

# Innovation in EDUCATION

FALL 2017



Access, Success and Equity ... Turning Research Into Practice



## Message from the dean

**W**e've had so much to celebrate this fall, and we're eager to share our news with you.

Rowan's Professional Development Schools Network welcomed its first early childhood education center and its first secondary school in September. This is an important milestone as we respond to the needs of our P-12 partners.

Project IMPACT continues to grow, and our second cohort includes community college transfers for the first time. As the University expands services to community colleges, Project IMPACT is adapting to the changing needs of Rowan undergraduate students.

The College's Ed.D. program was accepted into the Carnegie Project on the Education Doctorate, reflecting Rowan's evolution as a research institution.

The Ph.D. program welcomed its second cohort of students in September and established a new specialization in urban education. With this specialty, we will continue to directly address issues of access, success and equity.

I invite you to learn more in this edition of our newsletter about these and other exciting developments in the College of Education.

In service,

**Dr. Monika Williams Shealey**  
Dean

## Rowan PDS Network expands opportunities for area schools

**F**all is a time of new beginnings. As area schools opened their doors in September, Rowan's Professional Development Schools Network welcomed two schools — Glassboro's J. Harvey Rodgers School and the West Deptford Middle School.

Glassboro's school is the first early childhood education center to become a Rowan professional development school (PDS), whereas West Deptford's school is the first middle school to join the network in recent years.

The expansion brings the total of Rowan PDSs to nine, increasing opportunities for students, faculty, staff and teacher candidates. Two additional Rowan PDSs are located in Glassboro, and others are in Bridgeton, Williamstown and Vineland.

"It will add two different grade levels to the network, which will allow more of our candidates in those grade levels to go out into PDSs," said Dr. Stacey Leftwich, executive director, Office of Educator Support and Partnerships.

Within each PDS, teachers, staff and Rowan faculty and teacher candidates team up to enhance teaching and learning. Rowan education professors and Ph.D. students serve as professors-in-residence at each of the schools, collaborating with school leadership teams to provide professional development activities for faculty and staff.

"In all of our PDSs, research is taking place, and that research is based on the priorities and goals of the school," Leftwich said.

The larger Rowan PDS network promotes scholarship through local and national presentations and publications. "All of this works toward increasing student achievement. It's a win-win for the school as well as the College of Education and our students," Leftwich said.

For additional information about the PDS Network, visit: <https://academics.rowan.edu/education/ESP/pds>.



Students from West Deptford Middle School (front row) celebrate the school's welcome into the PDS system along with (back row, from left):

**Dr. Shawnequa Carvalho**, chief academic officer; **Natoya Coleman**, professor-in-residence; **Steven Crispin**, superintendent; **Christine R. Trampé**, principal; **Dean Monika Williams Shealey**; and **Dr. Stacey Leftwich**.

# New professors bring fresh ideas to the classroom

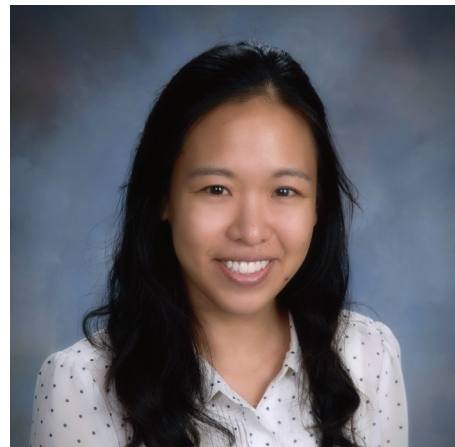
The College of Education continues to grow, kicking off a new academic year by welcoming the following new faculty members:



**Dr. Kate E. Kedley**, assistant professor, Language, Literacy and Sociocultural Education, earned a doctorate from the University of Iowa, a master's from Northern Arizona University and a bachelor's from the University of Northern Iowa. Kedley's research focuses on critical literacy and education, public engagement, LGBTQ and young adult literature, language education, and social and educational movements in Honduras.



**Dr. Erica Blatt**, assistant professor, Science, Technology, Engineering, Arts and Math Education, earned a bachelor's degree from Washington University, a master's of education from the University of Pennsylvania and her doctorate from the University of New Hampshire. She specializes in science and environmental education with an emphasis on curriculum development and teacher education.



**Dr. Hannah Kye**, assistant professor, Interdisciplinary and Inclusive Education, received her bachelor's degree from the University of Illinois, Urbana-Champaign, and her master's and doctoral degrees from Columbia University. Her research focuses on multicultural social justice approaches to early childhood education. For her dissertation, she formed an inquiry community about teaching science for social justice with elementary teachers in New York City.

## Ph.D. program welcomes new cohort

The College's new Ph.D. program continues to gain momentum, admitting its second cohort of students and recruiting students for its third year.

"They are doing a lot of hands-on work to learn how to teach and conduct research in higher education settings. Students in our first cohort are teaching classes this year and taking a seminar that supports them in their teaching," said Dr. Shelley Zion, executive director, Center for Access, Success and Equity.

"They're also taking a research seminar where the entire group is working with me for the year to design and carry out a research project in partnership with Camden City School District." Moreover, each of these students has presented at

a local or national conference.

The program provides fellowship funding for students, with nine in the first cohort and seven in the second cohort, including eight research fellows, four partnership fellows who are professors-in-residence at Rowan's professional development schools and one teaching fellow.

The new group includes seven Holmes Scholars, students from underrepresented backgrounds who receive research guidance and mentorship from the American Association of Colleges for Teacher Education program. They join six Holmes Scholars from the first cohort.

