presentation was very informative and realistic to the kids." –KJ, Teacher

"I wanted to thank you again for visiting us at Wilson School Your presentation was delightful. The children talked about it for days. I thought you might enjoy reading their letters and seeing some of the art work your presentation inspired." –PG, Teacher

"You certainly set off rockets of enthusiasm for teaching and learning about space though your program her at Bodine last Friday. We will be using the materials you left for appropriate follow up. So on behalf of all the staff and –especially- the students, we sincerely thank you for sharing your time and knowledge with us. You did a great job!!" –KL, Principal

"On behalf of the students and staff of Heritage Hall Lower School, I cannot thank you enough for your visit. IT was not only educational, but entertaining and inspirational as well. What more could one ask of a speaker! You held the attention of all – adults and children alike; and it was certainly an experience they will carry with them for the rest of their lives. You are indeed a credit to your profession and to our state, and we at Heritage Hall are proud to salute you!" –BM, Head Master

Supervisors and Colleagues

"You have made tremendous contributions to this college through your teaching and service activities. We are proud of you and the work you have done." –FW, Dean, College of Education, University of Oklahoma

"Thanks for coming our way. Your many talents and contributions are appreciated. Your energy, smile and zest for life are all contagious. Thanks for adding enrichment to colleagues, our students and to me." - TG-Department Chair, Instructional Leadership and Academic Curriculum, College of Education, University of Oklahoma

"Freda has shown the use of varied techniques to get the most possible out of her students. She is able to communicate with parents, whether it is discussing a problem or passing on a good report to a parent about their children. The best way to describe Freda Deskin is anything she does is energy, energy. This has definitely carried over to her job at the Middle School." -GH, Principal

" Words seldom fail me, but I come up short in expressing my deepest admiration for you – your courage, your spirit, your love of living and learning ... more, your unfailing commitment to help others grow in knowledge, skill and wisdom. You have taught ME things you'll never realize. With profound respect and affection-" –DM, Colleague

"You are an inspiration not just to me but to so many and I am grateful for the honor of knowing you and that in part because of you, my life is precisely where I know it is meant to be. The biggest warmest hug ever." –DI, Colleague

Supervisors and Colleagues (Continued)

"What's most memorable for me is Freda's heart-felt dedication to her students. She knows each of them have a special gift to offer, and she helps each of them to see that for themselves. For some, that is the definition of love." -LF, Colleague

"Freda taught several youth and adult classes and I never had to worry about the quality of them. Many course participants only wanted Freda as their instructor and would not have taken the course if anyone else had taught it

Mrs. Deskin works well with all ages of individuals. She has a unique way of challenging each person to make them want to excel. As I have worked with both high school and middle school students, each of the ages seem delighted when Freda is going to be a sponsor at dances, movies, etc. She has excellent rapport with the students and they respect her as a teacher. Mrs. Deskin exemplifies the meaning of an outstanding teacher. When Freda is involved, I can always be assured of a quality program, project, etc. Whatever the formula for an outstanding teacher is, Freda Deskin has it. " -JK, Director, Community Education

"Because of Freda's efforts the zone was able to hold its Professional Day Meeting in Pauls Valley, the geographical center of the zone. The enthusiasm that she generated created a contagion that provided the basis for a well-attended and well-organized meeting. I have relied on Freda and her association activities in the zone and in Garvin County have provided a valuable service to the teachers in the area." -BS, Zone 4 Board of Directors

"Dr. Deskin is a 'Woman for All Seasons' and an innovative leader in everything she does. Her contributions are unequaled." -BM, Leadership Oklahoma Classmate

"Even before I met Freda Deskin, I had heard about the wonderful things she had done with her students.

In the short time she built a fantastic program. She takes time to work with each student and gives them individual attention. I have seen students who do poorly in a regular classroom do a tremendous performance under her direction. She has a way of bringing out the best in her students and she does this in such a way that the students are enjoying their work. A rare talent these days.

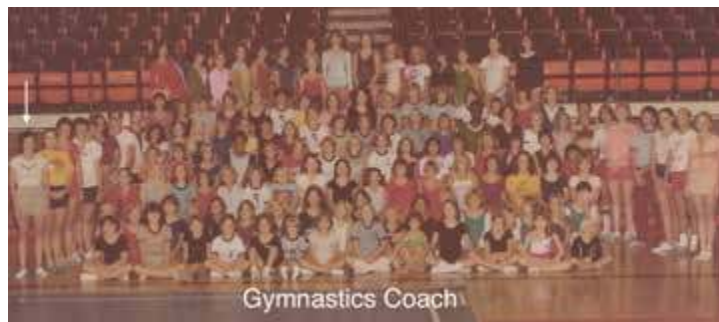
Her classroom is always a center for activity around the school. Amidst all of these activities, Freda is in control, going around helping students and keeping "cool."

