

Agent of Change: Temple's Role in School Reform

Temple University and the College of Education are actively involved in the system-wide reform under way in the Philadelphia schools. University President David Adamany has committed Temple to work with five schools, all of which have been part of the College of Education's Professional Development School initiative: Dunbar, Ferguson, and Duckrey elementary schools, as well as Wanamaker and Elverson middle schools.

A Partner, Not a Manager

"We are not an educational management organization," explains Greg Rost, chief of staff for President Adamany. "Our relationship with the schools is a different model than the Edison model or the Chancellor Beacon model or the Victory Schools model. Temple is not a for-profit entity; our reasons for partnering are purely altruistic. The district will continue to run the schools, and Temple will supplement what the district is doing. We have 17 colleges and schools at Temple: we have a hospital and School of Medicine; we have a School of Dentistry; we have a School of Social Administration. Wouldn't it be great to run health screenings for the children at these schools? To offer them dental screenings? Two of the strongest programs at Temple are the Boyer College of Music and the Tyler School of Art. These are areas where the district, because of reduced funding, has had to cut back... This year we will be engaged in planning how best to...work with principals, teachers and parents to improve student achievement."

For its part, the College of Education is assessing how teachers, principals, parents, and community members perceive the schools, and what the current curricula entail. Acting Dean Joseph DuCette underscores the need for assessment: "Obviously the principals know what is

going on in their own schools, but they are not aware of what is going on in the other schools. So we are meeting with the principals as a group. Essentially, we are treating this year as a planning year."

Building on Existing Ties to Philadelphia Schools

The College's preexisting relationship with the partnership schools will be valuable in establishing a foundation for reform, and Dr. DuCette believes that Temple may expand its presence as plans evolve. "Our goal is to have all five of these schools as settings for students to complete practicums and do student teaching," says Dr. DuCette. (Taken before student teaching, which is a full-time experience, a practicum sends students into schools once a week to observe and assist teachers.)

Temple's presence at Wanamaker Middle School has already grown. The school, which has hosted two to four Temple student teachers each semester as well as about 20 practicum students for several years, recently added a dozen tutors from Temple, who work with individual students and small groups. "It's more of a two-way street now," says Yvonne Savior, Wanamaker's principal and a College of Education graduate (B.S.'74, Ed.M.'78). "Before it was a one-way street with a few student teachers and a group of practicum students coming to get experience, but now with the tutors it's becoming more two-way."

Wanamaker has also benefited from the popular Sisters in Science program developed by Temple's Dr. Penny Hammrich. "Sisters in Science uses sports as a means of encouraging our seventh and eighth grade female students to get more interested in science," says Ms. Savior. "It's a twice-a-week program with two Temple people and two Wanamaker

teachers providing the adult participation. We see a big difference in the demeanor of the young ladies who participate as well as an increase in their interest in science."

Two Temple-related programs at Wanamaker that promote higher education are the Cosby Posse and Gear Up/College Access. The Cosby Posse, coordinated by the College's Dr. Trevor Sewell and supported by entertainer and Temple alumnus Bill Cosby, provides extra academic support for average students. Temple is just one of several colleges involved in Gear-Up, which "shows them just what happens on a college campus and helps them to envision themselves in a college environment... Although Temple's campus is close to us, many students had not been on campus until Gear-Up," explains John O. Marshall, organizational chairperson at Wanamaker.

"Temple has been immersed in our school ever since I came here in 1991 as a teacher," says Judy Simpkins, principal of Dunbar Elementary School. "When I say immersed, I mean every time we turn around, Temple is doing something for Dunbar and vice-versa. We train student teachers, aspiring teachers... Temple helps us with our after school program. Temple students are here to tutor all the time... Sisters in Science... got more of our female students interested in math and science. We also co-implemented [an offshoot program] Daughters With Disabilities, which aided our female special ed students."

In addition to tutoring and special programs, Temple has donated \$10,000 worth of books to Dunbar's library, and invited students and their parents to campus to tour Paley Library.

continued on page 13

FROM THE DEAN



It is a busy time in the College of Education, and I want to bring you up to date on our evolving relationships with the Philadelphia schools and the educational

community as a whole. First, though, let me tell you about some internal changes in the Dean's Office.

Dr. Virginia Carter is now senior associate dean, and is essentially second in charge. Ginny is responsible for budget, academic programs, and technology in the College. Dr. Penny Hammrich has become associate dean for Research, and will facilitate grant writing and collaboration with the Center for Research and Development in Education. Dr. Michael Sachs is assistant dean for Graduate Studies, a new position. Mike will oversee graduate programs and be our liaison to the Graduate School. We also have a new director for Development, Shawn Kleitz, who will design a more systematic development campaign for the College.

As most of you probably are aware, the School District of Philadelphia has undergone enormous change over the past several months, including the appointment of a new chief executive, charter school expansion, and the increased involvement of the State of Pennsylvania and subsequent entry of a variety of third parties into school management. Temple University is one of those third parties. Essentially, we have expanded our involvement with five of our Professional Development Schools (PDS): Dunbar, Ferguson, and Duckrey elementary schools, as well as Wanamaker and Elverson middle schools. Our first goal is to collaborate on the administration of these schools, focusing on their needs and augmenting some of

the services that already existed under the PDS partnership.

As any educator knows, many of the skills essential to teaching are also valuable in other professions, marketing, counseling, and communications being obvious examples. With that in mind, we are considering a new undergraduate program that is not tied to teacher certification — Kinesiology already has a couple of these, but the new program would be more broad. Called Applied Communications, it would appeal to students interested in the development of a range of skills that enhance their ability to communicate with diverse groups in a variety of professional settings. Two faculty members are developing this program.

Naturally, teacher education will continue to be our core mission, but I believe we can broaden the College's scope by offering a useful program that is not tethered to the requirements of teacher certification, which are imposed externally and are not within our control. When the political or cultural climate shifts, certification programs and staffing are forced to react. Broadening undergraduate programs beyond traditional teacher preparation, similar to what our graduate programs already offer, can make the College more flexible. From an administrative perspective, that would be desirable.

In my view, while Applied Communications may never be a huge program, it is an interesting alternative, and it would get some of the graduate personnel involved in undergraduate education.

Related to this idea, I want us to deal more interdisciplinarily with each other. The structure of the College of Education has developed in such a way that people are in their own areas, and usually deal only with colleagues in their departments. It is understandable, but I want people to expand their contacts. Perhaps this new undergraduate program, though

it may be housed in PSE, would be a step in that direction. I would like to be able to say, for example, "Joe Rosenfeld (Psychological Studies in Education), I want you to hire Mike Sachs (Kinesiology) for a course. Mike Sitler (Kinesiology Chairperson), you release Mike Sachs for a course and have Irwin Hyman (School Psychology) come over and teach a course in the Kinesiology program." I think it helps the College as a whole for senior faculty to step into other arenas, to interact with other groups of students, to think about a course they have taught for years from another perspective. I think it would be very exciting for both professors and students.

That is the kind of stimulation I look for in my own teaching. Some people are surprised that I continue to teach, but it keeps me sane. I teach Statistics and Advanced Data Analysis in both the fall and spring. I think it is a bad mistake for administrators not to teach, because you lose touch with students and their concerns.

In closing, let me say how much I am enjoying serving as acting dean. Absolutely the best part of the job has been the cooperation and support I have gotten from just about everybody. Everyone is saying, "What can I do? How can I help?" and I love that most of all.

*Joseph P. DuCette,
Acting Dean*

Dr. Sewell Refocuses on New Interests



If you want something done, they say, ask a busy person. That is certainly true with Dr. Trevor E. Sewell. Since completing his tenure as dean of the College of Education, Dr. Sewell has refocused his energies on several projects, and on areas of his life that are most important to him.

