

EDUCATOR

TEMPLE UNIVERSITY COLLEGE OF EDUCATION

FALL 2012



Great Teachers Start Here

- ALASKA'S ALIVE WITH THE SOUND OF LORRIE HEAGY'S MUSIC
- GAMAL SHERIF: SCIENCE OF TEACHING



College of Education
TEMPLE UNIVERSITY

TUteach

Give the Gift of Knowledge



TUteach is an innovative program that trains a new generation of content-prepared science and math teachers. College of Science and Technology students will become tomorrow's leading teachers. Students can earn a BS degree, a teaching certificate and extensive real classroom experience in just four years.

Partner with Us

The National Math and Science Initiative is offering a \$1 million gift match challenge. Help our students fix the nation's math and science education deficit with your gift today.

For more information, visit www.temple.edu/education/tuteach or contact Susie Suh at 215-204-0916 or susie.suh@temple.edu.



TUteach is a partnership between the College of Science and Technology and the College of Education.

“There is nothing which can better deserve our patronage than the promotion of science and literature. Knowledge is in every country the surest basis of public happiness.”

—George Washington, address to Congress, Jan. 8, 1790



EDITOR
Susie Suh

CONTRIBUTING WRITERS
Bruce E. Beans
Maggie T. Reynolds

DESIGN
Temple University
Creative Services
313-1112

PHOTOGRAPHERS
Joseph V. Labolito
Ryan S. Brandenburg
Chris Miller Photography
Lisa M. Wilk

. . .

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION

INTERIM DEAN
James Earl Davis, PhD

VICE DEAN
James P. Byrnes, PhD

ASSOCIATE DEAN, TEACHER EDUCATION
Robert J. Mahar, EdD

CHAIR, COLLEGIAL ASSEMBLY
S. Kenneth Thurman, PhD

ASSISTANT DEAN, ACADEMIC AND STUDENT AFFAIRS
Jason B. Bozzone, MA

ASSISTANT DIRECTOR OF DEVELOPMENT
AND ALUMNI AFFAIRS
Susie Suh

DIRECTOR OF FINANCE AND ADMINISTRATION
John Francescone, CPA

DIRECTOR OF INFORMATION AND
INSTRUCTIONAL TECHNOLOGY
Lori Bailey, MA

PRESIDENT, COLLEGE OF EDUCATION
ALUMNI ASSOCIATION
Albert Barenbaum, EdD

CORRESPONDENCE:
Temple University
College of Education
Office of Institutional Advancement
Ritter Annex 223
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091

FEATURES

- 4** Gamal Sherif: The Science of Teaching Science . . . and Everything Else
- 10** Lorrie Heagy's Alaskan Overture

DEPARTMENTS

- 2** Dean's Message
- 3** Our Students Speak
- 15** News in Brief
- 18** Faculty Notes
- 21** Message from the Editor
- 22** Alumni Notes
- 24** In Memorium

DEAN'S MESSAGE

ABOUT AND FOR TOMORROW'S EDUCATORS



The College of Education is a student-centered college committed to providing the kind of services and support that help ensure we are producing the future's best educators and researchers.

Through the tremendous generosity of Dr. Koji and Kim Shimada, the new Shimada Resource Center gives us a vastly improved one-stop student resource center for undergraduate and graduate students (Page 15). The services available there include student advising—a critical factor in our efforts to retain and graduate our students on a timely basis. Many of our students transfer from community colleges with which the university has articulation agreements. Nearly all of our students also ultimately seek professional certifications. Both of these factors make student advising here at the College of Education particularly involved.

But thanks to additional advising resources deployed by the office of Peter R. Jones, Temple's senior vice provost for undergraduate studies, we are beginning to see evidence of our students' increased ability to navigate the professional requirements of our curriculum.

I am also very proud of the \$3 million U.S. Department of Education i3 (Investing in Innovation) grant match that Barbara Wasik, PhD, our PNC Endowed Chair in Early Childhood Education, and Assistant Professor Annemarie H. Hindman, PhD, recently were awarded. The four-year grant will further their groundbreaking work with teachers on improving early childhood literacy among English speakers and English-language learners (ELLs) in high-poverty communities (Page 16).

