Volunteer Literacy Tutors Benefit the Community As They Increase Teaching Skills

DURING the spring 2014 semester, Reading Minor students in Dr. Solic’s Assessment and Instructional Intervention in Reading and Language Arts course partnered with the America Reads program in the Office of Service Learning and Volunteer Programs and the New Directions after-school program at the Charles A. Melton Center, in West Chester. The purpose of the partnership was to make a difference in the community while learning concepts, tools, and strategies about reading assessment and instruction.

The America Reads program provides work-study funding to hire West Chester undergraduate students as tutors in six after-school programs in the area. The Office of Service Learning also recruits students from across campus to participate as volunteer tutors in the after-school program sites as well. The New Directions after-school program at the Melton Center is one of the America Reads sites, offering safe and structured homework assistance and enrichment activities to elementary and middle school age youth in the borough of West Chester.

Students in Dr. Solic’s course formed pairs and visited the youth at the New Directions program, getting to know individual children and gathering reading assessment information on them, using assessment tools and processes that they were learning in class, as well as iPads provided by the College of Education. These assessment pairs then wrote a reading case report for each child and presented the report to their classmates, including sharing audio and video footage that had been collected during the assessment. Dr. Solic then shared each case study with Kim Robinson, New Directions program director, then Dr. Solic and Ms. Robinson together shared the case study with the child’s family.

“Being able to incorporate a service learning experience into one of my classes was amazing. I loved the opportunity to apply what I learned in a classroom setting to a location in the community. This class furthered my knowledge in how to apply reading assessments as well as introduced me to a location in the community where I could volunteer,” noted senior Megan LeCrone.

Several students in the course decided to become volunteer tutors at the New Directions program in addition to their service-learning experience. Senior Maggie Senatore shared, ”Volunteering at the Melton Center has introduced me to diverse learners and new friends, whom I will treasure forever as a future educator.”
In addition, each member of the course formed a project team and chose a semester-long project to meet a need for either America Reads or New Directions. One team worked on compiling training resources and materials for tutors working with youth at America Read sites. Another team developed a new mock website for the America Reads program on campus, explaining its mission, providing guidance on how to get involved, and offering resources for tutoring in the community. The third team organized the entire Melton Center children’s library, including purchasing $300 of new books for the library collection using a private community donation to America Reads. The final team created individualized folders for each child in the New Directions program, offering specific insight and recommendations for working with that child in a tutoring setting.

“My students have been able to invest their time and effort in utilizing their developing expertise as teacher candidates in the service of the America Reads and New Directions programs as well as the youth and their families in our community,” said Dr. Solic. “I am extremely proud of what they have accomplished.”

Katie Solic, Ph.D., Assistant Professor of Literacy

Volunteer Literacy Tutors

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Local Chapter of Alpha Upsilon Alpha sponsors a Preschool Literacy Fair

West Chester University’s local chapter of Alpha Upsilon Alpha (AUA), the Literacy Honor Society of the International Reading Association (IRA), is dedicated to providing valuable literacy activities to the campus and local communities. In November, the AUA chapter hosted a Preschool Literacy Fair, “Fall into Reading” at Glen Acres Elementary School (West Chester Area School District) for preschool students in the West Chester area. The members organized and presented a variety of literacy related stations to families. The members handled all aspects of event planning including advertising, registering, programming, providing food, and welcoming attendees. Mackenzie Parker, AUA Secretary and organizer of the event shared, “Alpha Upsilon Alpha’s event was a huge success! Through eleven different activity stations including art, music and movement, and the use of iPads, we were able to serve over 50 children between the ages of two and six. These stations addressed the early knowledge and skills that are essential for literacy development through the early grades and beyond. I am thankful to have had this experience and I look forward to planning more literacy-based events through AUA in the future!”