"I'm busier than ever!" he says. "And it feels great because I'm doing things I always wanted to do, but couldn't fit in with the challenges of being dean."

These include managing a new group of students in Tell Them We Are Rising, the ambitious Temple program that strives to prepare inner-city students for post-secondary education through academic enrichment, mentoring, parent involvement, and financial support.

"We learned from the first cohort [of students] that it's not just financial support that is needed, but a strong, basic academic foundation," says Dr. Sewell, one of a team of Temple researchers who evaluated the program, which began in 1988 with Dr. Ruth Wright Hayre's promise of college tuition to 116 North Philadelphia sixth graders. In retrospect, the team, which included Dr. Joseph DuCette and Dr. Joan Poliner Shapiro, concluded that the program needed to get involved earlier, which is why the new Risers will be fourth and fifth graders. Dr. Sewell has been instrumental in organizing an after school program, which is a collaborative effort of the College of Education, Pennypacker School, and Cedar Park Presbyterian Church in Philadelphia's Oak Lane section. The alliance has produced broad support in the community, and parental involvement has been remarkable, according to Dr. Sewell.

"My commitment is to make as great an effort as possible to contribute to students' educational process," Dr. Sewell says, "especially to those who are from economically and educationally disadvantaged circumstances." His energetic pursuit of his many projects attests to that commitment.

In addition to his work with Tell Them We Are Rising, Dr. Sewell coordinates the Temple-Jamaica teacher education program (see

story, page 11.), and is acting director of the Center for Research in Human Development

Somewhere in this maelstrom of activity, Dr. Sewell found time to reflect on his time as dean, and he shared his thoughts with the many friends and colleagues who attended the celebration held in his honor last spring. He was grateful to everyone who had supported him, and for having had the opportunity to serve the College and Temple. He noted with pride the quality of the professors hired by the College of Education during his tenure, and added, "I am particularly pleased that Dr. DuCette is now in the position of acting dean, because he has demonstrated through the years a great and uncompromising dedication to the College. I am confident he will do a superb job."

According to Dr. Sewell, a great benefit of his new schedule has been the freedom to spend more time playing with his twin grandsons Sean Trevor and Joshua Edward, the children of his son Duane and daughter-in-law Catherine. He has also enjoyed time with daughter Andrea and wife Fay who, Dr. Sewell says, "has demonstrated great understanding and support through the years."

"Yes, I'm busy," he notes, "but this is a great time in my life. They say you are happy if what you do for a living is what you like to do anyway. And I like what I'm doing." ■

Stepping in to Prevent Acting Out

Temple Hosts Conference on School Psychology

Too often, schools are where students' emotional turmoil becomes evident in incidents driven by anger, fear, and depression. Addressing school violence is critical, particularly since the security schools traditionally provide is even more essential in these vulnerable times. To provide insight, the College of Education in March hosted Acting Out & Acting In: Addressing Trauma, Aggression, & Depression in Our Schools, the annual conference on the Future of Psychology in the Schools. Approximately 300 psychologists from schools across the region attended the day-long conference, designed to help practicing school psychologists stay current.

Preventing suicide in school-age children and adolescents was the topic of keynote speaker Dr. Alan Berman, executive director of the American Association of Suicidology, and of a how-to session conducted by Temple Assistant Professor of

Education, T. Chris Riley-Tillman and Dr. David Miller of Lehigh University. At lunch, Diane Smallwood, president of the National Association of School Psychologists, spoke on enhancing outcomes for all students.

Other presentations included: a case study on using school psychologists to utilize community resources, by Dr. Louisa Lurkis, Temple assistant professor of Education, and Amy Maisterra, L.S.W., Family Resource Network coordinator for the School District of Philadelphia; a discussion of post-traumatic stress disorders by Drs. Irwin Hyman and Pam Snook of the College of Education; a talk on educational assessment and entitlements of mentally gifted students in Pennsylvania by Dr. Ron Fischman, Montgomery County Intermediate Unit; and an address on school crisis intervention by Dr. Ted Feinberg of the National Association of School Psychologists.

In addition, Dr. Stephen Leff of The Children's Hospital of Philadelphia spoke about promoting pro-social behavior in urban schools, and Dr. Linda Knauss of the Pennsylvania Psychological Association Ethics Committee discussed the legal and ethical issues of working with aggressive and suicidal students.

Conference attendees were eligible for continuing education credit. The event was held at Temple for the first time in 10 years, thanks to the availability of meeting space in the new Conwell Inn, on the Main Campus. Second-year School Psychology students, in consultation with faculty and under the direction of Dr. Irwin Hyman, organized the conference, developing the theme, selecting speakers, and planning logistics. "Working with University resources really simplified organizing the conference," said conference coordinator Ari Yares. ■

FACULTY INSIGHTS



Dr. Lois A. Benishek (PSE) co-authored a chapter in *Teaching Strategies for Constructivist and Developmental Counselor Education* (w/K.Eriksen, N.Kees, R.E.Lewis, J.McGraw, and C.J.Willis; Bergin & Garvey, 2002) and an article on stu-

dents' attitudes toward lesbians and gay men in the *Journal of Social Work Education*, written with colleagues from Temple's School of Social Administration (w/B.S.Newman and P.L.Dannenfelser; Vol.38, No.2; 2002). Dr. Benishek has also received a Temple University Grant-in-Aid for Research, to refine an academic hardiness scale she originally published in the *Journal of Career Assessment* (Benishek & Lopez, 2001).



Dr. Diane Nelson Bryen, executive director of the Institute on Disabilities, has written on people who use assistive communications devices and their experience as crime victims (w/A. Carey & B.Frantz, AAC, 2002), and on assistive

technology in varied settings (w/A.S.Goldman in *Clinicians Guide to Assistive Technology*, D. Olson, F.DeRuyter, eds., Mosby, 2002). Dr. Bryen also conducted a workshop on inclusive education for five schools in St. Croix, U.S. Virgin Islands, and addressed the Federal Communications Commission on access to cellular telephony for disabled individuals.



Dr. Scott J. Dantley (CITE) was invited to speak at the 2002 International Cross-Cultural Research Exchange Symposium of Texas A&M University's Race and Ethnic Studies Institute, held this spring in Valladolid, Spain.

He recently began a three-year term on the Early Career Research Award committee of the National Association of Research in Science Teaching.



Recent publications by **Dr. Smita Guha** (CITE) include articles on integrating mathematics with play for small children in *Young Children* (Vol.57, No.3, 2002), and educational programs for at-risk children in *India in Childhood Education* (Vol. 78, No.4, 2002).

In addition, Dr. Guha has presented on early on-line education at the Association for Childhood Education International, and on computer use in classrooms at the 2002 conference for the Research Association for Minority Professors.



Teacher mentoring, valuable in developing and retaining educators, and in improving the quality of education, was the topic of **Dr. Irwin Hyman** (PSE) in a presentation at the 2002 American Psychological Convention and a keynote

speech at the New Jersey Association of Independent Schools conference. "We believe that school psychologists are in a unique position to contribute to the mentoring movement," Dr. Hyman wrote, "Because of school psychologists' training in evaluation, consultation and counseling, they are the perfect choice as trainers and consultants in this area." Dr. Hyman's other activities include: an article on paddling in the *Journal of Law and Education* (Vol.31, No.1, 2002), which he co-wrote with Dr. Jacqueline Stefkovich (formerly of ELPS) and Dr. S. Taich; a paper he presented at the 16th congress of the International Association for Cross-Cultural Psychology, and workshops on post-traumatic stress disorder at the 2002 Pennsylvania Psychological Association Convention and Temple's 2002 Conference on the Future of Psychology in the Schools.



