

EDBULLETIN

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Annie Huynh, MEd '10, Helps Run Award-Winning Teacher Leadership Organization



Annie Huynh, MEd '10, checks the reading skills of one of her third-grade students at the FACTS Charter School in Philadelphia's Chinatown.

When she was a third grader, Annie Huynh struggled with her times tables, becoming so frustrated that she would cry. However, her third-grade teacher in Upper Darby, Dorothy B. Hill, patiently sat and worked with Huynh until she finally understood that $6 \times 7 = 42$.

"She was so nurturing and just really believed in me," says Huynh, MEd '10. "From that year on, I really blossomed as a student because she had confidence in me, and therefore I had confidence in myself.

"I'm just happy to pass that confidence along to other students," says Huynh, who is a teacher at the Folk Arts–Cultural Treasures Charter School (FACTS) in Philadelphia's Chinatown neighborhood.

Huynh is also an executive board member and the research coordinator for Teachers Lead Philly, a nonprofit organization of

Philadelphia-area teachers that in November won an EDDY Award from the Philadelphia Education Fund for having a positive impact on public school children. One of the executive board members who accepted the prestigious award, Huynh leads a committee that curates and presents relevant education research and engages its members in research projects that promote teacher leadership.

Huynh believes the EDDY Award underscores the Philadelphia Education Fund's belief in the power of teacher networks and teacher leadership. "Teacher networks and collaborating with peers have kept me teaching in Philly," she says. "It's not easy, so you need a lot of support, and a network like Teachers Lead Philly provides that opportunity for teachers to collaborate and connect as well as be leaders of the profession."

Now in her fourth year at FACTS, Huynh brings a vast range of experience to her classroom and students. After earning a BA in anthropology and Chinese at George Washington University, she spent two years teaching English at a grade school in Taiwan. "It was a very formative experience for me," says Huynh. "For the first time I was able come into my own identity as an Asian American."

Huynh taught English, both to preschoolers through fifth graders and in an after-school English class. "I learned teaching is very hard. On the first day of school, I was so scared of the children, but by the end of the first year we were having conversations in English, and I felt that was a great accomplishment. "Also, I'm Chinese-American, and it was interesting

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"We use the folk arts, the traditions and art forms passed down from our students' heritage communities, for teaching and learning, and use our students' cultural and linguistic diversity as assets rather than liabilities."

—Annie Huynh, MEd '10

NEWS UPDATE

Huynh, continued from page 1

because it was their first experience with a ‘foreigner,’ an American, who wasn’t Caucasian. They asked me, ‘How come you look like us and you speak English?’”

Though she loved the experience, she felt the Taiwanese education system was too regimented and focused on memorization and grading; some children were studying till 11 p.m. each night.

After returning to America, she took a job as a museum educator at the Providence, R.I., Children’s Museum, where she learned a lot about informal learning and learning through active play.

But while she enjoyed guiding groups of children around the museum, she missed the

opportunity to build relationships with students over the course of a year. So she came to Temple in 2008 and two years later earned both her master’s degree and certifications in teaching and TESOL.

A lot of her TESOL fieldwork included tutoring children at FACTS, where she now teaches third grade. “So Temple actually helped me get my first real teaching job,” she says. “In Taiwan, I was an untrained teacher, and at Temple I learned so much about classroom management and inquiry-based teaching. Today I use a lot of my TESOL training, since I work with a lot of students who speak multiple languages.”

FACTS’ student body is Asian (70 percent), African American (19 percent), multiracial

(6 percent), Hispanic (3 percent) and white (2 percent); the diverse, multicultural mix includes Indonesian, Liberian, Chinese, Cambodian, Vietnamese, Thai, Hmong and Salvadoran students.

“We use the folk arts, the traditions and art forms passed down from our students’ heritage communities, for teaching and learning, and use our students’ cultural and linguistic diversity as assets rather than liabilities,” she says of herself and her FACTS colleagues. “We affirm their identities, knowing that when kids have confidence in themselves and see that adults believe in them, they really start to grow, not only academically but also socially”—just as she did thanks to *her* third-grade teacher.

Miletto, MEd ’03, State Teacher of the Year Finalist



Nicole Miletto, MEd '03, organizing one of her school's early morning Girls on the Run training runs.