She has a tremendous sense of humor and is very pleasant to be around. She is very professional with co-workers. I have rarely seen Freda when she isn't smiling. Another quality I admire in Freda is her positive attitude." -TB, Colleague

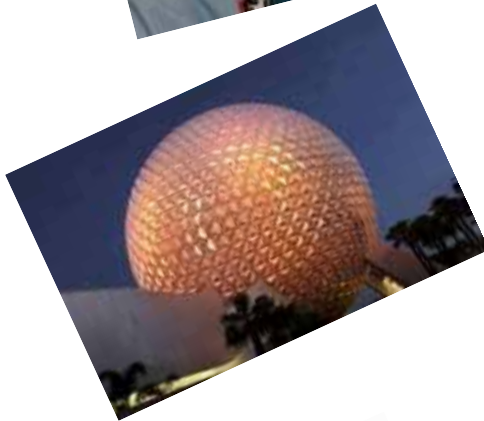
"Freda Deskin has the ability to empathize with both students and co-workers and is a tactful, dedicated, caring professional. She is tireless in her energy expended in conducting her activities, both at school and in other areas, in an extremely efficient manner. Her fellow workers respect her for her dedication to her job and the effort she puts forth in teaching students.

Freda is extremely creative, proposing and planning new, exciting ideas for stimulating students' interests. She has high ideals and standards with the ability to put forth these ideals and standards to students, who then strive to achieve to her standards.

Freda has always been more than willing to accept responsibilities in both the professional and civic organizations. She recently agreed to act as a foster parent for a 13-year-old student and provide a loving, stable home atmosphere. However this is not the first time she has done a similar thing." -NW, Colleague and School Counselor







LETTERS OF RECOMMENDATION



ASTEC Charter Schools

Home of the *Comets*

August 12, 2012

Brock International Prize in Education
2120 S. Lewis, Suite 415
Tulsa, OK 74104

Dear Juror:

It is my pleasure to write a letter of reference for Dr. Freda Deskin. I have worked with Dr. Deskin for more than 10 years at ASTEC Charter Schools. As the founder of the first start-up charter school in the state of Oklahoma, Dr. Deskin is a true visionary. I consider myself very fortunate to learn from her vast experience. When I was a first-year teacher Dr. Deskin taught me how to lead a classroom and when I was a first-year school principal she taught me how to lead a school. She has not only been my supervisor, but I consider her a mentor as well.

Dr. Deskin is known for being tough. She has very high expectations – not only for those around her, but for herself as well. She has a vision for her school and the inner-city students who attend there. She is relentless in her pursuit of excellence. She works countless hours – weekends and holidays included – to ensure that ASTEC students have the very best opportunities. Her excitement for creating a school where students can thrive, learn and grow into productive citizens is contagious to those around her.

I have learned many things from Dr. Deskin and I know I can only share a few in this letter. One of the most extraordinary things I have watched her do time again is to recognize how important it is for students, especially those who grow up in poverty, to have an “informal education” that is meaningful and lasting. Taking a group of 6th grade girls to each lunch at the Governor’s Mansion, requiring Character Education to be a core subject, creating summer camps that celebrate space exploration, and developing after- school initiatives that expose inner-city students to art, rowing, golf, technology and theatre are just a few of the numerous initiatives she has developed to enhance students lives.

In addition, Dr. Deskin is known for her expertise in curriculum and instruction. She coaches young teachers and shares information freely. She is a life-long learner, especially when it comes to teaching, and she is always sharing new strategies with her teaching staff. Often,

years later, Dr. Deskin hears from teachers she has mentored expressing how much her guidance and teaching strategies impacted their teaching and as a result, even more students.

The same can be said for students she has personally taught. At a recent event to honor Dr. Deskin, former students surprised her by attending – you could see from their faces and hers what an impact she had on their lives. Former students often let her know years later how much she taught them and encouraged them as young people. I believe this is Dr. Deskin's greatest achievement in her own eyes.