In order to garner one of these competitive and high-status federal education grants, the duo and Carol Hammer, professor in the College of Health Professions and Social Work, had to raise \$450,000 of the \$3 million total in matching funds in a few weeks. It's a testament to both the stellar reputations of these researchers and the college's high-quality research enterprise that the additional funds were quickly pledged.

The growing attractiveness of Temple also has evidenced itself over the past two years with the hiring of 10 new outstanding faculty members. The most recent hires are joining the college from the University

of Nebraska, Rutgers and Pennsylvania State universities, Virginia Tech and from our own College of Liberal Arts' Psychology Department. Hiring new faculty members who bring innovative and important programs of research signals the continued movement of the college toward its goal to produce effective education professionals.

Finally, as befits our social mission, the college is the foremost supplier of teachers and administrators for the Philadelphia School District. Mindful of the particularly demanding challenges currently facing the district, we continue to explore ways in which we can utilize our long-term partnership with the PSD to improve the education and life chances of its students, particularly its many low-income students.

If you have any questions or comments about the college, I would be delighted to hear from you.

James Earl Davis, PhD
Interim Dean

OUR STUDENTS SPEAK

Abigail Henry, BS, 2012 Teaching Certification in Secondary Social Studies

Awardee, Karren Dunkley Award of Excellence and Ruth and Charles Freiberg Award in Education

Now ninth-grade African-American history teacher,
Mastery Charter School, Shoemaker Campus, West Philadelphia



“I studied architecture at University of Virginia and anthropology at University College London, in the city where I was born, and I worked as an architect in Ft. Washington. But architecture wasn’t meeting my goals of wanting to contribute to my community.

“My mother teaches nursery school at a Baptist church. And my father, who escaped a ghetto in Trinidad to attend the University of East Anglia in England, significantly shaped my commitment to urban education in Philadelphia.

“Before coming to Temple I volunteered with Greater Philadelphia Cares, reading to a seniors’ book club, and with Squashsmarts, an after-school program for underserved youths that combines squash with tutoring. This past semester I also helped coach the girls track team at Paul Robeson High School in West

Philadelphia, where I did my student teaching in African-American history and social sciences.

“It’s been nerve-racking making the career change, but my advisor, Dr. Christine Woyshner, has been very supportive and Temple has really prepared me well. I love how challenging it is. I love building real relationships with my students. And I love the fact that every day not only do my students hopefully learn something, but so do I.”

Joseph Kauffman

Junior, Secondary Education, Philadelphia

“After twice being deployed to Iraq as a U.S. Marine, I came back more mature and I realized I wanted to do more with my life: I wanted to be a teacher, I wanted to change lives.

“I grew up in Levittown, Pa., and I earned my associate’s degree at Bucks County Community College in August 2011. Immediately afterwards I enrolled in Temple’s College of Education, where I’ve been working part time as an office assistant in the Shimada Resource Center.

“I’m also the Philadelphia district director of Feed Our Vets (www.feedourvets.org). Every night in Philadelphia 300 to 500 veterans live on the street. And that doesn’t include veterans who have homes

but struggle to put food on the table every day.

“I chose Temple because, after being away so long, I wanted to be close to my family and my fiancé, Shaena Dann, whom I am marrying this September. I also knew I wanted to teach in Philadelphia and Temple gave me the best opportunity to do that.

“It’s important for teenagers to have somebody who really wants to teach and is passionate about being there. I know I’ll never get rich off of it, but I know I’m going to get rich off the experience—that’s what’s important to me.”





Gamal Sherif:

The Science of Teaching Science... and Everything Else

For a national award-winning teacher, Gamal Sherif doesn't appear to be doing much teaching.

Following Sherif's brief review of the day's assignment, 30 freshmen quickly leave their desks at the Science Leadership Academy (SLA) in Center City Philadelphia to engage in alchemy experiments that involve turning copper-plated zinc pennies into "silver" and "gold."

Working in teams of two at the four black lab tables at the back of the room, the students drop three pennies into the solution of vinegar and salt they have mixed to strip the coins of copper oxide and make them look like shiny silver. Next, they heat a mixture of either granulated or powdered zinc and sodium hydroxide on a hot plate to 100 degrees C; coat two of the coins with

that solution; rinse them in distilled water; dry them; and finally, using tongs, pass one of those coins through a Bunsen burner flame until it turns bright gold—all the while noting their observations and collected data, such as any weight changes in the coins.