Rural education was the focus of three recent papers presented by **Dr. Vivian W. Ikpa** (PSE) at the 2002 National Conference of Creating the Quality School. Her topics included the achievement gap between

rural and urban schools, technology in rural schools, and alternative certification for rural educators. In addition, Dr. Ikpa presented on distance learning and curriculum reform in higher education in Greece at the 2002 International Conference on Education of Athens Institute on Education.



Recent publications by **Dr. Jacqueline Leonard** (CITE) concern a first-year charter school (*Urban Education*, Vol.37, No.2, 2002), science dialogue (*Science and Children*, Vol.39, No.4, 2002), and status in integrated

classrooms (w/Dr. Scott J. Dantley, Trotter Review, Vol.14, No.1, 2002). She also made two co-presentations at the 2002 American Educational Research Association conference, including one with Dr. Erin McNamara Horvat. Dr. Leonard is co-principal investigator on three grants, on: space science and mathematics for the Space Telescope Science Institute (w/Dr. Penny L. Hammrich and Dr. James E. Davis); as well as computer-assisted instruction for the National Science Foundation (w/Dr. Smita Guha, Dr. James E. Davis, and Dr. Christine Woyshner); and African American children's problem-solving for the Temple University Research Incentive Program (both w/Dr. Smita Guha and Dr. Chin-Tang Liu).



Dr. Jerome I. Leventhal (CITE) has written an article, "The Influence of Marketing Education," in *Techniques*, the journal of the Association for Career and Technical Education (March, 2002).

An expert in technical and vocational education, Dr. Leventhal recently spoke on experiential learning in school at the Pennsylvania Center and Technical Education conference, and was quoted by the *Philadelphia Inquirer* in articles related to his specialization.



The research of **Dr. Norene M. Moskalski** (CITE), who coordinates CITE programs on Temple's Ambler Campus, centers on how administrators can help research professors implement teaching innovations in their classes, despite

the time constraints on faculty researchers. Her work on incorporating teamwork in classes has recently been published in *The International Journal of Engineering Education* (Vol. 18, No.3, 2002), and presented at the Hawaii International Conference on Business and the International Conference of Engineering Education.



Dr. Aneta Pavlenko (CITE) has guest-edited an issue of the journal *Multilingua* (Vol.21, No.2-3, 2002) on language ideologies in multilingual contexts, and has published peer-reviewed articles on: emotions and the body in

Russian and English (*Pragmatics and Cognition*, Vol.10, No.1-2); bilingualism and emotions (*Multilingua*, Vol.21, No.1, 2002); bidirectional transfer (*Applied Linguistics*, Vol.23, No.2); narrative study (*TESOL Quarterly*, Vol.36, No.2); and language ideologies in the United States (*Multilingua*, Vol. 21, No.2-3). Dr. Pavlenko also delivered the keynote address at the 2002 International Conference on First Language Attrition, held in Amsterdam.

Healthcare use by women with physical disabilities is the topic of an article by **Dr. Mayra C. Santiago** (K) and **Dr. Catherine P. Coyle** of Temple's College of Allied Health Professions in the electronic journal *Medscape Women's Health eJournal* (Vol.7, No.4, 2002). The article was based on research done by Drs. Santiago and Coyle between 1997 and 2000, which was funded by the National Institutes of Health.



Classroom demonstrations by teachers are not as effective in teaching science as claimed, but can be improved. This is the main finding of a study by **Dr. Joseph S. Schmuckler** (CITE), **Dr. Matthew Bruce** (CITE),

and graduate student **David Majerich**. Results from the study, now in its third year, were presented by Dr. Schmuckler at the National Biennial Conference of Chemical Evaluation.



Dr. Mel Silberman (PSE) is editor of the 2003 editions of the *Training and Development Sourcebook* and the *Team and Organizational Development Sourcebook*, annual collections of resource materials for trainers and consultants.

The Journal of Athletic Training recently included three articles and several abstracts co-written by **Dr. Michael R. Sittler** (K). The articles concerned the influence of football equipment on cervical spinal space (Vol.37, No.2), cervical spinal measurement (Vol.37, No.2), and eccentric exercise and delayed muscle soreness (Vol.37, No.1). The abstracts discussed resistive exercise in diabetics, the effect of dehydration in muscle soreness, the assessment of a wrist brace during mechanical loading, and the reliability of measurements for shoulder tightness and forearm movement (Vol.37, No.2, Supplement).



Dr. Glenn E. Snelbecker (PSE) has been selected to appear in the fourth edition of *Who's Who in Medicine and Healthcare*, as well as an upcoming issue of *Educational Technology Magazine* that will recount

conversations with eminent contributors to the fields of instructional and educational technology.

Dr. Cathleen Soundy (CITE) and Temple alumna Nancy Stout (Ed.M.'98) co-wrote "Pillow Talk: Fostering the Emotional and Language Needs of Young Learners," in *Young Children* (Vol.57, No.2, 2002). The article featured the children in Ms. Stout's Head Start class at Philadelphia's Dunbar Elementary School.



Dr. Suzanne Levin Weinberg (CITE) has co-written two books with **Dr. Stephen Krulik** (CITE) and **Professor Emeritus Jesse A. Rudnick**, *Roads to Reasoning: Developing Thinking Skills Through Problem Solving for Grade 1*

and Grade 2 (Creative Publications, Wright Group/McGraw Hill Companies, Inc.; Chicago; 2002). She has also contributed a chapter on proportional reasoning to the *2002 Yearbook of the National Council of Teachers of Mathematics* (Bonnie H. Litwiller, Ed.; National Council of Teachers of Mathematics; Reston, VA; 2002). Dr. Weinberg's presentations include papers on the integration of mathematics with other curricula at the 2002 meetings of the National Council of Teachers of Mathematics, the American Educational Research Association, and the Association of Mathematics Teacher Educators. ■

Dr. Hyman to Present NASP Legends Address

Dr. Irwin A. Hyman (PSE) has been chosen to deliver the 2003 Legends in School Psychology Address at the National Association of School Psychologists (NASP) convention next April in Toronto. His talk, entitled "School Psychology and the Culture Wars: 40 Years of Advocacy Research and Practice," will trace the political and cultural forces that have clashed in shaping school policy on such issues as discipline, learning, motivation, and inculcating values.

Presented annually since 1996, the address is intended to shed light on little known but significant stories in the development of school psychology. The speaker, chosen by the NASP convention committee for distinguished contributions to the field, is given the opportunity to discuss at length his or her personal perspective on school psychology.

In summarizing his anticipated remarks, Dr. Hyman says, "School psychologists must be child advocates in the cultural wars about school discipline...Advocacy research has been used in a slow but effective effort to change public policy and influence legislators and the judiciary to recognize the nature, scope and deleterious effects of school discipline, which results in maltreatment of students. This includes physical and emotional assaults and the undermining of students' faith and belief in the Constitution and Bill of Rights in order to make schools orderly, safe and free of drugs. This struggle continues to be framed within the context of the cultural wars, a battlefield that school psychologists cannot ignore." Dr. Hyman's remarks will be published in a future issue of *School Psychology Review* or *Communique*. ■

FACULTY INSIGHTS

College Welcomes New Faculty and a New Specialization



Dr. Corinne Caldwell, Temple's former acting provost, joined the full-time faculty of the College of Education this fall. In addition to extensive administrative experience at

Temple and, prior to that, at Penn State, Dr. Caldwell's background includes a knowledge of community colleges and qualitative research. She is teaching Case Study Research in the Educational Leadership and Policy Studies Department.



Dr. Michael Dorn combines experience in urban education with a specialization in disabilities and education. He teaches an undergraduate course on education, schools, and the individual in society, while

developing a program in disability studies for The Institute on Disabilities.

A former regional superintendent and junior high principal in the School District of Philadelphia, **Dr. Saul Grossman** was most recently associated with the New Jersey Department of Education. His outstanding background in urban and suburban schools will enable him to teach courses in supervision, principalship, superintendency, and urban education in Educational Leadership and Policy Studies.