My experience working with Dr. Deskin is quite unique. As my supervisor, I've always known her to be tough, but fair. While she expects excellence, she is also a great supporter and mentor to those around her. She has offered me encouragement when I've needed it most, but more importantly, she has taught me and countless others that when educating young people -- there really are no shortcuts!

Sincerely,



Misti Ashford
Dean of Academics

C O N T E N T • C H A R A C T E R • C O M P E T E N C Y • C O M M U N I T Y

Advanced Science & Technology Education Charter . 2401 NW 23rd Street, Suite 39A .
Oklahoma City, Oklahoma . 73107 (405) 947-6272 . Fax (405) 947-0035

August 15, 2012

Brock International Prize in Education
2120 S. Lewis, Suite 415
Tulsa, OK 74104

Re: Dr. Freda Deskin

Dear Jurors:

I am extremely honored to recommend Dr. Freda Deskin for the Brock International Prize in Education.

Dr. Deskin has devoted her life to educating Oklahoma's children, and many could cite her long list of accomplishments as evidence of leadership and service in the field of education. I am most qualified, however, to focus on the specific impact Dr. Deskin has made on Oklahoma's educational community through her foundation and continued leadership of ASTEC, Inc. ("ASTEC"), the not-for-profit managing entity of ASTEC Charter Schools. Dr. Deskin is the founder and Chief Executive Officer of ASTEC, and I have served on ASTEC's Board of Directors for more than five years, two of which were served as Chairman of the Board. Thus, I have had the pleasure of working side-by-side with Dr. Deskin and witnessing first-hand her visionary leadership, her commitment to the education of the children of Oklahoma, and her work ethic that is second-to-none.

Dr. Deskin has imbued the ASTEC organization with an atmosphere of understanding that each child has unique talents and abilities that need nurturing and support, an atmosphere that fosters every student's personal development, and one that creates in each of the organization's employees a commitment to academic excellence and a devotion to encouraging students to understand the importance of honesty, civility, public service and respect for others.

The first "start-up" charter school in the state of Oklahoma, ASTEC just completed its 12th year of existence. Under Dr. Deskin's visionary leadership and service, ASTEC has compiled a significant list of accomplishments. To name just a few:

- In its first year, ASTEC was allowed only 100 students in grades six and seven, and had only five full-time employees. Today, ASTEC boasts 800 students and 80 employees.
- More importantly, ASTEC's schools exceed the state benchmarks: 94% of students graduate; 98% of graduating seniors enroll in college; 97% of students attend school daily; and ASTEC's API (Academic Performance Index) scores compare favorably to other open-enrollment schools.
- The aforementioned percentages become particularly important when one considers that 94% of ASTEC's students come from low-income homes in an inner-city environment, and 86% of ASTEC's students are classified as minorities.

ASTEC has also been recognized by national publications as giving its students access to the most modern and pervasive technology tools available. ASTEC is able to fund these technology purchases and train its teachers to use these tools because of the stewardship qualities Dr. Deskin has fostered in her employees - not a penny is wasted.

Career Portfolio of Dr. Freda Jones-Deskin

Under the typical charter school model, the governing board must be able to rely on its Chief Executive Officer to be the board's (and, thus, the organization's) curriculum expert. ASTEC's board is lucky enough to have a Chief Executive Officer who has served on national committees and "think tanks" for organizations such as the Brookings Institute in Washington, DC, and who has developed programs, curriculum guides and books for numerous national educational organizations such as the Challenger Center for Space Science Education, NASA, Disney's EPCOT Center and the Experimental Aircraft Association. So it is with confidence that we are looking forward to Dr. Deskin leading ASTEC into its second decade with a grand vision.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Baker'.

Thomas Baker
President, WellGen Services, LLC
Member and Past Chair,
Board of Directors,
ASTEC Charter School

August 13, 2012

Shawn Hayes, PhD Chief Academic Officer
Director of Education, Curriculum and Education
HealthCorps, Inc.

Brock International Prize in Education
2120 S. Lewis, Suite 415
Tulsa, OK 74104
Freda Deskin, Ph.D. CEO/Founder

To Whom It May Concern,

It is an honor for me to recommend Dr. Freda Deskin for the Brock International Education Award. I believe she exemplifies innovation and devotion in education at a level that is unparalleled.