The assignment is an exploration of the periodic table as well as an exercise to familiarize students with scientific principles and safe, effective laboratory procedures. It is a classic case of learning by doing—the overriding philosophy of SLA, a joint partnership of the Philadelphia School District (PSD) and the nearby Franklin Institute.

Sherif, MA education '95, moves unobtrusively throughout the room. Dressed in a white lab coat, with goggles angled atop his bald head so they are ready to be pulled down whenever he gets in close to a lab table, he rarely speaks

to the entire class. Mostly he responds one-on-one to occasional questions.

"Mr. Sherif, do all the pennies need to be from the same year?"

"They should be," he responds.

"What if they're from three different years?" another student later asks.

"Then your notes should reflect that."

When one student's questions become too frequent, Sherif replies calmly but firmly: "You need to go back and review the procedure. If you keep asking me, *I'm* doing the lab."

Clearly that's not happening. "This might come off a little strange, but I like that sometimes he doesn't help us out as much as he could," says another student, Dylan Long. Or, as Brianna Bailey says, "We get to make mistakes and learn from them."

“We get to make mistakes and learn from them.”

—Brianna Bailey, student

Since Sheriff and his colleagues opened the Science Leadership Academy six years ago as a new kind of citywide magnet school, they have been creating their own kind of alchemy in a converted five-story office building at 22nd and Arch streets that once housed PSD’s human resources operations. Founded on a philosophy of student-centered, project-based learning, the school’s core values are posted in Sheriff’s classroom: “Inquiry, Research, Collaboration, Presentation and Self-reflection.”

“We’re not looking for everyone to become a mad scientist working at MIT,” he explains. “Some might end up doing that, but that’s not the goal. It’s engagement and appreciation for the scientific process. Science is one way of thinking about the costs and benefits of any decision. If our students can do that, it will really benefit society.”

So far, their track record is pretty impressive. *Ladies Home Journal* has dubbed SLA one of the “10 Most Amazing Schools.” It has repeatedly been named

an Apple Distinguished School—a free, school-issued Apple MacBook laptop computer is each student’s main learning tool. Even Bill Gates has visited.

Among the universities to which students from SLA’s first three graduating classes have matriculated are Princeton, Stanford, Yale and University of Pennsylvania, with many students majoring in science, technology, engineering or math. Even better, in Sheriff’s view, despite the fact that 60 percent of SLA’s students qualify for free or reduced lunches, 97 percent of SLA graduates—far above the districtwide average—go on to a two- or four-year college.

And last year Sheriff—in an award that he considers more of a schoolwide honor for both his colleagues and SLA—earned the National Science Teachers Association’s National Award for Inquiry-Based Science Education.

Says Chris Lehmann, SLA’s principal, “We at SLA were thrilled to see that NSTA recognized what we had long known—that Gamal is a master teacher



(Left) RaeKwon Smith discusses his research on ice-melting rates with Gamal Sheriff.

Opposite Page

(Top) Sheriff shares a lighter moment with RubyJane Anderson and Max Amar-Olkus, whose science fair project compared synthetic and natural food dyes.

(Below) Sheriff examines a slide Liza Cohen has prepared for her investigation of bacteria found in her kitchen.



who helps students to inquire deeply about their world and learn powerfully from the questions they ask and the answers they find.”

Gamal Sherif—“Your *pal*, *Ga-mal*” is his pronunciation aid—first worked with children in 1980 as a summer camp director in New York’s Bear Mountain State Park. But he took a long, circuitous route to reach his real calling. After earning a sociology degree from the State University of New York, Binghamton, he was a school bus driver, a nonprofit development director and a cinema projectionist.

Sherif currently resides in Rutledge, near Swarthmore, with his wife, Eils Lotozo, Haverford College’s communications editor, and their 11-year old daughter, Mira. He was working as a sous chef at the Caribou Café, a French Center City restaurant, when a Powelton Village neighbor who was a teacher suggested he should teach too. He then enrolled in Temple’s Intern Teaching Program for College Graduates and studied with H. Bernard Miller. After six weeks of studying the fundamentals of classroom management, Miller assigned Sherif to an eye-opening practicum teaching a summer school history class in Camden. The following fall, he was a full-time science teacher at West Philadelphia High School.

