

Barbara Torre Veltri, Ed. D.
Northern Arizona University, Associate Professor
Department of Teaching & Learning
Barbara.Veltri@nau.edu

Address:
P.O. Box 5173 Scottsdale, AZ 85261

EDUCATION

ARIZONA STATE UNIVERSITY, TEMPE ARIZONA, ED. D. DOCTOR OF EDUCATION

Major: Curriculum & Instruction: Curriculum Studies

Dissertation: *Learning on Other People's Kids: Becoming a Teach For America Teacher*

➤ **Chair: David C. Berliner, Ph. D. (AZ Regents' Professor, Emeritus)**

MANHATTANVILLE COLLEGE, PURCHASE, NY

M.A.T. Master of Arts in Teaching

Major: Education, Special Education, minor

Certification N-6 (CT & NY) 7-12 Social Studies, NY

IONA COLLEGE, NEW ROCHELLE, NY

B. A. Bachelor of Arts

Double Major Political Science & History

Minor: Economics

UNIVERSITY APPOINTMENTS

NORTHERN ARIZONA UNIVERSITY

RANK: ASSOCIATE PROFESSOR (TENURED)

August 2007- Present

THE UNIVERSITY OF TEXAS AT ARLINGTON

RANK: VISITING ASSISTANT PROFESSOR

August 2006—May 2007

ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA

RANK, FACULTY ASSOCIATE AND LECTURER

August 1999-2005

UNIVERSITY LIAISON TO TEACH FOR AMERICA, 1999-2005

Co-developed the initial program used by Arizona State University as a teacher training and sequential course instructional model of alternative pathways to teaching for hundreds of Teach For America teachers in high poverty, urban classrooms in the Phoenix metro area public schools. Met with school district personnel, principals, team leaders, mentors, and TFA directors. I observed, coached, instructed, modeled lessons, and fine-tuned classroom management applications of consecutive cohorts of TFA teachers assigned to K-8 and Special Education placements in nine urban, high poverty districts.

MANHATTANVILLE COLLEGE, PURCHASE, NEW YORK

RANK, ADJUNCT FACULTY

March 1990-1999 and 2005 (summer session)

Taught classes in the M.A.T. (Masters' of Arts in Teaching) program geared for mostly career-change professionals who desired to enter teaching. Supported teachers learning directly from Indigenous Populations by directing Cultural Immersion field studies among Native American communities in Oklahoma and Arizona.

PUBLICATIONS

BOOK

Veltri, B. T. (April, 2010). **Learning on Other People's Kids: Becoming a Teach For America Teacher.** *Information Age Publishers: Charlotte, North Carolina.* This book offers insiders views of the corps members' experiences in two regions over a seven-year period.

- Diane Ravitch noted, "*Learning on Other People's Kids*, "**One of the Top Three Books on Education Reform**" in Washington Post column, 2010.
- *Alumni Scholarship Award, Manhattanville College, 2010.*
- *Best Scholarly Work, Northern Arizona University, 2011*
- *Finalist (nominated by Linda Darling-Hammond) for AERA Division K book award 2011.*

Veltri, B. T. (2018) ***The Allora Chronicles: A Semester on Purpose in Italy***

Veltri, B.T. (2005) ***Live The Message: Inspiration for the Renaissance of Souls*** (Red Lead Press).

BOOK CHAPTERS

Veltri, B.T. (2017) *Seek and Hide: Teach For America and the Strategies of Education Reform*: in G. Senese and F. Mizkaci, (Eds.) ***Academic Freedom and the Teacher's Authority: A Critical Comparison of Turkish and U.S. Teacher's Colleges***, Lanham, MD: Rowman & Littlefield Publishing Group, pp. 129-141.

Veltri, B.T. (2016) *Teach For America's Mission and Manipulation of Public Good Initiatives in Education*, in J. Horn's ***Work Hard, Be Hard: Journeys through "No Excuses" Teaching***, Lanham, MD: Rowman & Littlefield.

Veltri, B.T. (2015) *Voices of Revitalization: Challenging the Singularity of Teach For America's 'Echo Chamber'* in K. DeMarrais and T.J. Brewer (Eds.) ***Teach For America Counter Narratives: Alumni Speak Up and Speak Out.*** (pp. 191-204), New York, Peter Lang, Inc.