Through my experience of visiting hundreds of schools I feel compelled to tell you that when I entered ASTEC High School in Oklahoma, my understanding of what is possible to achieve in a real school setting changed forever. As I roamed the halls on my tour I became both intrigued and bewildered. I realized I was witnessing the "New Educational Paradigm" in actual working form. Not only had Dr. Deskin created a new model school; it turns out it works in all respects. She has used her passion, drive, practical know-how and that "never take no for an answer" attitude and turned it into a school that presents its students with real life transferable skills, college preparation and life skills to build successful adults.

Our new job as educators is to shift the educational paradigm and transform our existing schools and create transformative new model schools for others to emulate. If we are to succeed in creating a new generation of skilled, life-ready, articulate and savvy individuals we will need to work quickly to create these new schools. Dr. Deskin as created an incredible model with everything from an entrepreneur class to a production studio for marketing ideas to a program in which students control the snack food in their school and provide healthy alternatives to candy bars and sweetened beverages. Unfortunately, only a tour of the school will give you a true feeling and understanding of the depth of her accomplishments in just this single endeavor. However, rest assured I do not ramble on about things I am not incredibly excited and inspired by.

In addition to ASTEC School, Dr. Deskin has an entire c.v. full of great educational and life accomplishments which I am not qualified to speak of on a first hand basis. I encourage the

Career Portfolio of Dr. Freda Jones-Deskin

committee to consider my letter of nomination and those from others who do have first hand knowledge of her extensive accomplishments.

If anyone truly exemplifies a person who is heading in the right direction, embodies the true spirit and is the innovative thinker it is Freda Deskin. She has my highest recommendation for this award.

If you have any questions regarding this nomination please feel free to contact me at your convenience.

Warm regards,

Shawn

Shawn Hayes, Ph.D.
Chief Academic Officer
Director of Education, Curriculum and Research
HealthCorps, Inc.
916-743-7494

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August 14, 2012

Brock International Prize in Education
2120 South Lewis, Suite 415
Tulsa, OK 74104

Dear Juror:

It is my pleasure to recommend Dr. Freda Deskin for the Brock International Prize in Education award. I have known Freda for many years, and during these years I have witnessed her continual commitment and enthusiasm in championing for her students' best interests. Although her bio details her many impressive accomplishments, I will provide you insight into why she is successful.

Freda is a one person "knowledge center". She is an expert in exploring topics useful not only to her students but also to the general public, friends, and family. Freda has the talent to make positive change happen for her students. She uses her innovative abilities to produce learning outcomes which are recorded and archived for future educators.

Freda is a dedicated leader who understands change and is able to implement institutional policies while ensuring the mission of her school. As ASTEC's CEO, her allegiance to education and its impact on the lives of students is widely known. She has a deep passion for those she serves and a desire to do the best job possible. Freda has the strength to face the issues of today's educational challenges with a focus on the competing demands of current day education.

Working closely with Freda through the years on different projects, I can attest to Freda's dedication and commitment. I have found her to be professional, tireless, reputable, and an excellent leader. She is well deserving of this distinctive honor. Please give positive consideration to selecting Freda Deskin for the Brock International Prize in Education.

Sincerely,

Lou C. Kerr
President and Chair



August 14, 2012

Brock International Prize in Education
2120 South Lewis, Suite 415
Tulsa, Oklahoma 74104

Dear Juror:

I am writing to you in support of Dr. Freda Deskin and her nomination for the Brock International Prize in Education.

Dr. Deskin is an innovator, a visionary and a game-changer for education in Oklahoma. Not only did she found ASTEC Charter School, Oklahoma's first "start-up" charter school, but also she has led ASTEC to become Oklahoma's first HealthCorps school, bringing health education back into the classroom starting this fall.

Through HealthCorps, a unique in-school educational and mentoring program, Dr. Deskin is building a movement to fight obesity and related health issues that are plaguing our state. As the sponsor of HealthCorps in Oklahoma, my company Continental Resources has worked directly with Dr. Deskin to implement the program at ASTEC. I can speak from experience that her commitment to students' health and education is an inspiration to all who wish a vibrant and prosperous future for our children.

As Continental sponsors additional programs, Dr. Deskin's work with HealthCorps will serve as an example to schools across the state. Her commitment to building agents of change for health will not only impact the lives of her students and their families, but also an entire generation of Oklahomans. And it is with great honor and enthusiasm that I recommend Dr. Deskin for the Brock International Prize in Education.