Professor Melissa Sterba, an attorney, is about to complete a doctorate in policy and education leadership at the University of Pennsylvania's Graduate School of Education. Her work focuses on students in urban high schools. Professor Sterba teaches undergraduate courses and a graduate course in higher education law in Educational Leadership and Policy Studies.

Though he is just finishing his doctorate in Kinesiology at Temple, **Ryan Tierney** has already published six abstracts, as well as two articles in refereed journals, and has presented at eight professional meetings. He teaches two undergraduate courses, Biomechanics and Human Anatomy and Physiology, the latter a required science course in Temple's Core Curriculum.

Dr. Robert Zheng & ILT



Dr. Robert Zheng is the newest faculty member in one of Temple's newest academic specializations: Instructional and Learning Technology (ILT), part of the Educational Psychology program. ILT has

broad application, not only for educators, but for professionals in almost any field who use technology to teach.

With both practical and academic experience, Dr. Zheng is well prepared to help students learn how to use and develop computer- and web-based media. He holds both doctoral and master's degrees in educational technology from Baylor University in Texas, and was an instructional designer at Vincennes University in Indiana. At Marian College in Wisconsin, where he taught before coming to Temple this fall, Dr. Zheng taught desktop video editing, web animation, and computer graphics in addition to educational assessment

measurement, computer curriculum development, and graduate seminars in educational technology integration.

Dr. Zheng's research focuses on online instruction, learning in multimedia environments, and on the integration of educational technology in K through 12 schools, a topic that is of special interest to teacher Renee Vogel, one of Dr. Zheng's students this fall. Ms. Vogel said that the ILT program, "has helped me expand my outlook on what kind of technology can actually be included at the elementary level. Amazingly, the options are endless." In addition to the course content, she was pleased by the way Dr. Zheng structured classes. "I could tell from just one class [session] that he is devoted to meeting each of our needs," she said. "He is very focused on the class working collaboratively and in a very open fashion."

The ILT program attracts professionals who work in fields with a growing need for advanced technological skills, including business, medicine, and government, in addition to education. At present, a 33-credit master's degree is offered; and students can also take individual courses in multimedia learning, desktop publishing and web design, instructional design and development, as well as course and system development.

In addition, ILT has applied to the Pennsylvania Department of Education to offer a less intensive Instructional Technology Specialist certificate.

For information on ILT courses, admissions, or other questions, prospective students can visit www.temple.edu/ilt or contact Dr. Susan Miller, director of Instructional and Learning Technology at susan.miller@temple.edu.

Replenishing the Ranks

College of Education Graduates Move into the Classroom

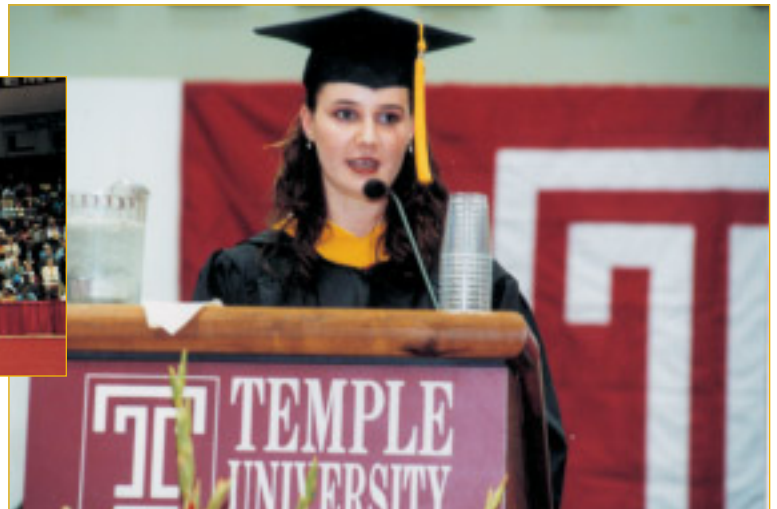
If your child has a newly minted teacher this year, there's a good chance he or she is a Temple graduate. This fall, as in the past several years, more new teachers in the state of Pennsylvania received their preparation at Temple than at any other university.

In May, at the University's 115th commencement, 884 College of Education graduates received their degrees: 460 Bachelor's, 349 Master's, 38 Doctor of Education, and 37 Doctor of Philosophy candidates. Of these, about 400 were enrolled in teacher certification programs that prepare educators to teach preschool to 12th grade — 68% of them specializing in Elementary Education.

New teachers leave the College of Education with practical skills and firsthand experience. Pre-service teachers spend approximately 15 weeks in student teaching assignments, working side by side with cooperating teachers who have at least one year of classroom experience and Pennsylvania certification. More than half of the students are placed in the Philadelphia School District; the rest are sent to schools in Bucks, Delaware, and Montgomery counties.

This spring, at a dinner held to thank more than 200 cooperating teachers, Dr. Joseph DuCette, acting dean of the College, read a letter from a student teacher. "I'm writing to praise my cooperating teacher to the rooftops," the student wrote. "He was truly an inspiration to me throughout my student teaching. I have learned so much by watching him. His experience, enthusiasm, a love for teaching and for our students was infectious and made me want to emulate him. He is a genuine role model who helped me see just how much teaching is in my blood. I will remain in contact with him to get advice as I go into my teaching career. I feel fortunate to have been placed with him. If there is anything to recognize cooperating teachers, beyond this dinner they will be attending, I want you to know this man deserves the highest honors you can give him."

The class of 2002 included several undergraduates who had completed the revised teacher education program, which was adapted to meet new Pennsylvania Department of Education standards. In addition to taking core classes in the College of Education, meeting grade point average requirements, and passing a series of basic skills exams, the students successfully completed two performance assessments, one before student teaching, the other after their assignments. According to Dr. Thomas Walker, associate dean for Teacher Education, having more rigorous certification standards makes Temple graduates even stronger teachers. Doubtless, this will increase the demand for Temple graduates in classrooms throughout the region. **T**



ALUMNI/AE MATTERS

ALUMNI/AE MATTERS

ALUMNI/AE MATTERS

Sports Psychology graduates **Rebecca Clark (Ed.D.'92)** and **Sheila Ridley (Ed.D.'92)** were two of the runners who last winter carried the Olympic torch on its journey to Salt Lake City, UT, site of the 2002 winter games.

Frank M. Dattilio (Ph.D.'86), a board certified clinical and forensic psychologist, was named distinguished psychologist by the psychotherapy division of the American Psychological Association, and was also recognized for his contributions to psychology by the Pennsylvania Psychological Association. Dr. Dattilio, a faculty member at Harvard Medical School and the University of Pennsylvania School of Medicine, has written 11 books and more than 130 chapters and journal articles. He practices in the Allentown, PA and Philadelphia areas.

Robert J. Gerardi (Ed.M.'70) is still finding retirement elusive. His latest attempt, in 2001, was cut short when he was hired as superintendent of schools in Coventry, RI. Earlier this year, Dr. Gerardi was considering a three-year contract, though he was doubtful about committing for that length of time.


Georgia's Cherokee County found its 2002 Teacher of the Year in **Gail Goldner Johnson (B.S.'88)**, who teaches at an alternative school for students with behavior problems or who have had difficulties in traditional classes. Ms. Johnson, who teaches English, encourages her students to express themselves through poetry, essays, and reports, which she publishes in school publications. "Once [students] have pride in their work, they work better," she told the *Atlanta Journal and Constitution*. "Once writing improves, reading improves."

Arthur E. Rubin (M.Ed.'70) was appointed South Area academic officer in January 2002 by the School District of Philadelphia. In the position, Mr. Rubin, who previously led the Furness Cluster of schools, became responsible for instructional leadership of 34 schools serving almost 20,000 students in South Philadelphia.