Sherif’s first students were in summer school because they had failed or missed their regular classes for a variety of reasons—they had gotten pregnant or become parents, someone had broken their legs, a relative had gone to jail. One student, rocking in his chair, asked Sherif, “Do you have any food?”

“My heart just dropped,” recalls Sherif. “He was one of the smartest kids in the class and was doing wonderful work. But he was hungry and he just couldn’t get it together.”

He learned a lot from those students. “They taught me that kids who are 15, 16 or 17 really have a lot to say about what goes on in the world,” he recalls. “They’re not empty vessels waiting for teachers to pour information in. They have their own schema about how things are organized, and teachers are more coaches. We really exist to help them find resources to make the world understandable, to cultivate experiences from which they can derive meaning.”

Feeling overwhelmed by his annual Philadelphia School District school transfers, Sherif persevered as a teacher in part thanks to Ivan Quant, EdD, professor of elementary and early childhood education. Quant, a literacy coach, encouraged Sherif to continue pursuing his passion for teaching by viewing the education of public school children as an

expression of what Sherif calls “political, democratic engagement.”

Further rounding out his resume, he next taught life sciences and ecology to sixth- and seventh-graders at Episcopal Academy in Lower Merion—focusing on the philosophy and history of education—while he earned his MS in educational administration and principal certificate from University of Pennsylvania. Then, after crisscrossing the country for two years as a regional curriculum director of Mosaica Education Inc., a for-profit charter school company, a chance encounter on a Philadelphia street with Lehmann resulted in his becoming one of the SLA’s founding teachers.



The curriculum that Lehmann and his teachers created stresses hands-on student engagement and the gathering of evidence to propel further inquiry in all classes, not just science. For example, in an African-American history class, freshmen gather research and then debate each other regarding which civil rights figure, Booker T. Washington or W.E.B. DuBois, had the better strategy and was a better leader.

Each Wednesday afternoon freshmen also walk three blocks to the Franklin Institute to take advantage of its resources through informal one- to two-month electives. Temple students enrolled in TUTEACH, a program that allows math and science majors to also earn teacher certification, help teach some of the fall courses. Last spring Luke Van Meter, the institute's liaison to SLA, was leading an engineering course that involved building cardboard chairs that could support the students' weight. In another classroom, under the guidance of Penn professors, students were having a blast using a visual programming language to create animated musical videos on their laptops.

The independence Sheriff's students experience as freshmen is just the beginning at SLA. Each Wednesday afternoon sophomores and juniors travel to any one of more than a hundred schools, museums, businesses and nonprofits throughout the city that participate in SLA's mentored career exploration program.

That's followed by a senior capstone project, often with a community service component, such as an environmental clean-up or the creation of a math tutoring site. Some upper-level students also conduct research at nearby University of Pennsylvania, Drexel University and Community College of Philadelphia.

Sometimes, though, this kind of freedom gets untidy. Those MacBooks can alternatively be employed to play videos or troll the internet for stylish shoes.

"Some kids tend to goof off," concedes Sheriff, who this past year has also pondered school reform policy issues as a teaching ambassador fellow with the U.S. Department of Education. "But I'd rather have that kind of mess where the default is that some kids are learning things on their own and, with the teacher as a coach, with their classmates. Over the course of a year in my class and over four years here, why not have these kids get more and more independent because they are driven intrinsically, internally to find out, to learn, to collaborate? It has to come from them."

SLA students also sometimes are not exposed to as much content as other students. "That's a struggle for us because a lot of education these days is about mastery of content, as opposed to engagement with the concepts," says Sheriff, who also is a part-time educational consultant. "But content comes and goes—you can

(Left) Gamal Sherif talks with Lisa Kang about her research on the fading effects of sunlight on various colored papers.

(Right) The teacher and Dylan Long use the screen of the student's MacBook to ponder a magnified slide of Dylan's own cheek cells—a slide inadvertently contaminated by residue from the freshman's breakfast.





memorize material and then it will be gone. By choice we'd rather have the kids engage in the concepts of history or science, because those concepts can be translated to different environments."

His students agree. "It's really fun and I'm getting much better grades here because I'm doing something and being somebody," says Rabbi Awsan of West Philadelphia. Leah Kelly of Olney, whose two brothers go to highly respected Central High School, feels she made a better choice for herself: "I went to a test-based school last year and I feel like the projects here better fit my style of learning. It's more personal."