Sincerely,

Kristin Miskovsky
Vice President of Public Relations
Continental Resources

ASTEC CHARTER SCHOOLS



ASTEC Charter High School
Class of 2008



Technology as a Core
Subject

Dr. Deskin,
We, the ASTEC Seniors of 2008,
would like to thank you for all that
you have done for us these past seven
years. We appreciate all the work you
have done for providing us with a
wonderful place to grow, learn, and make
memories. Thank you for helping many of
us find our true north.
With utmost gratitude,
ASTEC Seniors 2008



Non-tenured- Dedicated Teachers



ASTEC Students Participate in "First-Tee" Golf



Civics Education- Guest Speakers

96%
Attendance
Rate



98% to go on to
College or
Specialized
Career Training



TEC students give Lt. Governor Todd Lamb and other dignitaries a tour

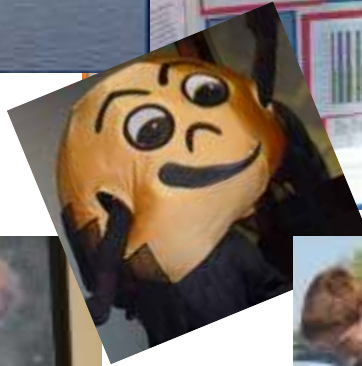


Chesapeake Boathouse
ASTEC Rowing and Kayaking
Teams



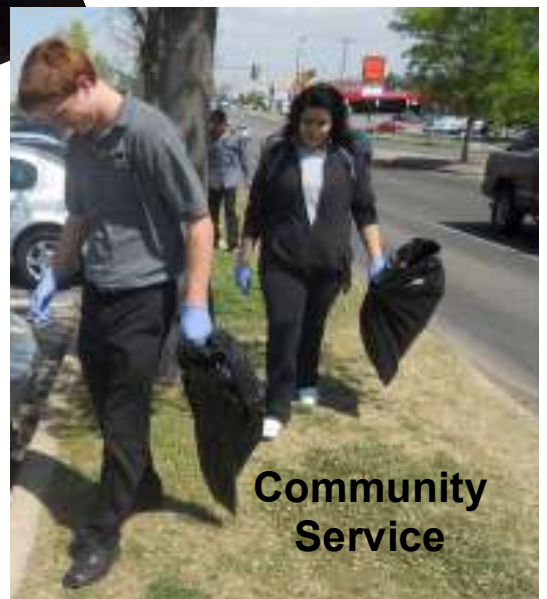
Regional
Science

Content . Character
Competency . Community



US Senator, James Lankford presents
an American flag and citation to
ASTEC

National Merit



Community
Service



Administrators' Corner

Dr. Freda Deskin • Founder and CEO • ASTEC Charter School • Oklahoma City, Oklahoma

Charter school founder aims high – and hits the mark

Pitsco science programs fit perfectly into hands-on approach at ASTEC in Oklahoma City

Introduction: Advanced Science and Technology Education Center (ASTEC) Charter School was the first “start-up” charter school in Oklahoma when it opened its doors in 2000 at a strip mall near the heart of Oklahoma City. Dr. Freda Deskin founded the school and has filled many roles along the way, everything from principal to counselor to janitor. She currently is the CEO of ASTEC, which boasts an enrollment of approximately 1,000 students in Grades 6-12 with plans to build a new facility that includes an elementary school. ASTEC has a district charter through Oklahoma City Public Schools.

TPN: The Pitsco Network

FD: Freda Deskin

TPN: Why did you open ASTEC Charter School?

FD: When charter school legislation passed in Oklahoma, I decided it was time to put my money where my mouth is. As a start-up, I had to raise about half a million dollars. I put some of my money in the game and started a school with about 100 kids, which is what I was allowed to do 10 years ago.

TPN: What is ASTEC's mission?

FD: Our mission is to be the leader in empowering and inspiring learners to their highest potential. At our employee meetings when there are things we need to work on, we ask, “Is this empowering?” Is

what I'm doing empowering and inspiring? We keep that at the front of our minds.

TPN: Why did you open the school in a converted section of a shopping mall?

FD: I needed a large amount of commercial space where we could grow. I couldn't afford to pay for space for 200 if I only had 100 paying. In charter schools you get about three-fourths of the state per-pupil funding.



ASTEC Charter School students get to eat lunch at the mall every day.

TPN: How is your charter school operated differently than a public school would be?