Sandra L. (Cunningham) Tussey (B.S.'81) is a reading specialist with the Huntingdon Area School District (PA), where she works with students in grades K through 3.

IN MEMORIAM

Ronald J. Pugh (Ed.M.'76), who owned a laundry and dry cleaning service in West Philadelphia, died in April. Mr. Pugh, who in 1963 played on the city champion West Philadelphia High School basketball team, was also a program director for the YMCA and a recreation program director for St. Joseph's Preparatory School. In addition, he directed an ex-offenders project for the Philadelphia Urban League, and was a drug counselor for Parkside Human Services. Twice, he unsuccessfully sought the Democratic nomination for state representative in West and Southwest Philadelphia.


The Rev. Joseph C. Reino (B.S.'43), a professor of literature who became a Roman Catholic priest after retiring from education, died in December 2001. In addition to teaching at Villanova University for 27 years, Father Reino in the 1960s also appeared on the University of the Air on WFIL-TV, a program in which he lectured, reported the *Philadelphia Inquirer*, on topics from Mother Goose to T.S. Eliot. After his ordination in 1993, Father Reino was assigned to various parishes in Philadelphia and continued broadcasting on the radio, on WTMR-AM's Holy Souls Ministry, a weekly program. 

Korn Service Award Presented



Marcal Graham, a doctoral candidate in Educational Administration, has been selected as the 2002 recipient of the Marlene Korn Humanitarian Award, in recognition of more than 10 years of volunteer work, much of which involves educational tutoring and mentoring.

At Temple, Mr. Graham devotes extra time tutoring many of the students he encounters in the Education and Academic Skills class he teaches. He has also counseled and mentored students he met through work with Temple's Russell Conwell Center, helping them adjust to the academic, social, and financial demands of college. Mr. Graham says that after he completes his degree, he would like to continue working with students who need extra help to succeed in higher education, particularly African American males.

The Korn service award was established in honor of Marlene Korn, former Education Alumni/ae Association president, by her husband Walter. Presented annually since 1990, it provides a \$500 stipend to a graduate student recognized for humanitarian service. 

Alumni/ae Website is Now Live

Catch up with your alma mater and fellow classmates by visiting www.alumni.temple.edu, a new website that went live this fall. The community, a service of the General Alumni Association and Temple University offers benefits that include:

- Free e-mail for life
- An interactive alumni/ae directory
- Career networking services
- Class Notes
- And more!

www.alumni.temple.edu

Keep Moving, Keep Learning

From Sierra Leone to South Jersey to Poland, Jack Lutz Keeps Going

Jack Lutz (B.A.'49; M.Ed.'53; Ed.D.'66) is the 21st century embodiment of the word peripatetic, once used to describe the students of Aristotle, who walked throughout the Lyceum as they learned from the great man. Like Aristotle's students, Jack Lutz keeps moving and learning.

Over a career of more than 50 years, Dr. Lutz has: taught in the Philadelphia schools; served as an administrator in the Plymouth-Whitemarsh district; been a professor at Glassboro College (now Rowan University); worked for the United Nations in Africa for 23 years, where he met and married a Fulbright scholar; survived black water fever and a four-day coma; and returned to live in Mount Laurel, NJ, where he was elected to the school board.

After all of that, you might think Jack Lutz would long for retirement. And you would be wrong. This fall, he and his wife, Paz Concepcion-Lutz, joined the Peace Corps – for the second time.

As Peace Corps volunteers, the Lutzes have taken up residence in Poland, in a student hostel in the village of Nowy Sacz, near Krakow. They are teaching English, Dr. Lutz explains, in hopes that improved language skills will assist democratic reform in the formerly Communist country. Their first stint with the Peace Corps, also in Poland, was five years ago. "When

you're close to 81 years old and you get an opportunity to serve young people again, it's very gratifying," Dr. Lutz told the *Courier-Post* in an interview published last August.

The couple, married for 20 years, met in Africa in 1976, when they were working for different United Nations' organizations. Paz Lutz, who holds a doctorate in environmental education, was working for UNICEF. Jack Lutz was employed with the United Nations Educational Science and Cultural organization (UNESCO), and was advising governments in Nigeria and Sierra Leone on the development of teacher colleges.

Before reaching the mandatory U.N. retirement age of 70 in 1992, Dr. Lutz served as director of the American Community School in Addis Ababa, Ethiopia, and helped to establish teachers' colleges in Nigeria and Sierra Leone. In the seven years he spent at Abraka College of Education in Nigeria, enrollment grew from 48 to 1,500. In Africa, Dr. Lutz also disseminated primary school curricula in Sierra Leone, worked with his wife in community health and development, and traveled among villages in Sierra Leone, Uganda, Kenya, and Malawi. He also developed a program through which Nigerian students could earn advanced degrees in education through Temple's College of Education.

Even after returning home, Jack Lutz maintained ties to Africa. He and Paz adopted a son of the man who had managed their household in Nigeria, brought him to the United States and paid for his college education. The young man, Abubakar Ahmedu, now operates a restaurant in Philadelphia. With Paz, Dr. Lutz has also made numerous presentations on African culture at schools, colleges, and organizations throughout South Jersey. And he has donated funds to the College of Education for the support of African and Latin American students.

"The rewards I've gotten from my service to others have been greater than what I've given," he said in the *Courier-Post* article. Among the more tangible awards Dr. Lutz has received have been recognition as a Temple University Fellow in 1984, and Temple's Alumni/ae Association Outstanding Alumnus Award in 1985. He has also received distinguished alumnus awards from Northeast High School in Philadelphia, and from the School District of Philadelphia.

As he prepared to leave for Poland last August, Dr. Lutz described the Peace Corps assignment as "a last hurrah" for himself and Paz. Don't count on it. **F**

Lemons to Lemonade

Peace Corps Graduates Bring Valuable Qualities to Teaching

Learning how to do more with less is just one distinguishing trait of successful Peace Corps volunteers. Cultural sensitivity is another, and both can be put to good use in urban classrooms, as the Peace Corps Fellows in Education Program at Temple University has demonstrated for the last 10 years.

Over the last decade, about 50 returning Peace Corps volunteers have earned teaching certification and Master of Education degrees at Temple University. "These teachers have proven themselves to be effective and highly respected in their schools and are strong social advocates in the communities in which they work," says Dr. David X. Fitt, program director. Through Peace Corps Fellows, volunteers

who have successfully completed two years of overseas service, and who already hold bachelor's degrees in mathematics or science, earn Pennsylvania certification as they pursue Master in Education degrees. Much of their tuition is paid through a fellowship funded by the Wallace Readers' Digest Fund and the College of Education.

Though schools throughout Pennsylvania need teachers who are culturally sensitive and creative despite limited resources, Philadelphia makes a special effort to retain Peace Corps Fellows. "The School District sponsors a monetary incentive program to encourage the Peace Corps Fellows to remain in Philadelphia," explains Dr. Fitt. One recent Peace Corps Fellow, Samuel Reed (M.Ed.'99), a teacher at Reed



Middle School in West Philadelphia, is currently taking part in a teacher exchange program in Russia. One of only 31 teachers nationwide accepted to participate in the Awards for Excellence in Teaching English and American Studies competition, Mr. Reed has successfully obtained grants for his students from the Philadelphia Arts in Education Partnership, the Southern Poverty Law Center, and the Disney Learning Partnership. **F**

C E N T E R I N S I G H T S

News from the Institute on Disabilities

Temple University's Institute on Disabilities, which is part of the College of Education, provides access to services, technology, and information for people with disabilities, their families, and those who work with them. The Institute, Pennsylvania's University Center for Developmental Disabilities (UCDD) conducts numerous programs which provide services in the following areas: university-based training and preparation; community training and technical assistance; support services; research; and information.