Heather Schugar, Ph.D., Associate Professor of Literacy, AUA Advisor
Tina Selvaggi, Ed.D., Assistant Professor of Literacy, AUA Advisor

Dr. Drake appointed to the PA Professional Standards and Practices Commission

Dr. George Drake, Associate Dean of the College of Education, has taken the oath of office as a member of the Pennsylvania Professional Standards and Practices Commission. The oath was administered by the Honorable Jeffrey R. Sommer of the Chester County Court of Common Pleas on Thursday, April 17, 2014. Dr. Drake was nominated for his seat on the Commission by Governor Tom Corbett in December 2013 and confirmed by the Pennsylvania Senate in April 2014. His commission runs through January 2016. We are extremely proud that George has been selected to serve in this important capacity and know that his representation will help to strengthen and advance PreK-20 education in the Commonwealth and bode well for WCU. Please join us in congratulating him in this significant professional achievement.
The game ended, we lost 5 to 2, and our season was over! I was a 12 year old first baseman who could not control my tears. My grandfather was quick to put his arm around me and said, “Remember, success is getting what we want, and happiness is realizing we can improve upon what we get . . . we need to balance the two and not let things get us down.” That brief conversation, whether he realized it or not, has had a profound impact on my life.

The concept of “BALANCE” provides us the ability to maintain a positive perspective as we strive to merge success and happiness in both our personal and professional lives. As professionals committed to preparing extraordinary educators, maintaining balance is vital if we are to be successful and happy in continuing our dedication to the mission of the Education Unit. I suggest there are at least three areas of which we should be mindful when considering professional balance. First, is the balance between pedagogical knowledge and skills and the content of our instruction. There was a period of time not too long ago when external pressures insisted that pedagogical preparation was somewhat insignificant and what was necessary to be an effective teacher was simply a thorough amount of content knowledge. If that maxim were true, my Quantum Physics professor, who was a brilliant physicist, would not have been the worst teacher I ever experienced. Balance is needed between knowing content and knowing how to deliver it. And, our preparation programs must provide that balance so prospective educators can effectively facilitate student learning. This requires that experts in all dimensions of a preparation program play a significant role in a candidate’s experience at WCU, and an appropriate balance should be maintained between what is provided by both content and pedagogical specialists. As we critically analyze and redesign our “Pedagogical Base” and parts of our content methods coursework, we must appreciate the balance required in all aspects of authentic, contemporary educator preparation.

It is also important that there is an appropriate balance between our aspirations and beliefs regarding preparing educators and the reality of our PreK-12 partners. Offering programs that are not in balance with the reality of the world in which prospective educators will go is, in my opinion, a breach of ethics. I realize that is strong condemnation, but to develop programs in isolation from the real-world of today’s educational system, regardless of how meaningful our perspective seems to us, is setting our candidates up for possible failure and subjecting young learners to teachers and other educators who could do more harm than good. We must offer programs that balance the realities of the present education environment with our desire to provide innovation and change that educators in PreK-12 schools want and need. We should always balance the preparation assistance we ask our PreK-12 colleagues to give candidates with the human resource our candidates can provide to them. We must balance our college-centric classroom instruction with the amount of clinical experience candidates receive to bring their basic preparation to life.

Finally, and probably the fundamental basis for our professional success and happiness, is the balance we are willing to require of ourselves. We must maintain a balance between what we bring to the classroom as incommutable content with what is up-to-date and responsive to the current world for which we are preparing candidates to enter. We must find balance between the professional expectations we have held for ourselves with those that are expected of us as a result of the transformation in educator preparation. Critical and valuable changes are occurring relating to how we prepare educators, what curriculum is used in the preparation, and when and where elements of the preparation will take place. A lack of balance in adapting to this transformation certainly will not lead to success in this contemporary environment of educator preparation, and contentment (happiness) will be found fleeting over time. But, maintaining a realistic balance between what was and what is now needed to create extraordinary educators will surely lead to professional success and professional satisfaction (happiness) for all.

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We Appreciate, We Recognize, We are Inspired!

On Saturday April 26, 2014 Dr. Kenneth Witmer, Dean of the College of Education, hosted an Education Alumni Awards Ceremony and Reception honoring Mrs. Barbara Reaser Reis, ’59 and Mr. John Shields, ’66 as the first recipients. They and future recipients will be part of the College of Education Wall of Fame.

Over 70 alums from the Classes of ’59 and ’66 attended the ceremony and were welcomed by WCU President Dr. Greg Weisenstein. Skye Hisiro ’14, a senior in the Early Grades Preparation Program, introduced Ms. Rebecca Kahler-Reis, ’89 who accepted the award posthumously on behalf of her mother, Mrs. Barbara Reaser Reis, who played an integral role in the establishing kindergartens in the Bethlehem Township and East White land Township Schools. She is most fondly remembered as founding the Calvary Lutheran (West Chester, PA) in 1971. Barbara served as its director and teacher for 39 years. A former classmate related that “Barbara’s instilling the love of books and reading, the fun of solving math problems, the excitement of science projects, and the enjoyment of art and music on my daughter and granddaughters, creating a foundation that helped them excel in their academic and personal endeavors.”