FD: Everyone has a one-year contract, even me. Our board doesn't get into the “Fire that coach because he didn't play my nephew.” They don't have any say over that, and it's run like a business. The board of directors can fire me, and they're responsible for making sure I'm running the place properly.

TPN: With only limited state funding, how can you provide a quality education?

FD: We write a lot of grants. I've written a fair number of grants. I've also reviewed grants at the federal and state level, and that's how you really learn how to write a grant. Our teachers write what we call mini-grants. Now, teachers write grants and they get five percent of the total grant. That's motivation right there. They get points toward merit pay whether they get the grant or not.

TPN: How does ASTEC rank academically?

FD: Our scores are higher than in other open enrollment schools in Oklahoma City. Last year we were 11th out of 535 school districts in the state in ACT scores. The only schools that beat us were magnet schools, the schools that take the top one to three percent of students.

TPN: Do you advertise to attract students?

FD: No, it's really word of mouth, and now we have waiting lists. We cap each grade at 100 and then we have our virtual program.

TPN: Tell us about the virtual program at ASTEC.

FD: We were the pioneers in Oklahoma with our virtual program. I saw some time ago the handwriting on the wall. Technology was going to change the delivery of education and colleges were already starting to do it. It takes



Pitsco Science curriculum provides students the opportunity to use the latest equipment, materials, and software.

more self-discipline to pull off a virtual education. Students must be self-motivated. Students in our virtual program (about 200) can come to our prom, and they'll walk with our kids at graduation. We have professional dancers, ballerinas, professional athletes, terminally ill, chronically ill kids, young mothers. They have access to a highly qualified teacher basically 24-7. They can bring up a whiteboard. Teachers can work problems via IM (instant messaging). They can talk on the phone. They can do all kinds of things. They even have an electronic locker where they keep work.

TPN: Why did you opt to implement Pitsco Education science labs in sixth, seventh, and eighth grades as well as two labs in high school (biology and chemistry)?

FD: I believe in that "relevance" piece. Learning has to be relevant for students. We know through research how people learn. We know how instructions should be presented, but most schools

aren't doing that. Today, technology is so important. Students power up when they go home from school and power down when they get to school. Kids want to do things, something real life that gets them turned on.

TPN: How do you know the Pitsco science programs are effective?

FD: I asked a student recently, "How do you like those science labs?" She said, "You know, Dr. Deskin, science used to be my worst subject. Now with the Pitsco labs we get to do all these things." Do was

the key word. "We get to do this. We get to do that. Now it's my favorite subject." That tells me a lot.

TPN: How is the Pitsco curriculum different from other technological curricular options?

FD: I don't believe that you can just do technology by itself. It's got to be real world. Technology is married with real world. The book *Teaching as a Conserving Activity* talks about the need for analog and digital. The brain needs both. I like the fact the Pitsco program lies in the analog and digital together in a way that people learn.

TPN: What do you expect students to get out of the Pitsco labs?

FD: Part of it is that they're learning how to research and the fact they can do this. The teacher isn't the only one who knows the answer. This is teaching them to study. They're being empowered. One of the big things is the confidence they get. "Hey, I can do this. I get this."

TPN: What's the difference between a teacher and a facilitator?

FD: For years we've called our teachers facilitators. Teaching to me says, "I'm doing the acting. I am the verb and you are the receiver." When you give students the resource, you empower them. It's an adjustment for teachers who do want that power. It is an adjustment. Teachers need to know that just because they're not standing up and teaching all day they still get time to work one-on-one and one-on-two. Students are asking questions they wouldn't ask in a group. There's more freedom. They're more relaxed and free. . . . Being a good facilitator takes greater skill than somebody who is just telling. I think a real educator is someone that leads others and gives that lifelong learning to students.

TPN: What does the future hold for ASTEC?

FD: We want to do some other charter schools as well. I want to get this model to the point where we have envisioned it. 

Always one to shoot for the moon, ASTEC Founder and CEO Dr. Freda Deskin points to a painting in her office given to her by Astronaut Buzz Aldrin.