Veltri, B. T. (2015). *Social Studies Teaching for Learners Who Engage*, in R. Papa (Ed.) ***Media Rich Instruction*** (pp. 153-167), Basel, Switzerland: Springer International Publishing

ARTICLES IN PROFESSIONAL AND REFEREED/PEER-REVIEWED JOURNALS

Veltri, B.T. & Brewer, T. J. (2018, in press). *Comply, Cope, Counter-Crusade, Subvert: Teach For America Corps Members Respond to External Mandates*, *Urban Education*.

Veltri, B.T. (Summer 2017) *Welcome to Il Palio: Italy's Amazing Horse Race.* ***Italian America***, Vol. XXIII, No. III, Washington, D.C.: Order Sons of Italy in America, pp. 14- 17.

Veltri, B.T. (2015) *Impariamo Insieme (Learning Together) in Italy: Cambiare di'istruzione via*

(instructional exchange). *The Journal of International Social Studies*, 185-194.

<http://www.iajiss.org/index.php/iajiss/article/view/139/181>

Veltri, B.T. (2015) *Education in Italy: 10 lessons learned from a semester immersion in schools. Childhood Explorer*. Washington, D.C.: Association of Childhood Education International, 27-31.

Veltri, B.T. (2012) *Teach for America: It's More About Leading, Than Teaching. Educational Leadership*, 69 (8) pp. 62-66.

Veltri, B. T. (2012). *Educator Abroad: Teaching (Insegnare) and Learning (Imparare) with Italian Children. Social Studies and The Young Learner*, 24 (4) pp. 23-26.

Veltri, B.T. & Singh, N. (2011). *A Tale of Two Countries: Globalized Education for the 'Public Good?'* (pp. 61-84) *Sutra, The Thread*, Delhi, India, (Vol. 10).

Veltri, B. T. (2008). *Teaching or Service? The site-based realities of Teach For America Teachers in Poor Urban Schools. Education and Urban Society*, 40 (5) Thousand Oaks, California: Corwin Press.

ARTICLES PUBLISHED in EDUCATION BLOGS (INVITED)

Veltri, B.T. (June, 3, 2015). *Inside Information and Reflection from TFA Instructor. Cloaking Inequity.* <http://cloakinginequity.com/2015/06/03/inside-information-and-reflections-from-a-former-tfa-trainer/>

Veltri, B.T. (November 28, 2014) *Where TFA went wrong.* <http://dianeravitch.net/?s=Barbara+Torre+Veltri>.

Veltri, B.T. (December 13, 2013). *Is TFA Your Favorite Charity?* <http://dianeravitch.net/2013/12/11/is-tfa-your-favorite-charity/>.

Veltri, B.T. (September 21, 2013). *Huggly, Snuggly, Cuddly, Teach For America and Mathematica. Cloaking Inequity.com.* <http://cloakinginequity.com/2013/09/21/huggy-snuggly-cuddly-teach-for-america-and-mathematica/>

Veltri, B.T. (May 22, 2013). *IRS Loopholes Conspiracy Benefitting School Reformers. Cloaking inequity.com.* <http://cloakinginequity.com/2013/05/22/the-teat-irs-loopholesconspiracy-benefitting-school-reformers/>

Brewer, J. Kovacs, P., Ravitch, D., & Veltri, B.T. (April 9, 2012), *Deepening the Debate over Teach For America: Responses to Heather Harding. Education Week.*

Veltri, B. T. (January 13, 2012). *Money from Donors: I pads for Free: How is it that Teach for America's Struggling Corps are Financially Broke? Education Week.*

Veltri, B.T. (September 10, 2011). *We were in school on 9/11: Now We're the Teacher.* On-line journal of the **Association of Supervision and Curriculum Development**.

Veltri, B. T. (March 20, 2012) *A Letter to the Seattle School Board from Dr. Barbara Torre Veltri regarding Teach For America, Inc.* <http://seattleducation2010.wordpress.com/2012/03/20/a-letter-to-the-seattle-school-board-from-dr-barbara-torre-veltri-regarding-teach-for-america-inc/>

Veltri, B. T. (Spring 2011). *Interrogating Globalized Education for the "Public Good."* **NAU Global Newsletter**. Center for International Education. Flagstaff, Arizona, p. 9, 17.

Veltri, B.T. (April, 10, 2008.) *Separate and Unequal: Realities in Schools and Teaching to the Test* **The Dallas Morning News** (p. A10).

PODCASTS

Andres, T., Brewer, J.T., Heilig, J.V. & Veltri, B.T., (October 15, 2017)

<https://www.acast.com/truthforamerica/ep-15-should-you-kick-tfa-out-truth-for-america>.