Adds Center City's Nikki Adeli: "SLA isn't just about science, it's about the science behind learning and behind leadership. And Mr. Sherif's class, especially, has taught me to think through things more deeply."

In late April, a month after the alchemy assignment, Sherif's students are gathering data for the individual research projects they will present at SLA's June freshman Science Fair Project (SFP). The range of projects is impressive: The potential ameliorating effects of *Lactobacillus acidophilus* on carcinogens found in beef, vegetarian and vegan hot dogs; kitchen bacteria; the various effects of tea, coconut water, vitamins, sugar, compost and acid rain on plants; fingerprint genetics; extracting DNA from fruit.

Swabbing the inside of his cheek and peering at a resulting stained slide through a microscope, Dylan Long is

hoping to compare iodine and methylene blue cell-staining techniques on his own cheek cell organelles. But at his lab table something has quickly gone awry; he can't see any cheek cells.

Summoned, Sherif peers through Long's microscope. "This is from your mouth?" he asks. "There's a lot of breakfast in there."

Nutella® hazelnut spread has obscured Long's cheek cells. Even after he rinses out his mouth, it's more of the same. "So we can't find the cheek cells," Sherif says.

"Not through all this," Long agrees.

After Long magnifies the latest slide on his MacBook screen, Sherif notices lots of large salt crystals and, finally, both of them can see a few cheek cells as well. "This could be the basis of another inquiry," Sherif suggests. "You could look at the size relationship of these salt crystals vs. cheek cells."

Then they discover another problem: Long would have to repeat the entire experiment another day (which he did, successfully) because he inadvertently had used two different swabs and thus collected different cheek cells for the two different stains.

Later, recounting Long's experience with his next class, Sherif says, "That's okay, we'll do it again because we like to play. Do all experiments go right?"

"No," say some students.

"Can we learn from that?"

"Yes."

Finally, at the beginning of his final lab class of the day, Sherif warms his students up for their science fair project by humorously snapping his fingers and swaying his hips to a bongos recording while repeatedly chanting:

"SFP,
Uh huh,
You know me. ..."

Then it's back to the business of letting his students teach themselves: "You guys have a glorious 55 minutes," he exhorts. "Get into the lab, please!"

STEM UPDATE:

E=mc² and TUteach Reach Milestones; NSF Grant for After-School Program in Appalachia

Temple's two signature STEM teaching initiatives have both reached milestones.

E=mc² is a teacher certification program that trains midcareer and early retiree mathematics and science professionals to teach in middle schools. Last spring the two members of the first of four cohorts completed their three-year commitment to teach in urban schools.

Overall the program, which begins with an accelerated year of training and student teaching, has certified 25 teachers and another 12 candidates—the program's largest cohort ever—began their 2012–13 classes in July.

Last May TUteach, which offers math and science majors from the College of Science and Technology the chance also to earn teacher certification, certified its second completed cohort with eight graduates—four each in math and chemistry. One is going on to graduate school but the others were hoping to teach this fall. Another half dozen TUteach candidates also are expected to graduate in January.

In addition, Carol Brandt, PhD, assistant professor of science education, is one of the investigators collaborating with researchers at Virginia Tech and University of Kentucky on a \$1.3 million National Science Foundation grant to evaluate an inquiry-based after-school science and engineering program for middle school students in rural Appalachia.



Lorrie Heagy's Alaskan Overture

HOW A SUPPOSED TEMPORARY POSTING TO THE LAST FRONTIER TURNED INTO A LIFELONG PASSION FOR MUSIC EDUCATION

Two years ago, Lorrie Heagy—a Juneau, Alaska, elementary music teacher—found herself about as far away as she could from the Alaska Panhandle's dark forests, glaciers and mountains. As one of the first international fellows to take a year off to become trained in El Sistema, a Venezuelan program that uses music as a vehicle for social change, Heagy traveled to steamy Caracas. And the College of Education alum (EdM, teacher certification '95) was both inspired and daunted by what she was witnessing.

Dozens of four- and five-year-olds were playing violins, violas, cellos and basses together, and playing well. Violin instructor Israel Millan was telling Heagy that the most important message about El Sistema, which since 1975 has reached more than four million mostly poor children, is: "Never place limits on what a child can do. He or she is a musician from the start."

"When I heard those words," Heagy recalls, "I realized that I had already started placing limits on my students back in Juneau because I was planning to start in first grade rather than kindergarten."