More About The Advanced Science and Technology Charter (ASTEC) Schools

- Open enrollment and students are required to wear uniforms.
- 96% attendance rate
- Encourage personal development through the "Four C's" program that emphasizes content, character, competency and community.
- Mandatory 9 weeks of character education, manners and etiquette for new students.
- Longer school days that equal 17 additional days of instruction.
- Parents required come on site to pick up progress reports and meet with teachers if their student is not making adequate progress.
- First school in Oklahoma and Midwestern area to be selected as a HealthCorps® site. HealthCorps® is a nationally recognized fitness and wellness program founded by world-renowned cardiac surgeon and two-time Emmy® Award-winning host Dr. Mehmet Oz and his wife Lisa Oz. The program is funded by Continental Resources, Inc., a Top 10 petroleum liquids producer in the United States and is based in Oklahoma City.
- Full implementation of USDA approved meal patterns featuring healthy menu options
- Communications include weekly newsletters to students and families, SchoolReach automated call system, quarterly annual report to stakeholders, teacher websites, employee intranet and public website.
- Twelve years of accreditation with no deficiencies
- Twelve positive annual financial audits
- Data driven decision-making
- Effective governing board that has annual facilitated retreats and uses online board engagement software.
- Clean, well maintained facility
- Internally developed and implemented mobile inventory tracking system
- Technology as a core subject and includes Neo-Writers, Amazon Kindles, Mac laptops and desktops, 12 computer labs, plus classroom computers, Mac Mini's, Apple iPads, state-of-the-art green screen studio, digital camera, SMART board, responders, Flip Video cameras/camcorders and more.
- State-of-the-art Pitsco science laboratories
- High attention to social preparedness through the local fine arts, speakers and cultural events.
- Emphasis on service learning and community service
- Activities include: First Tee golf, speech, debate, rowing, girls' and boys' basketball, soccer, robotics, Future Cities and more.
- Fifth year to receive the Oklahoma Department of Mental Health and Substance Abuse Grant that funds



Our mission is to be the leader in empowering and inspiring learners to reach their highest potential.



More About The Advanced Science and Technology Charter (ASTEC) Schools

- a full-time coordinator and student/family drug and alcohol abuse intervention sessions.
- 98% college attendance rate
- Over \$600,000 in scholarships from: two Rotary, two "Art Has Heart," Dr. Pepper, Oklahoma City Community Foundation and Oklahoma's Promise
- 2011 Oklahoma's Promise State Champions
- 2012 3A Boys' Basketball District Champions
- 2012 Academic Achievement Award for Academic Excellence for High School Boys' and Girls' Basketball
- Nine speech/debate students qualified for State competition in the Lincoln-Douglas debate
- Speech/Debate are members of the National Forensic League
- Mock Rock, which incorporates performance, art and technology, as a performance group to school and outside events.
- Unique electives that support college and career readiness, such as entrepreneurship, careers and the workplace, ACT test prep, Latin and more.
- Increased in number of advanced placement courses offered each year
- ACT testing site
- Students create video documentaries for local non-profits, such as Chance for Change Foundation and Red Earth.
- Offers TeenScreen, a National Center that offers free tools and materials to health care, educational and community-based professionals to screen for depression and mental illness in adolescents.
- Additional class period for Reading/Math Enrichment, with academic enrichment also offered after school and Saturdays.
- Measures of Academic Performance (MAP) benchmark testing
- Emphasis on Civics education
- Students participated in the National Latin Examination
- Six Leadership Oklahoma City Youth Leadership Exchange representatives summer 2012.
- Employees are trained in the Love and Logic philosophy and there are minimal discipline issues, mutual respect between students and employees
- Fifty-six hours of professional development for faculty and administration per month.
- Formative clinical observations on all faculty
- IRIS video/audio system for professional development and teacher improvement
- Video/Audio in classrooms and hallways as security and a professional development
- Faculty members are not provided with tenure; contracts are re-negotiated each year, and the focus is



Our mission is to be the leader in empowering and inspiring learners to reach their highest potential.



More About The Advanced Science and Technology Charter (ASTEC) Schools

on hiring "impact" teachers

- Hire individuals who are versatile and may have different life or business experiences they can bring to the classroom to help enrich the curriculum.
- Faculty members are evaluated annually, based on mutually agreed upon goals and objectives.
- Faculty and staff are compensated with merit pay, which is based on meeting or exceeding pre-established performance objectives, including student growth.
- Incentive bonuses for impact level employees
- Dean of Instruction who deals only with teacher preparedness and improvement
- National board certified teacher on faculty
- Week-long boot camp for new teachers
- Numerous grants received by faculty members, including Donor's Choose grants.
- Seven teachers attended advanced placement course summer training



Our mission is to be the leader in empowering and inspiring learners to reach their highest potential.