Veltri, B.T. & Ladwig, J. (May, 12, 2016) Episode #9 TFA Birth and History

<https://itunes.apple.com/.../podcast/truth-for-america/id108679397>.

CONFERENCE PRESENTATIONS

Andres, T. Brewer, J., Heilig, J.V., & Veltri, B.T. **Public Policy Imperative of Keeping TFA out of Communities and School Districts**. Network for Public Education Annual Conference, **October 13-15th 2017**, Oakland, California.

Veltri, B.T. Paper: **I is for Immigration: Visual Art: From A Kids' Point of View (Italy/USA)** ECER European Conference on Educational Research, Copenhagen, Denmark, **August 21-25, 2017**

Veltri, B.T. Paper and panel discussion: **Seek and Hide: Teach For America's Strategies of Education Reform (Internationally)** 7th International Conference on Critical Education, Athens, Greece, **June 28th –July 2 2017**.

Veltri, B.T. Paper **Land, Learn, Leave- Florida's School Destabilization and Teach For America**. (panel discussion)- Education on Trial. Annual Meeting of the American Education Research Association. San Antonio, Texas, **April 30-May 2nd 2017**.

Veltri, B.T. Paper: **"Learning and Teaching in Italian Schools: Lessons Learned,"** Global Diplomacy Conference, Association of Childhood International, Washington, D.C. **March 5-8, 2015**.

Veltri, B.T. Paper: **Informing Teach For America's Network: Problematizing "Seek and Hide" Strategies**. American Educational Studies Association Annual Conference (AESAs), Baltimore, Maryland., **October 31-November 3, 2013**.

Veltri, B.T. Book Chat: **Learning on Other People's Kids**, American Educational Studies Association Annual Conference (AESAs), Baltimore, MD, **October 31-November 3, 2013**.

Veltri, B.T. Poster Session: **"I is for Immigration: Visual Art From A Kids' Point of View"**. The Annual Meeting of the American Educational Research Association (AERA), **San Francisco, CA. April 28-May 1, 2013**,

Veltri, B.T. Paper: **"Frame Factors and Teach for America's Corps: Responses and Interventions"** panel discussion, Division G, entitled, "The Racial Complexities of Teach for America in High-Poverty Schools." **The Annual Meeting of the American Educational Research Association (AERA)**, San Francisco, CA,

April 28-May 1, 2013.

Veltri, B.T. Paper: The 19th International Conference on Learning, University of London ***“Global Education Reform’s Players, Policies, and Public Good Initiatives: The Impacts of Public Education and Children in Poverty,”*** London, UK, **August 14-16th 2012.**

Veltri, B.T. Paper: American University, Save Our Schools Conference Panel, ***Why Teach For America Must Change”: Inadequacies in their Preparation of Teacher Model,*** Washington, D.C., **July 29, 2011.**

Veltri, B.T. Paper: ***“A Tale of Two Countries: Teach For America/Teach For India as Globalized Educational Reform “For The Public Good?”*** WEASC – World Education Arts Congress, New Delhi, India. **January 9-14, 2011.**

Veltri, B.T. Paper ***“From a Kids’ Point of View: What Matters, Why, and How Art Informs Practice”*** Association of Childhood Educators International Annual Conference (ACEI), Phoenix, Arizona, **April 28, 2010.**

Veltri, B.T. Paper: ***Districts and Teach For America: Policies, Problematics, and Practitioners.*** AACTE Association of Colleges for Teacher Education Annual Meeting, Atlanta, Georgia. **February 20, 2010.**

Veltri, B.T. Paper: ***Ichiro, Jackie, and The Babe: Baseball and the Social Studies Standards.*** Arizona Council for the Social Studies Fall Conference, Glendale, Arizona. **October 23, 2009.**

Veltri, B.T. Paper: ***Letters to Ernie: Lessons Learned from a Holocaust Survivor’s Life Story.*** Annual Meeting of the American Educational Research Association, Social Studies SIG, New York, NY, **March 14, 2008.**

Veltri, B.T. Paper: ***Book back Drop: Integrating, Technology, Literacy, Primary Sources and Content Knowledge.*** Council for the Social Studies 2008 Conference, Glendale, Arizona, **October 24, 2008.**

Veltri, B.T. Paper: ***From a Kids’ Point of View: The ABC’s of Misunderstanding.*** Arizona Council for the Social Studies Conference – Tempe, Arizona, **October 22, 2007.**