Mr. John Shields was introduced by Amy Millar, ’14, a Middle Grades Preparation Program senior. Mr. Shields began his teaching in nearby Unionville Chadds Ford School District. The majority of John’s teaching was at Mainland Regional High School in Linwood, NJ where his joys were teaching Introduction to Philosophy and coaching the surfing team. He is remembered by a former student as, “…genuine. …sincere. His style was unique and unlike any other teacher.”

The College of Education Wall of Fame will be on the third floor of Recitation Hall. Its purpose is to honor graduates’ outstanding accomplishments in education and as importantly to serve as an inspiration to the students and faculty in the college.

Junior Middle Grades Education Major Wins 2014 Community Service Award

For the sixth year, the College of Education has awarded the Community Service Experience Award to an undergraduate for exemplary service. This year the award of $250 and a certificate was presented to Ashley N. Petrozzo at the Scholarships and Awards Ceremony on April 9, 2014. Ashley is a junior middle grades education major from Morris Plains, New Jersey. Ashley has shown a deep concern for her community by her service as an Emergency Medical Technician-Basic (EMT-B) with the Morris Minute Men First Aid Squad. Beginning at age 16, Ashley has continued to serve until very recently, resigning in January 2014 due to her academic schedule. Over the years, this service required her to cover a weekly twelve hour shift and then a Saturday shift of nine hours; a significant commitment for any teenager. After entering the University, Ashley was able to serve during breaks.

As Ashley continued her service over four and a half years with the Morris Minute Men, she demonstrated initiative by advancement to lead EMT, giving her seniority and responsibilities beyond her years. She translates this service experience to future teaching in several ways. Ashley admits to being shy and quiet, but after handling hundreds of 9-1-1 calls, she is no longer reserved and feels confident when communicating with the general populace.
On March 22nd, 2014, at the 31st annual Presidential Scholarship Community Gala, West Chester University announced that it was launching its most ambitious fundraising campaign to date. With the goal of raising $50 million for new and renovated facilities, program development, scholarships and general endowment, the “Becoming More” campaign aptly describes the vision of the University as we attempt to ensure that future generations of students have access to an outstanding and affordable education. To find out more about the specifics of “Becoming More: The Campaign for West Chester University”, please visit the WCU Foundation webpage at www.wcufoundation.org.

As the College of Education is tasked with the privilege of preparing the model 21st century educator, “Becoming More” is an opportunity for students and alumni to help distinguish West Chester University in its teach preparation. For the College of Education, the “Becoming More” campaign is intended to increase support for the following areas:

- **Scholarship Endowment: $8 million**
  By increasing the number of available scholarships, the College of Education can attract the most talented students in the area. Though WCU consistently shows up as one of Kiplinger’s “Best College Values,” the truth is that many students still need help offsetting the costs of attending college.

- **General Endowment: $7 million**
  Increasing the general endowment of the College of Education helps secure a permanent source of support for academic excellence and improvement. As state funding continues to freefall, the University’s endowment is the surest way to build fiscal stability, promote innovation and secure permanent support for a range of future projects.

- **Academic and Administrative Equipment: $4 million**
- **Program Development and Resources: $4 million**
- **Facility Improvements and Renovations: $3 million**
  These facets of the campaign directly correlate with Dr. Witmer’s vision of “transforming teacher education” by introducing the latest technology and helping future teachers adapt to the growing needs of students by giving them a practical, connected and responsive experience. Through modernized library materials and updated software, our student’s will be adequately prepared to manage a 21st century classroom. By increasing our professional development opportunities, we are ensuring that all WCU students will be taught by the best faculty in the region.

There are many ways that you can help the College of Education remain the leader in producing tomorrow’s leaders in the classroom. To learn more about opportunities to join us in preparing the next generation’s teachers and leaders, please contact Zachary Harris, at zharris@wcufoundation.org or 610-235-4454.