An Authoritative Voice on Disability

When people consult the 2002 World Book Encyclopedia for a definition of disability, they will read the work of Dr. Diane Nelson Bryen, executive director of the Institute on Disabilities, and staff member Carol Marfisi, who wrote the entry for the widely used reference.

Courses Cover Independence, Punishment

The Institute organized two courses this spring: *Beyond High School: Transition to Adult Life*, held at Temple's Kiva Auditorium in April was attended by 150 people; and *A Forum on the Death Penalty and People with Mental Retardation*, held in

Harrisburg in May was attended by 50 people. Staff members who arranged the courses included Kathy Miller, Jan Knuth, Cella Feinstein, and Elizabeth Hawthorne.

Study Examines Social Networks and Jobs

A recently completed Institute study is the first to examine the relationship between social networks and employment for people who use augmentative devices to communicate. A total of 40 people with communicative disabilities were interviewed to determine the extent to which they knew people who could provide them with job information, references, and employment assistance. The research team included Institute staff members Allison Carey, Diane Nelson Bryen, Jui Shankar and collaborator Blyden Potts.

Electronic Organizers' Use to be Studied

How do people with cognitive disabilities use personal digital assistants (PDAs) like Palm Pilots? What barriers exist? How can the devices be made more useful and accessible to those with disabilities? These are the questions researchers at the Institute will ask in a new study involving Temple and other universities. In addition to asking the

target population about their experiences with hand-held organizers, researchers will conduct field trials to determine the best training, assessment, and intervention methods. Institute staff members involved in the PDA study are Allison Carey, Mark Friedman, and Diane Nelson Bryen.

Staff Travel

Executive Director Diane Nelson Bryen traveled to New Castle, England this spring to help establish a University Center for Developmental Disabilities at the University of Northumbria, where she conducted a two-day workshop on establishing a center for excellence in developmental disabilities. She also recently delivered a keynote address at an international conference on disabilities in Tel Aviv, Israel. Dr. Bryen and staff member Kevin Cohen attended the International Society for Augmentative and Alternative Communicators 2002 conference in Odense, Denmark, where they conducted courses and presented several papers.

New Web Address

The Institute on Disabilities web address will soon change to <http://disabilities.temple.edu>. ■

News from the Center on Human Development

CRHDE Gains Two New Grant Programs

Two new grant projects have been awarded to Temple's Center for Research in Human Development and Education (CRHDE) in the College of Education. One project, to evaluate whether teacher preparation programs produce technology proficient graduates, is funded by the Pennsylvania Department of Education. It will analyze, and interpret data gathered from pre-service and in-service teachers taking courses at Pennsylvania colleges and universities. The second project, which examines teacher recruitment and development, is funded by Congress and inspired by President Bush's call to support high quality teaching in the United States. It began in June 2002 and will continue for 18 months.

Adult Program Targets Disadvantaged

The Adult Development and Education Program of CRHDE assists educationally and

economically disadvantaged adults in urban communities through education. It seeks to demonstrate effective, replicable models of delivering literacy training, job skills, and other educational services to adults, and to assist and train those who deliver these services. In addition to computer and multimedia technology, the program stresses individualized mentoring and tutoring. This approach enables adults to work on specific areas in which they are weak, whether it is job readiness, career counseling, training, or personal and social skills.

Laboratory for Student Success Addresses Diversity

An increasingly diverse student population in the Mid-Atlantic region is the focus of the Laboratory for Student Success. The laboratory was established in 1995 by the U.S. Department of Education at CRHDE as one of 10 regional educational labs. Now in its second five-year term, the lab's mission

is to achieve lasting educational reform that will improve the region's capacity to educate diverse students.

Technology Consortium Aims for a Proficient Population

Preparing citizens who can thrive in a technological society is the ultimate objective of the Mid-Atlantic Regional Technology in Education Consortium, which combines the efforts of Temple's CRHDE, Fairleigh Dickinson University in New Jersey, and Frostburg State University in Frostburg, MD, as well as several demonstration schools. The consortium seeks to develop unified educational practice throughout the region with regard to educational improvement, technological advancement, and pedagogical methods. It crosses all levels of the community to mobilize expertise and existing resources, connecting schools, parents, agencies, professional groups, higher education, and program developers. ■

Jamaica Snapshots

Temple Education Faculty Bring Home Fond Memories

The collaborative teacher preparation program created by Temple's College of Education and Church Teachers'

College of Mandeville, Jamaica, continues to evoke compliments from Temple faculty who have taught on site. Now in its third year, the program enables graduates of Jamaica's three-year teacher certification programs to obtain Bachelor's of Science degrees in Early Childhood or Elementary Education from Temple. To date, 54 in-service Jamaican teachers have earned their bachelor's degrees through the program.

"What pleases me most," says Dr. Trevor Sewell, former dean of the College of Education and a native Jamaican, who spearheaded development of the program, "is reviewing the feedback and evaluation made at the recent accreditation visit to Temple by the University Council of Jamaica [the oversight group that approves foreign programs]. In every single category, they have rated our program exemplary...they commented that our faculty members who have taught there are fiercely committed to providing the best of Temple's education to the students there, and they have been well received. This collaboration...has exceeded all expectations." Dr. Sewell notes the considerable work of not only those who teach in the program, but of those in Philadelphia and Mandeville who coordinate the program, such as the College's Dr. David X. Fitt.

Designed specifically for experienced teachers who had completed certification programs at a variety of Jamaican teachers colleges, the Temple program has a particularly enthusiastic audience. "[Our professors indicated] they have never seen such a level of motivation, eagerness to learn and a willingness to embrace new concepts and apply them immediately," says Dr. Sewell.

Immediacy was a key concept for faculty and students, considering that the program's courses are taught in a compressed fashion. Dr. Tom Walker, for example, taught Assessment of Curriculum in Instruction to 54 students in seven days that frequently ran from 9 a.m. to 6:30 p.m. "With these students, it's not a case of 'How little work do I have to do for my money,' but more like, 'How much do I get for my money,'" he explains. "And they hang in there when the official teaching day ends, making sure they compare perspectives with each other. The students could not get enough of these practical ideas for taking our standards and designing learning experiences and student exhibitions."



"I never worked so hard in my life!" says Dr. Novella Keith, who with Temple doctoral student Asha Brown taught Service Learning to 57 eager students. "I am not sure if people who do not do service learning realize how much has to be learned...First research has to be done, then written communications, and then the research has to be analyzed mathematically. To be more effective we divided the students into 11 small groups so we could give each group individual attention while the others worked on their projects."

The course was taught over 10 days — two five-day sessions divided by a month during which teams worked on projects. "During that first week we could see by the look on students' faces and the quiet whisperings to each other that there was concern about the application of our course [to the Jamaican system]...but when they saw how they could integrate all curriculum into one service project, they became excited...One of the economic problems is a lack of employment, so they did some microbusiness projects. One young man wanted to go into pig farming, and these middle class teachers went to the government to obtain two piglets for him. They also got into microlending for small businesses and found community partners as sponsors to continue their projects."

Dr. Penny Hammrich's classes typically involve lots of moving around by students as they build and test things like kites and parachutes to learn science methodology. The class she taught this fall at the University of the West Indies in Mandeville was no different, despite having twice as many students as she does at home. "I walked into this big auditorium the first day and it's packed!" she recalls. "And there are 60 students and I say to myself, 'Whoa!'

because it's just me. It turns out they were wonderful students...eager, energetic, enthusiastic. I was on the go constantly with them — they really wanted to learn. The students made my experience."