Veltri, B.T. Paper: ***Letters to Ernie: 8th Graders Queries Result in Life Lessons from Auschwitz Survivor.*** Arizona Council for the Social Studies Conference – Tempe, Arizona, **October 22, 2007.**

Veltri, B.T. Interactive Session: ***Power Hitter® Classroom: Enrich, Remediate, Integrate, Assess with Sports-Themed Curriculum 2-8.*** Association of Supervision and Curriculum Development Annual Conference, Orlando, Florida. **April 5, 2005.**

Veltri, B.T. Paper: ***The Unexamined Consequences of Minority Teacher Education.*** The Annual Meeting of the American Educational Research Association Annual Meeting. San Diego, California. **April 14, 2004.**

WRITING IN PROGRESS

Veltri, B.T. (revise and resubmit) ***Land, Learn, Leave: School destabilization and Teach For America in***

CONSULTING

Citizens for Strong Schools vs. The State of Florida (March-April 2016) [Case No. 09-CA-4534] tried before the **Court of the Second Judicial Circuit for Leon County, State of Florida** during the Spring semester. My report and analysis of a ten-year data set was entered into the trial record. This case on educational equity and reform was deemed as “top five legal education cases to watch.” A panel presentation on this topic was presented at AERA 2017.

TEACHING – NORTHERN ARIZONA UNIVERSITY

ADMINISTRATIVE DUTIES: LEAD FACULTY NAU-EXTENDED CAMPUS COMMUNITY COLLEGE Paradise Valley (current), Scottsdale, West Valley (2010- Present)

In 2016 I worked to consider how Practicum placements could be more seamless with district organization and support. This effort for the Fall semester resulted in a new Paradise Valley Unified School District Practicum Partnership under the *VIP Volunteers In Paradise Program*) for practicum placement of NAU teacher candidates with dual certification placements--Special Education and Elementary Education (Spring 2017 pilot semester). This included planning and meetings, touring site schools, orienting candidates, providing syllabi to mentor teachers, facilitating logistical meetings with NAU administration and district administration.

Served as liaison for March 6, 2017 NCATE Accreditation Meeting with two administrators from partner schools with Tavan Elementary, Principal (Scottsdale District/800 student population in Title 1 School) and Paradise Valley District practicum liaison.

Organized a dinner orientation for 18 part-time Faculty

Planned and Facilitated the 1st Literacy Night held at Campo Bello Elementary - a Title 1 school with high incidence ELL students, staff and families within the Paradise Valley Unified School District, **April 18, 2017.**

Conducted face-to-face meetings and timely phone calls with part-time faculty (interview, recommend for hiring and mentor) on student-related concerns, content, curriculum alignment, and assessment to maintain program integrity.

Offered in-person guidance across specific academic areas: curriculum development, assessment of students, syllabi formatting and follow-through, alignment with the university’s electronic course delivery system (Blackboard) and assessment to meet national accreditation requirements.

Recruited, supported and advised adjunct faculty on teaching non-traditional candidates, new course development, BBLEARN use, and facilitated practicum opportunities.

Created electronic orientation presentation for incoming Spring 2017 students.

Mentor community college transfer students, especially single mothers, to keep talented candidates in our program through graduation with 100% success.

Guided and support students to other career options if teaching/accreditation practicum requirements are not in line with students' personal and academic skill sets.

Worked with NAU admissions and advisors to understand the application process for my incoming community college transferees and their workloads in and out of the classroom, as the lead faculty responsible for orientating them into their program.

TEACHING

Nominated for **LOUIE AWARD** (by three separate students) for outstanding service to Northern Arizona University, 2017.

Named Faculty of Influence for COE Outstanding Senior, December 2016;
Named Faculty NAU Jacks Award Winner, 2015 & 2017

Initiated a partnership with Phoenix Art Museum Docent Outreach and League of Women Voters for presentation to candidates to integrate ART HISTORY and CIVICS into Social Studies Courses,

Created initial on-line doctoral course, **Contexts of Schooling**) to include video lectures that develop student's understanding of concepts and community building.

Served on Doctoral Committees and guided students through comprehensive exams.

Mentored doctoral students whose own schooling was completed in international settings, on how their backgrounds, could be framed into a research agenda.

Offered detailed feedback and suggested lines of questioning for doctoral students to examine concepts related to schooling/unschooling/ and alternative methods of discovery.

Collaborated with doctoral student to submit their work to education colleagues for publication.

Revised and created new syllabi for all courses to align with InTasc, ACEI, CC3r, and SPA Standards.