Nicole Miletto, MEd '03, a third-grade teacher at Hollowell Elementary School in Horsham, Pa., was one of 12 finalists for the 2014 Pennsylvania Teacher of the Year award.

“My Temple teachers always stressed making connections with the kids, not just through academics but by learning what they are interested in and using that connection to build a rapport,” says Miletto, now in her eighth year at Hollowell. “I’ve built my career as an educator around making that personal connection.”

Miletto’s involvement with students includes the following:

- **Cradles to Crayons:** She organizes student volunteers to clean and organize donated toys and books for this nonprofit organization that benefits urban children.
- **Girls on the Run:** Miletto trains young girls to run in 5K races in order to build self-esteem and raise healthy-lifestyle awareness. In addition, she supervises a biweekly before-school workout program for third- to fifth-grade boys and girls.

- **Student Leadership Notebooks:** Miletto’s students keep notebooks listing their goals and academic achievements, including bar graphs and Excel spreadsheets that chart their reading and math progress throughout the year. The result: an annual increase in Pennsylvania System of School Assessment reading proficiency of more than 10 points, to 91.9 percent, and of 5.5 points in math, to 97.3 percent.

“Her level of creative innovation and student-centered leadership are unsurpassed,” says her principal, Steven Glaize.

Adds Miletto: “I love watching my kids learn and develop, both academically and as whole persons who are good citizens with good leadership qualities.”

As for being a state Teacher of the Year finalist, Miletto says, “It’s surreal. Even on days when I have to be there at 6:30 a.m. to lead the workouts, I love going to school every day. To be recognized for something I love doing, it’s hard for me to understand. But it’s also nice to hear that people are so appreciative of all the things I’ve been doing for their kids and the community.”

ALUMNI PROFILE

Rolón-Dow Explores Education Impact of the Puerto Rican Diaspora



Erin McNamara Horvat, PhD (left), was Rosalie Rolón-Dow's doctoral dissertation advisor.

During the five years she spent teaching bilingual grade-school students in Lancaster and Philadelphia, Rosalie Rolón-Dow was struck by the contrast between what she saw in her students and their families—“very eager students with high hopes and dreams and parents who wanted them to do well”—and the ultimate outcomes for Latino children, who experience high drop-out rates, with few students going on to higher education.

“My experiences as a teacher and even my own experiences in Puerto Rico, where I was an eager student, compelled me to enter grad school to try to figure out what was happening,” says Rolón-Dow, who was born in a mountain village in Puerto Rico and raised there until, at the age of 12, she and her family moved to Ephrata, Pa. “That’s still what keeps me going.”

Rolón-Dow, MEd ’95, PhD ’02, is now an associate professor of education at the University of Delaware and a faculty scholar at the university’s Center for the Study of Diversity. The daughter of a Puerto Rican father and a mother originally from

Morgantown, Pa., a significant portion of the education ethnographer’s research has focused on the education experiences of Puerto Rican students, which are often shaped by diaspora processes including movement back and forth between Puerto Rico and the mainland.

Originally Rolón-Dow—a Mount Airy resident and mother of three whose husband, the Rev. Leonard Dow, is a Mennonite minister—assumed she would earn her master’s degree and then return to an elementary classroom. However, she discovered she enjoyed research and, with the support of former Temple professors Aida Nevárez LaTorre (herself a Puerto Rico native) and Laurence Parker, and Associate Professor Erin McNamara Horvat, PhD, her dissertation advisor, she instead pursued an academic career.

“The Urban Education Program really allowed me to realize I could do this,” she recalls. “The emphasis on the challenges and opportunities of urban schools and conducting research within the Philadelphia school district really shaped who I am and some of

the research issues and questions I continue to pursue today.”

Funded by both the Ford Foundation, for which she was a postdoctoral fellow, and the University of Delaware, where she has taught since 2003, Rolón-Dow spent considerable time in 2008 at the University of Puerto Rico. There she observed and spoke extensively with Puerto Rican-born students who had moved to the U.S. mainland before returning to attend college.