Temple's Education program in Jamaica is well received, not just because of its academic strength, but because few Jamaican universities offer a bachelor's degree in education, a credential that is in increasing demand in this developing nation. The idea of an American-Jamaican partnership to offer a degree completion program arose from a proposal by Beverley Minott, the former principal of Church Teachers' College. Mrs. Minott, who retired in August 2002, first approached the College of Education in 1997. She was instrumental to the program's early success, from working closely with Dr. Sewell to move the concept through a lengthy approval process, to making sure that visiting Temple faculty were comfortable once the program was under way. "She rehabilitated a house on campus to accommodate them, and hired a special cook who provided the best of Jamaican cuisine during their stay," says Dr. Sewell. "We will miss her input and support." For her vital contributions, Mrs. Minott will receive the College of Education's Distinguished Service Award.

Students in the Temple-Jamaica program take approximately 39 credits, including core courses and methods courses in reading, mathematics, science, language arts and early childhood education. It is quite a lot of learning squeezed into short bursts of time, but the students are not the only ones who come away with new knowledge. One after another, their teachers from Temple echo the sentiment of Tom Walker: "I can sincerely say I got much more from these students than I gave." ■

Celebrating Scholarship, Service, and Personal Attention

Dr. Donald Walters Retires



Dr. Donald L. Walters, the Charles G. Erny Professor of Education, retired at the end of the spring semester, closing more than three decades of scholarship and service to the College of Education and Temple University.

“Don came to Temple in 1966,” said Dr. Joan Poliner Shapiro at a farewell reception in May. “However, he was a mere child when he arrived. I know this because at an open house in Harrisburg last week, Dr. Krause, who teaches for us there, said that he had Don as a professor in his first year at Temple. The students, at that time, could not believe how young he looked. They all decided that he must have been a genius who skipped many grades.”


As a professor of Educational Administration in the Educational Leadership and Policy Studies Department,

Dr. Walters taught courses in finance and business management, drawing on his undergraduate degree in business education and master's in accounting, both from Indiana University. He also taught courses in excellence and equity, as well as dissertation proposal design — instruction that was no doubt put to good use by the 90 doctoral students he has advised over the years. His teaching for Temple took him far beyond the Main Campus, to graduate centers from Millersville, PA, to Monterrey, Mexico. Dr. Walters has also written books on human resource management in education, financial analysis in academic units, and systems analysis, in addition to numerous chapters and journal articles.


Throughout his career, he provided generous service to his colleagues, serving as president of the Faculty Senate, treasurer of the University's chapter of the American Association of University Professors, and as chairperson of the University Budget Review Board and Education's Collegial Assembly. Three times, Dr. Walters was appointed chairperson of Educational Administration when it was a department within the College.

When teary-eyed graduates say “Let's keep in touch,” to everyone in sight, the

intention lasts about as long as a tissue. When Dr. Walters says it, though, he means it. Over time he has become a one-man alumni/ae update service, following former students' personal and professional progress. “He is an extremely caring professor,” said Dr. Shapiro. “He keeps track of our graduates. I know this because we wrote a chapter...on our former doctoral students...after they left Temple. Thanks to Don we got a high return rate to the surveys we sent out. I believe that the return rate was so good because he put a little note on each of the cards that went out. In these notes, it was clear that Don knew what each of the graduates was doing — somehow he had kept track of their current positions and made it a point to congratulate them on their accomplishments.”

Aside from his professional interests, Dr. Walters is an inveterate traveler who shared his experiences in more than 98 illustrated lectures delivered as a member of Temple's Speakers Bureau. In retirement, he and his wife Nina will reside in Hilton Head, SC. Despite a few more miles between them, his colleagues are somewhat comforted to know that Don Walters is no farther than a telephone, a piece of paper, or a computer keyboard, and he will keep in touch. 

Summer Symposium Celebrates Silver Anniversary

Around the Curriculum, Instruction, and Technology in Education (CITE) Department, the Summer Symposium is as much a rite of summer as Fourth of July fireworks. Last July marked the 25th anniversary of the intensive seven-day session, held since 1977 to help mathematics teachers stay current with trends and ideas in their profession. Conducted first on the Ambler Campus, and then repeated on the Main Campus, the Summer Symposium this year acquainted more than 35 K-to-12 teachers from across the region with the latest in mathematics education. As has become traditional, the sessions were conducted by Professor of Mathematics Education Stephen Krulik (CITE), and Professor Emeritus Jesse Rudnick, who invite additional instructors when the topic warrants. 



Temple's Role in School Reform

continued from page 1

Prepare, Then Act

Despite all of Temple's experience with Philadelphia schools, Dr. DuCette stresses the need for careful assessment and planning in charting the future partnership. He is concerned that, system-wide, there has been too little preparation. "The organizations that are actually managing some of the schools signed their contracts during the summer, so they had some time to prepare. Our sense, though, is they didn't have enough time," he says. "They certainly did not have time for building a consensus. I am aware that the Edison Corporation and Victory Schools brought in [new] curricula, and perhaps some of them are fine. But no one sat down with the teachers and principals and said, 'Here's what we're thinking, what do you think? How do we bring it into your school?' President Adamany's sense is that you

begin by saying to the principals and the teachers, 'Let's talk about what you have. Is it working? What kind of changes would you make? Can we help with that?'"

The plans of Paul Vallas, the Philadelphia schools' new chief executive, are another consideration. "Approximately 46 schools are being managed by private entities and there are 21 Restructured Schools still managed by the district, but the bulk of the schools, about 160, remain under the control of the Philadelphia School District, including the schools we are assisting," says Dr. DuCette. "Mr. Vallas intends to bring in a K-12 curriculum fairly soon... For now we are consulting, assisting, augmenting, and coordinating what is already there."

"We view [formal partnership] as an opportunity," says Yvonne Savior of

Wanamaker. "We are particularly grateful to be partnering with Temple, especially considering all the other options...Dr. Adamany is wonderfully open in terms of discussion and planning and we're ready to go. Two important areas [in which Temple can help] are technology and professional development."

Improving education in its partner schools, in Temple's view, really involves doing in a more intensive way what the University has done for the past decade through the Professional Development Schools project. And reform, at least in these schools, will benefit not only Philadelphia schoolchildren, but their teachers and the Temple students who are preparing to teach. Ideally, Temple and its partners will succeed to the point that their methods will be exported across the school system. ■

Going After Grants

Dr. Penny Hammrich Heads a New Focus on Research Dollars



Dr. Penny Hammrich, newly appointed associate dean for Research in the College of Education, is now doing formally what she has been doing all along — helping her colleagues garner grant money.

"Simply put, my goal is to mentor faculty to bring in more grant money," she says. "If we had 10 people submitting grants previously, I would like to up that number to...well, all. I want to work with people who have never written grants before... I also want to work with senior people who have written a lot of grants, to help them expand on what they are doing. Basically I see my role as bringing in the money — helping other people do that."

In one week early this semester, Dr. Hammrich worked with four grant-writing

novices who were preparing to submit their first proposals. "I find the grants and match them up with the people and work to complete the grant and get it out. In the meantime I am still working on my own grants. Actually, I'm not doing that much different than I did previously, because I did help people before getting this position, only now my mentoring is a bit more active, more of a conscious mission. I really enjoy searching for the right fit between people's interests and possible grants."

In addition to playing matchmaker between researchers and funding, Dr. Hammrich teaches a graduate course in science methods with an enrollment of 35 students, and serves as advisor to more than 50 undergraduate, graduate, and doctoral level students.

She is a little surprised to find herself in the Dean's suite. "I never thought I would want to be in administration, but I gravitate toward that now after eight years. Some people just want to do their own research, but I do enjoy helping other people, and that's administration, so I've changed my view of what I wanted. I needed a new challenge."