She has increased her ability to think and react quickly; a needed skill for a future teacher. And, as lead EMT, she has acquired supervisory skills that will help her with classroom management.

Ashley hopes to be involved with her local community emergency response unit after college regardless of the location of her future teaching position. She also plans to encourage her students to begin to serve at a young age as she did. To quote Ashley, “Even if community service is something as small as volunteering at the recycling center one Saturday a month or planting flowers in front of town hall, it is still making a difference in someone’s life.”

**Judith MacDonald**
Undergraduate Program Counselor
College of Education
OVER THE YEARS, thousands of prospective education candidates made their way to Recitation Hall early on a Saturday morning to sit for the paper-based standardized professional tests required for entrance to, or continuation in, our educator preparation programs. This fact undoubtedly conjures up vivid memories to many readers who remember, like it was yesterday, their own personal experience.

As in many facets in the field of education, these assessments have now been automated and securely delivered to designated computer centers. In response to the technological tide, the College of Education, in collaboration with Francis Harvey Green Library, sponsored the creation of the Professional Testing Center (PTC). This Center was purpose-built to the specifications of the two companies that provide the tests currently required by the Pennsylvania Department of Education; Educational Testing Services (ETS) and the Pearson Vue.

An astounding 3700 candidates enrolled at WCU in educator preparation programs need a minimum of two, though more than likely five, standardized examinations in their pursuit of Pennsylvania public school certification. Our newly constructed Center, housed near Starbucks on the first floor of the Library, provides a timely alternative to traveling a minimum of 30 minutes to the closest approved testing site. We are pleased to offer an opportunity in proximity to campus especially for those first and second year students who are without transportation.

In addition to the convenience for candidates and the marketing value of providing a testing center on campus, the PTC is preparing to offer computer practice tests, tutoring, and coaching for the state-mandated tests. It is the Pennsylvania legislation and our accrediting agencies that establish examination requirements, but it is our responsibility to support our education majors as they attempt to successfully meet the testing challenges.

In April, the PTC piloted offering the basic skills tests in reading, writing and mathematics required of all undergraduate education majors. This summer, incoming staff will be trained to offer the complete battery of Pearson Vue tests identified as PAPA (basic skills) and PECT (early grades and special education). During that time, we anticipate that ETS will also approve WCU as an official site to offer the Praxis II content tests thereby making the Center fully operational for all twenty programs on campus leading to PA certification!

As the operation develops, the PTC staff will gain training in delivering a variety of standardized tests required of students in all of the Colleges of the WCU campus community. It is an exciting time for the staff involved in this initiative, including the Associate Director, administrative staff, and graduate assistants. Most importantly, this new Center represents the College of Education’s desire to provide cutting edge resources in areas of need for Professional Education Unit candidates aspiring to obtain certification in Pennsylvania.

Gail Habbersett, Director of Professional Education, Certification and Compliance, College of Education

8th Annual National Student Teaching and Supervision Conference

Skye Hisiro (left), Early Grades teacher candidate, and Emily Kappauf (right), Middle Grades teacher candidate, attended the 8th Annual National Student Teaching and Supervision Conference held April 13 -15 at Slippery Rock University of Pennsylvania. They presented “Partnerships: The Springboard for Innovation” with Dr. Sally Winterton, Dr. Tina Selvaggi, and Dr. Karen Johnson. The teacher candidates also created poster presentations as participants of this conference focused on supervision of teacher candidates.
Drs. Sunita Mayor and Katherine Norris invited four students, Nina Shahikian, Nicole Campbell, Jacqueline Sergent, and Gerald Moore, all who have an interest in multicultural education, to attend the conference. In addition to attending the classes and workshops, they had the opportunity to meet students from various colleges in Pennsylvania.

The conference was an opportunity for WCU’s students to expand their knowledge on the importance of multicultural education. There is no doubt that their experience at the NAME conference will play a part in shaping their work toward equality in education. Reflecting on attending the conference the students shared the following thoughts:

“{I really did enjoy the conference. I went to a lot of interactive sessions that really helped me learn a lot, and I met a lot of people that I could exchange ideas with. I am also hoping to read Bad Teacher very soon. Thank you so much for providing this opportunity!”

– Nicole Campbell

“I really like the way it was organized and run, I believe some speakers should have had more time to talk and present interesting topics. Overall, it was a great experience and would enjoy attending again.”