Far from suffering from deficits, she concluded that such bilingual students—both in Puerto Rico and on the mainland—represent valuable, resilient assets. “Moving back and forth often, they have to develop both Spanish and English skills,” she notes. “In what ways does that serve as a resource, both for them as individuals and for the community and also in the context of education? How can we think of this as a resource?”

“And that isn’t just true for Latinos. So many students today live transnational lives, living part of their lives in other countries or at least talking on the phone to relatives in other countries. They bring a broader perspective and valuable knowledge to their classrooms.”

Her current research also involves exploring the experiences of Latino students at the University of Delaware, who are significantly in the minority, and figuring out how to encourage more Latino students to become education majors. This May, as part of a new university diversity project that also involves four other professors, she will travel to Peru to both document and influence the knowledge base that young members of the remote Amazonian Ese’ija hunter-gatherer nation have regarding their history, cultural practices and challenges as an indigenous people.

Her goal, as with most of her other research: “research in action.”

“It’s great to write articles that contribute to the literature of particular fields,” she explains, “but I’m really interested in advancing scholarship for specific purposes, research that results in action being taken in some sort of way.”

Alumni Wanted to Join Temple Teacher Network

Would you be interested in sharing the knowledge you've gained since you earned your education degree at Temple by opening up your classroom to a Temple student-teacher or to students involved in shorter-term practicums or other field experiences?

Would you like to join other College of Education graduates to engage in supportive networking opportunities?

If you answered yes to either one or both of these questions, the Temple Teacher Network (TTN) could be for you. Just launched by the College of Education, the TTN is a by-product of the college's recent effort to reimagine the field experiences of Temple's education majors in order to ensure their preservice field experiences are of the highest possible quality. The re-evaluation was supported by a collaborative grant from the William Penn Foundation.

This January, Juliet D. Curci, PhD, who helped administer the grant, assumed a new position created to follow through on the grant's findings; she now serves as the director of school and community partnerships at Temple. Strengthening field experiences, she notes, could help strengthen teacher preparation, teacher retention and teaching excellence in the Philadelphia region.

TTN has the potential to accomplish all of those goals by both having an impact on preservice teachers and by providing an opportunity for both alumni and friends of the College of Education to share best practices and address common concerns in order to improve their own teaching.

" Oftentimes, teachers are the best ones to share best practices with each other," says Curci. "We want to connect with reflective practitioners—teachers in the field who are constantly thinking about their practice and using data related to their students' achievement to determine where and how their practice can improve."

"By connecting them with each other and to faculty here in the college," she adds, "we can not only strengthen teaching and, hopefully, student achievement in the region, but by relying on these strong teachers to serve as mentors, we can also improve the types of field experiences our students have."

Wanda Brooks, EdD, associate dean of teacher education, notes that while teachers often work closely with teachers in their own schools, they are sometimes isolated within their own school or district. The TTN, she says, will offer the opportunity to interact with teachers from other schools

Student Placements

During the current school year, a total of 339 Temple education majors student-taught in 53 School District of Philadelphia schools, 10 city charter schools and five Philadelphia-area private schools, as well as in 36 suburban school districts. More than 300 other students engaged in practicums, and nearly 300 were involved in other field experiences pertinent to their fields of study.

and districts and from other types of schools, such as charter schools.

"Our goal is to develop a broader learning community among teachers," she says.

To join the Temple Teacher Network, please contact Juliet D. Curci, director of school and community partnerships, by completing a Temple Teacher Network form at <https://edtemple.wufoo.com/forms/temple-teacher-network-database>.

Rashaun Reid, BS '04, MEd '09 (center), a principal of Grover Cleveland Elementary Mastery Charter School in Philadelphia, works closely with the College of Education's Juliet Curci, PhD '11 (second from left), to host Temple students during field placements; he also hires many of them after graduation. Current teachers gathered at the school with Reid and Curci are (from left): Nicole Makovetz, BS '06; Curci; Christina Cicco, BS '12; Reid; Joanna DiPaul, BS '07; Megan Alexander, BS '12; Chelisse Headley, BA '12; and Scott Weischedel, BS '09.



Tincani and Woysner Appointed New Department Chairs



The college's new department chairs are Christine A. Woysner, EdD (left), and Matt Tincani, PhD, BCBA-D.