To support students, the Betty Bowe Castor Fellowship Award and the Thomas and Carol Morgan Fellowship in Special Education and Autism

Spectrum Disorder were awarded.

"The College of Education thanks Betty Bowe Castor, Carol and Thomas Morgan, and the many other donors who

make these opportunities available to students," Zion said.

For more information about the Ph.D. program, visit: <https://academics.rowan.edu/education/programs/PhD>.

Students in the second cohort of the Ph.D. program include (back row, from left) **Natoya Coleman, Lesa Givens, Felicia Crockett, Angeline Dean**, (front row, from left) **Eshe Price, Estyr Bomgardner and Hope Barnes**.





# Student network gears up to IMPACT education

Just a year after entering Project IMPACT (Increasing Male Practitioners and Classroom Teachers), Jeffrey Crisanti, '20, an English and education major, penned a letter to his Project IMPACT "brother" who was entering the program.

"Welcome to an environment that will turn challenges into accomplishments through brotherhood, financial assistance and a mentor network that has guided me more than words can describe," he wrote to Noah Austin, '20, one of nine

members in the second cohort.

During the last year, Crisanti and 11 other members worked, learned and lived together in the Project IMPACT community and will continue to do so until graduation. Designed to address the shortage of male teachers of color, it supports men of color pursuing degrees in education.

"Project IMPACT is a very large network that pairs us with mentors who are already in the field of education, along with a network that we develop among ourselves," said

Crisanti, who spoke about the program at the International Colloquium on Black Males in Education in Toronto.

"I have a lot of people I can reach out to that I usually didn't have before in terms of education," said Austin, an education and mathematics major from Sicklerville. "Especially as I get to the later years of my college education, it's nice to have."

"By assigning an educator to our IMPACT students, we help students learn first-hand what it means to be an educa-

tor as a man of color," said Stacy Leftwich, executive director, Office of Educator Support and Partnerships.

"With our mission focusing on access, success and equity, we see Project IMPACT as a way to move toward meeting our vision by making sure students of color become educators in the workforce," Leftwich said.

For more information about Project IMPACT, visit: <https://academics.rowan.edu/education/impact>.



Project IMPACT students from the new cohort are joined by **Dean Monika Williams Shealey** and their personal mentors. Cover banner photo: **Bryant Kevelier** (left) and **Argenis Sanchez** connect during the Project IMPACT Induction Ceremony.

## College accepted into Carnegie Project on the Education Doctorate

As its Ed.D. program celebrated its 20th anniversary, the College marked another milestone with acceptance into the Carnegie Project on the Education Doctorate (CPED).

Rowan's Ed.D. joins 21 other new member institutions and 80 existing members in CPED, a collaborative effort to promote excellence for the educational doctorate.

"I think the most important thing about this designation is that we're going to be aligned

with programs nationally in terms of our outcomes and experiences," said Dr. MaryBeth Walpole, professor and chairperson, Educational Services and Leadership. "I think it will make clear the distinction between the Ed.D. program and the Ph.D. program."

Twice a year, the consortium holds active meetings, where Rowan faculty not only will gather information but contribute two decades of knowledge.

"We are not a new program," said Dr. Monica Reid Kerrigan,

associate professor, Educational Services and Leadership. "We are a well-established program, so this is also our opportunity to share our experiences and knowledge bank with other CPED members.

"We are seeing this as an opportunity to learn from CPED and implement some best practices, but also to take the time to make sure that our program is truly aligned with our goals," Kerrigan said.

Students will benefit from this prestigious collaboration.

"We have the opportunity to look at the alignment of our program to make sure the coursework is giving students the experience and knowledge that they need to succeed and to contribute," Kerrigan said.

"We believe very strongly in our students and our graduates as ethical leaders, as change agents, as social justice advocates."

For more information about the Ed.D. Program, visit: <https://academics.rowan.edu/education/programs/edServ-Lead/edleadership/edd>.





Dean **Monika Williams Shealey** and students (clockwise from upper left) **Angelica Velazquez, Rebecca Schnier, Henry Hill, James Miceli, April Licato, Dana Baglivo, Erin Anderson** and **Samantha Mickens** enjoy the festivities during PROFhistoric, Rowan University's 2017 Homecoming celebration.



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## Fulbright seeks global solutions

As she teaches English to children in first through sixth grades in Taiwan as a Fulbright Scholar, Nicole Wyglendowski, '17, not only is learning about her home away from home but her homeland as well.

"My favorite part of this is authentically experiencing a different culture and way of life," said Wyglendowski, a Fulbright English Teaching Assistant from Washington (Warren County) who is currently in Taitung, Taiwan.

"I am not just dropping in on vacation. I am really living it, learning different perspectives and customs every day. I can see the world, and America specifically, from a new angle."

An elementary education and English major, with a special education endorsement, Wyglendowski has had many surprises, but one has been consistent.

"The one thing that puts me in awe every day is how kind everyone in Taiwan is," she said. "People go out of their way to be kind and helpful to each other every single



Fulbright Scholar **Nicole Wyglendowski** develops a global view of education while teaching students in Taiwan.

day because that is their normal."

Until she leaves in June, Wyglendowski is storing away a wealth of experience that will benefit her future students. Her goals include teaching in America while earning her master's degree and eventually earning a doctorate and teaching at the university level. She later plans to become a university administrator.

"I hope to understand the world a little better in order to help create more solutions in education," she said. "Stepping out of my comfort zone has given me confidence to dream bigger and never stop pursuing my dreams. This drive will carry me wherever my next adventure takes me."

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