– Nina Shahikian

“There were many fascinating panels and speakers featured at this conference. Dr. Kimmika Williams-Witherspoon was not only inspiring with her spoken word poetry, but she was honest and raw with the issues facing minorities in our society and the world. I made some great professional connections as well as furthered my knowledge in early childhood development and multicultural educational practices.”

– Jacqueline Sergent

Sunita Mayor, Ed.D., Associate Professor of Literacy
Katherine Norris, Ed.D., Associate Professor of Early and Middle Grades Education
Faculty News

Dr. Karen Johnson, Department of Early and Middle Grades Preparation, Dr. Sally Winterton, Interim Associate Dean, and Mrs. Sue Yocum, Kennedy Consolidated School District second grade teacher presented, “Where We Began, Where We Are, Where We Are Going”, at the Pennsylvania Network of Professional Development Schools Conference, June 26-27, 2014, in State College, PA.

Sally Winterton, Ed.D., Interim Associate Dean, chaired the Pennsylvania Association of Colleges and Teachers Educator’s (PACTE) spring conference on April 1, 2014, at which Charlotte Danielson was the keynote speaker. Dr. Winterton is president of PACTE and will serve a two year term as president followed by two years as past president.


Dr. Hodes also published an article in Faculty Focus titled, “Using the Speed Dating Model To Enhance Student Learning”, January, 2014. In addition, Dr. Hodes gave two co-presentations: “Tempered Transformation: Creating Change by Rocking the Boat”, at the NASPA Annual Conference, in Baltimore, MD. March, 2014; and “Are You All In? Show Us Your Cards: Renewing Your Commitment to the Profession”, at the Delaware Valley Student Affairs Conference, February 14, 2014


Dave F. Brown, Ed. D., Professor, Department of Early and Middle Grades Education, presented a keynote speech at the Pennsylvania Association for Middle Level Education (PAMLE) annual Professional Development Conference titled, “Why Young Adolescents’ Need Caring Adults” on February 25th, 2014 in State College, Pennsylvania.


Dean Schofield, Ph.D., Assistant Professor of Special Education, presented at the Council for Exceptional Children Conference in Philadelphia held April 9-11, 2014.

Jacqueline Van Schooneveld, Ed.D., Assistant Professor of Early and Middle Grades Education, co-presented “In search of optimal scaffolding for informal learning in science museums” at the American Education Research Association, Philadelphia, PA, April 3-7, 2014.


Karen Dickinson, Ph.D., Assistant Professor, Vickie Ann McCoy, Ph.D., Associate Professor, Eric Owens, Ph.D., Assistant Professor, Counselor Education, co-presented “Multicultural counseling considerations for disability support services in higher education”, at the Chi Sigma Iota Pennsylvania Conference: State College, Pennsylvania. April, 2014.

Heather Schugar, Ph.D., Associate Professor of Literacy co-presented “Reading in the Post-PC Era: Children’s Comprehension of Interactive eBooks”. This paper presentation was given at the American Educational Research Association Conference (AERA) on April 4, 2014. In response to the presentation, Dr. Schugar was interviewed or mentioned in articles in several venues including the following: Education Week, NBC News/Tech News, Motherlode, NPR/Book News, USA Today/College, Reading Rockets, The Digital Reader, GalleyCat. Congratulations to our recent retirees: Lynda Baloch, Professor of Early and Middle Grades Education; Dave Brown, Professor of Early and Middle Grades Education; Kim Brown, Professor of Professional and Secondary Education.
Donna R. Sanderson, Ed.D., Associate Professor of Early & Middle Grades Education, recently returned from bringing needed school supplies and “Cap Kits” to schools on the Nicoya Peninsula in Costa Rica. Cap Kits, which are early learning manipulatives that help children learn literacy and math skills, were disseminated into four schools complete with teacher training sessions. Candidates in the Early Grades Program helped create the cap kits and provided all of the donated school supplies. Looking forward, Dr. Sanderson is anticipating offering an alternative spring break teaching and service learning experience in Costa Rican schools for WCU students during March 2015.