Matt Tincani, PhD, BCBA-D, and Christine A. Woysner, EdD, have been appointed to chair the College of Education's two departments.

Since January 1, Tincani, an associate professor of special education and applied behavior analysis programs, has headed the Department of Psychological, Organizational & Leadership Studies. Woysner, a professor of elementary education and K-12 social studies, will lead the Department of Teaching & Learning after completing a sabbatical this semester.

"I am delighted that newer members of our faculty have stepped up to assume these key leadership positions," says Dean Gregory Anderson, PhD. "Both Matt Tincani and Christine Woysner are respected by their colleagues as being outstanding teachers and scholars who are committed to the welfare of both their departments and the entire College of Education."

Tincani, who came to Temple in 2008, says, "If you look at our faculty, our research and our programs, our college and our department are among the best, if not the best, in

terms of education and education-related programs in the Delaware Valley."

One of Tincani's roles is promoting a number of academic programs that his department offers that go beyond traditional teacher education. Among them: a four-years-plus-one bachelor's degree and master's program that offers graduate certification in special education with an autism endorsement; master's and PhD psychology programs; adult and organizational development programs; and applied behavior analysis programs. In the planning stages is a bachelor's degree program in human development in community engagement that would prepare graduates for a variety of careers in human services.

"We train folks to be solid professionals in a variety of fields," he says.

Tincani, who for several years led Temple's former Summer Autism Institute, is co-editor of the forthcoming *Autism Spectrum Disorders in Adolescents and Adults: Evidence-Based and Promising Interventions*. "Understandably, there's a lot

of emphasis on interventions with children, but when they grow up, what do we do? This is really the first book to address interventions for adults with autism—including how to deal with sexuality and relationships, employment, living independently, and estate planning," says Tincani.

A full professor since 2011, Woysner came to the college in 1999. Having recently served on the college's personnel committee, which considers tenure cases, Woysner says, "When you review their dossiers and hear what external reviewers say about their work, you realize what a very strong and talented faculty we have in teaching and learning."

Woysner has co-edited books on the impact of women's organizations on public education between 1890 and 1960 and on the teaching of black history and racial issues between 1865 and 2000. Her 2009 book, *The National PTA, Race & Civic Engagement, 1897-1970*, explored the desegregation of the PTA. During her current sabbatical, she is researching the impact that black organizations such as the Urban League had on schools and their curricula during the "separate-but-equal" era between 1896 and 1954.

Woysner's passion for investigating race and education originated in Lackawanna, N.Y., the small steel-mill town in western New York where she grew up and taught grade school for four years. "It was very diverse yet very segregated for most of my youth," she recalls.

Then, five years ago, she began fostering the second of her two sons, whom she has since adopted. Now 8, Joseph is African-American.

"He has added a sense of urgency to my work regarding race," she says. "Before my approach was more abstract: I taught students about social justice. Now, when I think about raising Joseph and the legacy he is inheriting, it's hitting home with me like never before."

Tincani replaced James P. Byrnes, PhD, who is now the associate dean of research. Woysner will be replacing Michael W. Smith, PhD, who is now associate dean for faculty development and academic affairs. During her sabbatical this semester, her duties are being handled by Professor James Earl Davis, PhD, the former interim dean.

NEWS UPDATE

Two Career and Technical Education Program Participants Receive National Awards

Two participants in the college's Center for Professional Development in Career and Technical Education certification program recently received national awards from the National Occupational Competency Testing Institute (NOCTI).

Ken Midgett, a plumbing instructor at the Lehigh Career and Technical Institute in Schnecksville, Pa., since 2008, won NOCTI's highest honor, the C. Thomas Olivo Outstanding Service Award. Now in her second year of teaching baking and pastry arts at the Upper Bucks County Technical School (UBCTS) in Perkasi, Pa., Diana Penn won the first-ever Carl J. Schaefer Memorial Award for outstanding career and technical education teaching.

In order to begin teaching, both Midgett and Penn were granted temporary vocational intern certificates by Temple and are currently working toward full state certification. Midgett also plans to obtain both bachelor's and master's degrees at Temple, while Penn is working toward her master's degree at the university.