COURSES: NORTHERN ARIZONA UNIVERSITY

ECI 710 – Contexts of Schooling Doctoral)

ECI 696 – Professional Problems of Teachers (Graduate)

ECI 644 – Modern Elementary School Social Science (Graduate)

ECI 577– Teaching Practicum (Graduate)

ECI 574 – Integrated Science/Social Studies Methods (Graduate)

ECI 408 – Evidence-based practices (Practicum – Early Childhood)

ECI 330 – Evaluation of Learning

ECI 321 – Elementary Curriculum

ECI 307 – Social Studies and Evidence-Based Practices in the Elementary School

ECI 308 – Evidence-based practices (Practicum- Elementary)

ECI 309 – Integrated Literacy I: Developmental Literacy/ Language Arts in Elementary School

ECI 310 – Integrated Literacy II: Balanced Literacy Theory/Practice in Elementary School

COURSES: UNIVERSITY OF TEXAS at ARLINGTON

Adolescent Growth and Development (undergraduate and graduate)
Social Studies Methods and Assessment (undergraduate)
Practicum Seminars (Topics covered: School Law, Portfolio Preparation. Accommodations for Exceptional Students), TAKS (Texas Assessment of Knowledge and Skills), and NCATE Standards Portfolio

COURSES: ARIZONA STATE UNIVERSITY

Reading Methods, Management and Assessment in the Elementary School (graduate)
Social Studies Methods and Assessment (undergraduate)
Teaching Social Studies Through Literature (graduate)
Curriculum Unit Design and Assessment (graduate) DCI 598
B.E.S.T. (Beginning Educator Support & Teaching) Planning Instruction I, (graduate)
B.E.S.T. Managing and Refining Instruction II (graduate)
Curriculum Theory (doctoral level) DCI 701
Principles of Curriculum (doctoral level) DCI 699
Power Hitter® Classroom: Integrate, Remediate, Enrich with Baseball Curriculum (graduate)

COURSES MANHATTANVILLE COLLEGE

Childhood Social Studies Methods and Assessment (graduate)
Multicultural Education (graduate)
Curriculum Unit Design and Assessment (graduate)
Teaching Native American Cultures
Experiencing Native American Cultures (field study/cultural immersion in Arizona and Oklahoma)
Power Hitter® Classroom: Enrich, Remediate, Integrate Math and Literacy (for general and Special Educational teachers.

SERVICE: NATIONAL AND INTERNATIONAL

U.S. Fulbright- Outreach Scholar Grant Recipient Fall 2017.

Wrote successful grant that hosted Fulbright Scholar, Dr. Eugenia Arvanitis from the University of Patras- Fall 2017.

U.S. Fulbright Association Member

Secretary, Arizona Fulbright Association

U.S. Fulbright Association Education Expert Roster present-2020

JOURNAL REVIEWER – POVERTY & PUBLIC POLICY
JOURNAL REVIEWER - EDUCATION ANALYSIS ARCHIVES

SERVICE TO THE COLLEGE AND DEPARTMENT OF TEACHING AND LEARNING

Faculty Status Committee (FSC)
Doctoral Steering Committee (C& I)
Faculty Assembly
Practicum Committee

College Curriculum Committee
Scholarship Committee
TARIAT Committee
Dual-Cert Program Committee

Created “model framework” for course syllabi/signature assignments for CAEP credentialing
Mentored Social Studies Faculty and created course shell for state-wide faculty.
Represented department in Level 4 Grade Appeal
Mentored incoming part-time faculty and observed classes to offer feedback
Observed and facilitated PVCC students in literacy practicum in Osborn, Deer Valley and Paradise Valley
Mentored ECI 321 part-time faculty and offered signature assignment model
Reviewed data for M.Ed. with cert and BSED with cert for CAEP accreditation narrative

UNIVERSITY PARTNERSHIPS

Initiated, facilitated, and introduced Paradise Valley Unified School District and Scottsdale Unified School District to College Administration and developed a practicum placement program for teacher candidates in Dual Certificate Programs.

Facilitated partnership with University and Community College Education Faculty for collaboration with Festival of Tales with over 40 university candidates and 800 children attending the literacy event in the community.

Originated, planned and collaborated **Literacy Night** with school personnel for partnership learning (evening event for 150 children and their families). Directed NAU teacher candidates’ interactive literacy/social studies centered-based learning for K-5 students at several Title 1 schools in greater Phoenix areas over consecutive years (2010-2017).