Student Teaching in Philadelphia Spring 2014

My first seven weeks of student teaching were in second grade at Overbrook Educational Center in the School District of Philadelphia. I learned so much in only seven weeks and enjoyed every day in my class. I was welcomed each day with smiles and eager learners, which made my role much easier. I was lucky to have such a supportive cooperating teacher who immersed me into her classroom atmosphere the very first day. I was teaching the whole day with guidance from my teacher by my second week! My classroom was a group of diverse learners and meeting their specific needs was the focus in all planning aspects. I learned a lot about how to become an effective teacher, how to better reflect on my own teaching and adjust my practice as necessary, and I also learned valuable life lessons I will take with me in the future. I was able to attend professional development seminars held by the district, attend a Philadelphia Federation of Teachers conference, interact with other school faculty, and get involved in the school community, all of which helped enhance my overall sense of belonging at OEC. My true passion for teaching came out during these seven weeks and I know I will gain just as much knowledge and insight in my next seven weeks!

COE Faculty Highlighted at December Graduation

In addition to honoring the Fall 2013 graduates, COE faculty were honored during the December 2013 Graduation Ceremony. Dr. Corinne Murphy, Department of Special Education carried the WCU Mace. Dr. Donna Sanderson, Department of Early and Middle Grades received the Riley Holman Award for Creativity in Teaching for her project “Bottle Caps to Learning.” Dr. Fran Slostad, formerly of the Department of Early and Middle Grades Preparation, was granted emeritus status.

Heidi Strobel Hamels served as the commencement speaker. Mrs. Hamels received her M. Ed. from WCU in 2007. Since her graduation she and her husband, Cole, have established the Hamels Foundation. Their Foundation has a dual purpose, one to provide support for quality education in the United States and second, to establish a school in Malawi, Africa.
BACK IN JULY 2013, when I agreed to write a reflection piece for the Fall College of Education newsletter, it felt like I was agreeing to a foreign and dreamy concept. Especially in the throes of moving and adjusting, it felt like I’d never get here: to April, to a sunny day by the Danube with coffee and a breakfast csiga roll, to listening to snippets of convos of Hungarian runners going by that I can actually understand.

I never thought I’d get to a point where I understand what it means to be changed, just in time for it to all change again.

Clearly much has happened in the past eight months, far too much to capture here. There have been incredible highs and incredible lows. There have been bouts of homesickness and moments of unparalleled joy at new experiences. I have worked hard and I have discovered so much. To offer just a few (exceptionally condensed!) examples:

Professionally, I have learned to balance teaching 12 different groups of students at once, while working from 4 different sets of books, and co-teaching with 5 different teachers. I’ve collaborated with colleagues, creating lesson plans that bridge Hungarian and American teaching strategies. I’ve learned some Hungarian and strengthened my understanding and teaching of language both here and at home. I have participated in as many Veres Pálné school events as possible, including singing in front of the whole school (twice!) and hiking 6 miles with my 9th graders to attend a joy-filled overnight class Christmas party. I have learned the vast and complex examination system for entry into Hungarian and EU universities, advised students applying to both, and then celebrated with them at each acceptance letter. I have presented multiple times, in multiple locations, to students and educators alike, about stereotypes, the US education system, literature, and more. I have felt the thrill of giving my first university lecture at the oldest university in Hungary.

Personally, I have visited small Hungarian villages and discussed education, politics, food, culture, habits, traditions. I have sung a solo for the teeming Christmas market in Vörösmarty Ter. I’ve spent an afternoon exploring a snowy, deserted Slovakian castle. I’ve mourned at a German Concentration Camp. I have skipped in excitement realizing I was in a city Jason of the Argonauts also visited. I have laughed at myself repeatedly as I learn and use Hungarian. I’ve learned to let go of things I cannot understand or control. I have sampled as many types of sausage and gulyás leves (goulash) and Hungaricum as possible. I have sat at a kitchen table with a woman who speaks no English, and yet learned from her how to play a new card game.

Most important, I have watched with immense pride the growth of my students in their talent for and love of language. And I know without a doubt that I am a teacher and I love, love, love what I do.

All this has helped me learn about myself, fostering important and irreversible change. I’ve been forced to rethink just about everything. I’ve faced and contemplated serious and repeated questions about what does it mean to be “American.” My husband, Wilton, and I have worked hard to see ourselves as non-Americans would, critiquing our approaches and actions to dis-
cover how they reflect identity. There have been more than a few times when I have been disappointed in my countries (because now I’m part of two), and have often questioned their choices, habits, patterns, purviews. But I have also been rewarded in immeasurable ways, and find myself almost daily reflecting on my good fortune.