Best known at Temple for creating Sisters in Science, a program to enhance and maintain girls' interest in the sciences, Dr. Hammrich credits the success of the program to luck and hard work. The key, she says, is to recognize when a good idea still has life: "When my idea for Sisters in Science became so successful, I broadened it. Everything I did fit with what had been done before, and it just kept branching out. I would suggest that to anyone. If you get a good idea and you get it funded and it's successful, don't just move on to something new, build upon that previous success. I'm now doing Sisters in Sports Science, a middle-school program where we use sports as a vehicle for science and math learning. And I just submitted a grant for Information Sisters in Science.com, a high school program which is technology and careers for ninth through 12th grade. Then I will be done with that and I'll have to find a new idea." ■

Expect to Hear from this Man

Shawn Kleitz Joins the College as Development Director



Shawn Kleitz, the College of Education's new director of Development, may still be learning his way around Temple, but he knows quite a bit about education and fundraising.

He has taught elementary school in Harlem, and raised funds for Manhattan's Marble Collegiate Church, the institution most closely associated with the Rev. Norman Vincent Peale, author of *The Power of Positive Thinking*.

Shawn and his wife Colette moved to Philadelphia just before the start of the fall semester, and he began work at Temple the

day after Labor Day. The relocation was prompted by the Kleitz's six-month-old twins, Aidan and Liam: "We lived on a great block in Manhattan, near Central Park. But carrying a double stroller up and down four flights of stairs gets old. We didn't move because of 9/11 — we love New York and always will. We just wanted more space, and my wife comes from Philadelphia." Now the family lives on the border of Philadelphia's Mt. Airy and Germantown neighborhoods, at the edge of Fairmount Park.

A native of Connecticut, Mr. Kleitz holds undergraduate degrees in English, from the University of Connecticut, where his father taught music, and in English education from Central Connecticut State University. "I grew up in Storrs, CT," he says, "and I've been around college campuses quite a bit,

so I'm comfortable here." And though Mr. Kleitz is not a Temple graduate, both his father-in-law and cousin are.

When it comes to asking alumni/ae and friends of the College for support, Mr. Kleitz is a proponent of the direct approach. "If you don't ask, you won't get it," he says, and he is working on ways to increase both the number of donors for Education and the amount they give. "Basically, I want to inspire people to give by making them proud of the College of Education. Then I want to make donating to the College as simple and easy as possible. And I'm still new enough that I look forward to phone calls, so I hope people call if they have questions!"

(To find out how to make a gift to the College, please see the related article on this page and response form on page 15.)

Why and How to Give

Why should I give to the College of Education?

We need your support! Tuition and state funds only cover a portion of what it costs to educate a student at Temple. The difference is made up by gifts from dedicated and concerned people like you.

Where does my money go?

Wherever you choose. You can give to the College's general fund, or to one of our many programs, scholarships, research projects and facilities. Your entire gift goes to the area you designate, and every gift helps keep the College at the forefront of teacher preparation and education research.

Does one gift really make a difference?

Absolutely! Your gift, whatever the size, is your vote of confidence in the College of Education and encourages others to give. Every gift enables us to do more for our students.

How can I give?

There are several options listed below. Just select the one you prefer.

Cash

Cash gifts made by check or credit card help the College right away, and give you an immediate tax deduction. You can write a check payable to Temple University College

of Education, or if you prefer to use a credit card, contact the College of Education by phone (215-204-4649) or by mailing in the response form on this page.

For on-line donations, please go to www.alumni.temple.edu and click "Make a Gift Online."

Property Transfers

If you wish, you can transfer ownership of securities or other property to the College of Education. This allows you to reduce taxable income, and provides a deduction as well.

Charitable Gift Annuity

With a gift of \$5,000 or more, you can help the College and provide yourself a guaranteed annual income for the rest of your life. For more information, see the sidebar.

For more information, please visit www.alumni.temple.edu/giving or contact me at (215)204-4649 or shawn.kleitz@temple.edu

— *Shawn Kleitz, Director of Development, College of Education*

Give a Gift That Pays You Back: Gift Annuities

Here's how a gift annuity works: You make a gift of \$5,000 or more to the College of Education, and Temple agrees to pay you a fixed, guaranteed income for the rest of your life. You can name a second beneficiary, too! You receive guaranteed income, a partial income tax deduction, reduced estate tax liability, and help support the College of Education — all with a single gift.

Sample Rates for Single Life*

Age	Annual Income
60	6.4 %
65	6.7%
70	7.2%
75	7.9%
80	8.9%
85	10.4%
90	12.0%


For information based on other gift amounts, or on two beneficiaries, please contact Shawn Kleitz, 215-204-4649.

* Rates in effect until 12/31/02.

Temple Well Represented at Values Conference

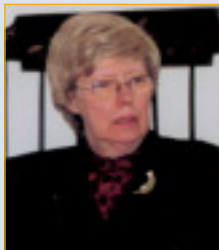
College of Education faculty members, graduate students, and an alumna participated last October in the Values and Leadership Conference at the University of Toronto/Ontario Institute for Studies in Education.

Educational Administration graduate students Nancy Deltete Aronson, Mary Figura, Marcal Graham, and Noelle Jacquelin presented ethical dilemmas in a

symposium designed by Drs. Joan Poliner Shapiro (ELPS) and Steven Jay Gross (ELPS), "Ethical leadership in a Time of Turbulence: Preparing for challenges by Utilizing Authentic Ethical Dilemmas." A keynote speaker for the conference was Dr. Patricia Ehrensall, who recently completed her degree in Educational Administration at Temple. 




Colden Garland: A Remembrance



We regret to announce the passing of long-time College of Education faculty member, Colden Garland. Her death occurred on Friday, November 1, 2002.

Colden joined the faculty as an Associate Professor in Early Childhood and Elementary Education in September 1971. She retired in December 2000, but continued to teach courses on a part-time basis through December 2001.

Colden completed her graduate studies at the University of Rochester where she was awarded the Ed.D. She was a classroom teacher for three years and spent a year at the Office of Health, Education and Welfare in Washington, D.C., where she was working with federal programs for disadvantaged students. She was both an author and co-author of three textbooks dealing with reading and clinical field-experiences. Her primary teaching focus was in the areas of literacy and field placed programs for both undergraduate and graduate students.

Colden is remembered for her dedicated loyalty to students and as one who was always available to deal with collegial and professional issues. The funeral and burial was held in Rochester, NY. A memorial reception was held at The College of Education. At the suggestion of her sister, Sharon Frank, scholarship donations can be sent to the College of Education Development Office. These will be placed into the existing Emma Johnson Scholarship Fund which provides tuition scholarships to students in the Elementary Education Program. Colden was a member of the selection committee for this scholarship award given on a yearly basis. 

Yes! I want to support the College of Education.

Name

Address

City State Zip

Telephone E-mail

My gift is:
 \$100 \$250 \$500 \$1,000 Other:

I will pay by:
 Check payable to Temple University College of Education Credit Card Visa MasterCard AMEX Discover

Card Number Expiration Date

Signature

Please designate my gift for (College of Education general fund, department, chair, scholarship fund):

Mail to: Temple University College of Education
 c/o Shawn Kleitz
 223 Ritter Annex (004-00)
 Philadelphia, PA 19122

THANK YOU!

THE **EDUCATOR** 

Acting Dean
Joseph P. DuCette

Editor
Virginia M. Carter

Co-Editor
Florence Brunner

Consultant
Pamela J. Forsythe

**College of
Education
Alumni/ae Board
President**
Harriet Kline

Photographers
Jim McWilliams,
Mike Trobich,
Joseph V. Labolito

**Design and
Production**
Temple University
Office of Publications,
Lisa Kelley (454-02)

Temple University
College of Education
Dean's Office,
Ritter Hall (2nd Floor)
Philadelphia, PA
19122-6091

educator@blue.vm.temple.edu

The Changing Face of Temple University



The Student Center

Alums wishing to visit the campus should contact Shawn Kleitz at 215.204.4649 or shawn.kleitz@temple.edu



1940 Residence Hall



The Shops at Liacouras Walk