Ken Midgett

Midgett was cited for his use of technology, such as using the clickers classroom response system to both engage students and gauge their understanding, and his contributions to Pennsylvania's plumbing program of study curriculum and NOCTI's customized assessment tools.

According to Rita Tatusko, Midgett's supervisor, he "works closely with his students and focuses on instilling a positive attitude in their daily work that parallels what employers from Lehigh County demand of their employees."

"I love teaching," says Midgett. "I owned and operated my own plumbing business for 25 years, and this is much more fun."

Penn, a graduate of the prestigious Culinary Institute of America and certified executive pastry chef, brings more than 20 years of experience in wholesale and retail bakeries, supermarkets, hotels, catering, and high-end restaurants to her classes.

"In her first year of teaching, Diana made drastic improvements to our Baking and

Pastry Arts Program in the quality of education provided to students and the quality of the items they produce," says Cathleen Plesnarski, UBCTS' assistant director.

"In a bakery," notes Penn, "there are always different levels of expertise, so you're always training someone."



Diana Penn

My kids are like sponges, and when they get it and are so proud of themselves, that's the best part."

Both Midgett and Penn laud the support of the CTE program. "If it wasn't for my field representative associate, Art Lucarelli, I wouldn't have survived my first year of teaching," says Midgett. Adds Penn, "I love the fact that Temple has a field representative resource person who comes to my class. It's so accommodating and supportive. They want you to succeed so badly."

College in Top 5 in the State

The College of Education has been recognized by the Online College Database as the No. 5 institution in Pennsylvania for teacher

education. The database's new ranking, Top Colleges in Pennsylvania Shaping the Next Generation, honors the postsecondary

institutions in the state that graduated the most education and teaching professionals in 2012.

EVENTS



What was then the TU Teachers College looked a lot different in the mid-1920s. Along with a gala event, held on March 13 at the Hyatt at the Bellevue, we will be hosting alumni events throughout the year to celebrate the college's 95th anniversary. Please visit education.temple.edu/alumni for event information. College of Education students (right) celebrated the Martin Luther King Jr. Day of Service by teaching kindergarten through third-grade students at the Tanner Duckrey School about MLK; they hold a banner on which students wrote their own dreams.

Final 54 Teachers Receive Rigorous National Board Certification

A final group of 54 teachers who participated in Temple University's Center for Teaching Excellence have earned the highest credential available to American educators by becoming National Board Certified Teachers (NBCTs) through the National Board for Professional Teaching Standards. These teachers join an elite group of 1,142 NBCTs in the Commonwealth of Pennsylvania and 106,268 in the United States.

Since Temple launched the program for teachers in southeastern Pennsylvania

between Philadelphia and Harrisburg in 2007, the Center for Teaching Excellence has supported more than 800 teachers seeking certification. Of those, 372, or about 45 percent—which reflects the national average—ultimately met the rigorous standards necessary to earn the teaching profession's highest certification.

“We helped hundreds of teachers really analyze their teaching in order to take their skills to the next level,” says Chris Sadjian-Peacock, Temple's regional coordinator for

the program. “Even the ones who didn't achieve certification benefited because the process—which includes demonstrating how your teaching has a positive impact on student achievement—makes you reflect on and improve your teaching practice.”

Unfortunately, a withdrawal of both state and federal funding that supported the teacher candidates forced the termination of the program.



Why I Give

Through the College of Education, I was able to begin my career as a professional educator and education researcher after having been in the U.S. Navy. Were it not for the opportunities Temple provided me, I certainly would not be where I am today—finishing my doctorate at Harvard University and working as the research and evaluation manager of the Connecticut Science Center, after earning an EdM from Harvard and teaching high school in Connecticut and Taiwan.

As assessment and evaluation landscapes continue to shift, public and private factions contend over space and students, and the federal government continually calls for races to the top while glossing over the developmental needs of high-risk students, it is more important than ever to support the development of high-quality teachers who understand how best to educate, or bring out, the potential in every student.

That, after all, is the root of “education.”

—M. Shane Tutwiler, BS in education, general science, '06



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On Thursday, January 16, in Mitten Hall, Dr. Bill Cosby was the featured speaker at the Hoot and Holla Graduate Salute, both an inspiring convocation and a job fair attended by 250 people—including December graduates of the college, school principals and school district administrators.