SERVICE TO THE COMMUNITY

Arizona Votes – Registration drive by League of Women Voters, Spring 2018
St. Vincent de Paul- Pizza Making for homeless veterans, Veterans’ Day 2017
Save Our Schools, Signature Volunteer
Keynote Speaker: ALEC and EDUCATION: **March, 3, 2017**, Arizona Concerned Citizens
Keynote Speaker: Education Statistics in Arizona, **May 17, 2017**, AZ Forum on Education, Surprise AZ
Educational Scholarship Committee- Sons of Italy in America
Sons of Italy in America, Anti-Bias Film Review and Scholarship Committee

Keynote Speaker: **“The Ripple Effect of Giving Up Your Story- Narratives from WW II”** U.S. Navy Cruisers Association, Korean War Veterans, WW II Veterans Meeting, Phoenix, AZ.

PROFESSIONAL MEMBERSHIPS

U.S. FULBRIGHT, Member and former state chapter secretary
Member, AERA, American Educational Research Association
Member, NCSS, National Council for the Social Studies
Alumni Association, ASU, Manhattanville College

CERTIFICATIONS

NYS Secondary Education 7-12 (**Social Studies**), Permanent Certificate

NYS Elementary Education, N-6, Permanent Certificate

CT Elementary Education, N-6 Permanent Certificate

INTERNATIONAL LEADERSHIP

- **Lead Faculty, Education Track Study Abroad, May/June 2018.**
- Collaborated with a middle school History and Geography teacher with my original action research strategy examining students' visual art. Findings compared visual art from two countries at the European Conference on Educational Research in **Copenhagen**.
- I met with school administrators and guest lecturers to plan the Education Track Study Abroad Program, in Italy, scheduled for **May 16th- June 6th 2018**.

Directed the Initial Education track in Siena, Italy (Spring 2014) (model for 2016 program) for teacher candidates through The Siena School for the Liberal Arts over a five- month full semester time frame.

- Recruited and advised education candidates who joined me in teaching English to children in elementary schools in Siena, Italy, during the Spring 2014 semester.
- Created team teaching approach to English Language Instruction through placement of candidates in pairs across all classrooms in our host city for support, depth of knowledge and skill integration of language learning into real life learning settings (lunch, recess, gym).
- Initiated a collaborative lesson with Italian middle school history and geography teacher who uses iPods and Web 2.0 for instruction.

WEBSITES

www.fromakidspointofview.com. This website presents an original project that examines students' perspectives on a range of social issues through visual art as a practitioner research strategy.

www.powerhitter.com. This website presents original sports-themed content for teachers, students, and sports teams.

www.theallorachronicles.com This website presents images/select quotes from upcoming book.

www.drbarbaraveltri.com This book offers professional/professor/author/edupreneur information

INNOVATION AND EDUPRENEURSHIP

For over 25 years, I have refined my educational materials that teach with sports. I own the trademark for sports-education characters, domain names for websites and the copyright for 250 individual pages of Math, ELA, Science, Geography student consumable product line known as the Powerhitter® series that uses sports to teach, enrich, remediate, critically think, reason and communicate.

These integrated skills sets align with elementary and middle level curriculum standards and integrate literacy, numeracy, social studies, science and health. The Power Hitter® philosophies and teacher training modules serve as core summer curriculum and have global appeal.

A generous (200K) multi-year *21st Century Schools Grant* was awarded to a Title I school district, in New York that funneled resources through the College of Education (Manhattanville). As a consultant and

part time faculty associate, there, I trained, mentored and supported the practice of general education, special education and ELL teacher candidates (undergraduate and graduate). Both university students and credentialed teachers followed the Power Hitter® “coach” model during the summer or during a particular ‘season’ to remediate through enrichment.

I presented professional development seminars in conjunction with U.S. professional sports teams, including The New York Mets, presented the program at the MLB Fan Fest in Seattle, Washington, and for school districts from Scarsdale to Atlanta. The complete program was field-tested (baseball) with boys and girls, ages 7-12, in public schools in multi-ethnic Spanish communities in both New York and Arizona, where children were empowered by the program’s relevance, fun, teammate teaching® component, motivational materials, task structure, movement, and unique enrichment activities.

Data from test scores of students in the program were consistently higher than non-program students. Program is ready for large-scale transfer to digital and tablet based formatting and video production. Ownership of Trademarks and copyrights for football, basketball, and soccer kid-friendly educational characters and materials as well as website domain names belong to individual and LLC.