To be honest, I’m a little scared of coming home. I’m aware that no one can truly understand all that has happened to us. In truth, I don’t even truly understand it all yet, and I often hear Nelson Mandela’s words in my mind when I start to think about it: “There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered.” I know that I will always see things with my Hungarian experience in mind, and how do I capture that for people who’ve not been here as I have? Here, I must give a nod to the one person who can and will: my husband. Through everything, Wilton has been my rock, my partner, and I have great respect and admiration for the person he is and continues to become.

I know that Wilton will also help me share the lasting impressions we have of Hungary. Though it’s an ever-evolving and complex impression, where we are now is this: Hungary is full of some of the most genuine, hospitable, and humbly proud people I’ve ever met. They will never sing their own praises, but they are excited to share their lives and country with you down to the smallest detail, for example, visiting a grandfather’s garden to sample one of his prized plums! (And yes, it was nagyon finom, or very delicious!) Wilton and I have been welcomed into this community with open, warm, loving arms and feel a deep gratitude to those who have supported us and made us feel that Hungary is a second home. Hungarians are a resilient people who have only been free from occupation and oppression for the past 25 years; Soviet Russia was the last occupier, and there are still potent reminders of their rule and its effect on societal paradigms. Without question, there are still problems to address and still progress to be made. But what I see of the young people is a desire for change, and the ability and drive to create that change. I have faith in them and in the nation.

I expect that I will envy myself in this life for years to come, so I plan to spend these last three months soaking in and appreciating, living it all. And I will continue to do as I’ve done all along: remind myself that I am one of the luckiest – and last – people in the world to enjoy the fortune of Fulbright.

_Brittany Carlino, M.Ed., ’12_
OVER THE LAST FEW MONTHS the College of Education has made great strides to continue the historic tradition of creating innovative, action-oriented leaders. This tradition has continued in the face of University budget cuts, decreased funding and looming fiscal crises. Students throughout the campus continue to be hopeful that they will make a difference, like so many of those who have gone before them. That feeling of hope stems from the devotion of the West Chester University alumni.

**Alumni: The University’s Pillars**

While economic uncertainty continues to affect fundraising outcomes, the number of donors to the WCU Foundation jumped by 20% during the past few years, including an impressive 10% increase in alumni donors. Your donations support:

- Students in need of emergency funding
- Scholarships and stipends
- Academic programming

**The Building Blocks of the Future**

Did you know that you can establish a gift through your will, a charitable gift annuity, life insurance, real estate and/or a cash donation? A minimum $1,000 bequest gift from each alumnus or alumna would provide WCU with an estimated future endowment of more than $75 million! As the University increasingly receives less funding, it is up to us, all alumni, to support our future leaders. Educators are the core of our society and the foundation of our future. Please help our educators today! Your donation has a tremendous impact on tomorrow. To learn more about ways to give, contact: Zachary Harris, Gift Officer for the College of Education at zharris@wcufoundation.org, or 610-235-4454.

**THANK YOU** for your continued participation in our success!

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**Our Mission**

West Chester University (WCU) is a public institution established to serve the common good in the Commonwealth of Pennsylvania. WCU’s primary focus is teaching and learning. To that end, the mission of the Teacher Education Program is to support the integration of teaching, scholarship, and service in meaningful ways. In line with the University’s focus on teaching, the Teacher Education Program facilitates the discernment process for prospective pre-professional candidates. The program provides for their education, preparation, and continuing development. Our specific mission is to prepare reflective educational professionals who facilitate the development and learning of all students. Accordingly, we are committed to diversity. Our mission includes a commitment to conduct research and scholarship. These activities are aimed at discovering, understanding, integrating, applying, and disseminating knowledge of a) the nature of learning, teaching, and human development; b) the academic disciplines; c) the factors that promote or inhibit the realization of individual potential. We are committed to building bridges between subjects and collaborating across departments and disciplines. The University and its Teacher Education Program are committed to providing service to the individuals, communities, and environments of our region, state, nation, and world. We engage our time, talents, knowledge, facilities, and resources in collaboration with, and for the direct benefit of, our students, our community/school partners, and other individuals, and environments. Approved by the Teacher Education Council, April 16, 2003.