"Don't you have kindergartners in your school?" countered Millan.

"Yes," she conceded.

"So why aren't you starting with kindergarten?"

Emboldened, Heagy returned to Glacier Valley Elementary School, one of the Juneau School District's two Title I schools, and immediately launched Juneau, Alaska Music Matters (JAMM), an in-school violin program—with kindergartners.

Several months later, she was named the 2011 Alaska State Teacher of the Year.

Growing up in Lancaster County, Heagy was a very slow reader. One day her first-grade teacher overheard Heagy singing the words in a basal reader over and over again to herself.

"Wow," her teacher said, "we're going to have to turn this into a play."

"That moment," Heagy says, "was the first time I realized what language and reading could become. The lines and curves of the letters actually had meaning and I could take something from the page and, with the help of my teacher and the class, I could create something that was beautiful and my own and share it by performing it."



“I was determined to show that this model of an integrated arts approach could work not only in a school with small classes of predominantly upper class, white students, but with any population.”

“That experience is something I take with me throughout my teaching. If I didn’t have music, I couldn’t imagine what kind of student I would have been. And the arts have shaped how I approach my life: There’s constant revision, and it takes time, work and collaboration.”

Music and its import in education, as well as her interest in disparate cultures, would become recurring themes in her life. Entering what was then Temple’s College of Music in 1983, she became torn between music education and piano performance. A course on Eastern philosophy then pulled her towards East Asia studies—until Temple cancelled that major. Reluctantly transferring to the University of Pennsylvania, after studying Mandarin and international relations in Beijing, she earned a BA in Asian studies in 1988.

During the next six years she was a development associate for the Curtis Institute of Music in Philadelphia; studied Mandarin and incorporated song and movement into English lessons as a

preschool/K teacher in Taipei, Taiwan; and, back in Philadelphia, worked for the World Affairs Council as a liaison teacher focusing on multicultural programming at the Bodine High School for International Affairs.

She returned to Temple to earn simultaneously her master’s with a concentration in TESOL and her teaching certificate. “I couldn’t afford to quit my job, which is why I really appreciated Temple’s focus on meeting the needs of working people,” she says. “Having the education at night helped me be a better educator during the day.” Heagy likewise appreciated the flexibility that allowed her to juggle her job with her part-time teaching practicum in a multi-age classroom at the C.W. Henry School in Mt. Airy.

In 1996 she made another bold move: becoming a second-grade teacher (10 students) and choral director in Sand Point, Alaska, a remote Aleutian Islands fishing center. “I thought I was going to have this adventure for two years or so and then come back East,” says Heagy. “But when

I was living in Sand Point, I thought, ‘What’s the rush to leave? Alaska is such an exotic place.’”

So, drawing on her practicum experience, for the next five years she taught multi-age classes of fourth-, fifth- and sixth-graders at Juneau’s first charter school—one that, uniquely for Alaskan public elementary schools, incorporated art, music and instrumental music into its regular curriculum. Then she transferred to Glacier Valley, an elementary school equally populated by Alaska Native, Pacific Islander/Asian and Caucasian students, 41 percent of whom qualified for subsidized lunches.

“I was determined to show that this model of an integrated arts approach could work not only in a school with small classes of predominantly upper class, white students, but with any population,” explains Heagy. “At-risk youth deserve and need this more than anyone. It is families in poverty who can’t afford private lessons or after-school dance classes, yet the arts can have an incredible

impact on the social, emotional and intellectual development of children.”

Girija Kaimal, EdD, a senior researcher with the college’s Institute on Schools and Society, concurs: “The arts have been found to especially help students from more economically disadvantaged backgrounds.”

Both Heagy and Kaimal cite research that demonstrates links between arts education and improved math and reading scores. Recent studies, Heagy notes, have demonstrated that instrumental music builds and rewires a part of the brain that helps with school readiness skills, perseverance, discipline, decision-making and impulse control—“all the habits children need to be successful in school.”

The ability to discern musical pitch, she adds, enhances a child’s ability to discern differences in phonemes, the building blocks of all languages.

Arts education also strengthens communities and involves parents. “Many of our parents, especially our Native Alaskan parents, grew up in a time when they did not feel connected to the schools,” Heagy says. “The arts open the doors for them to come in and to feel excited about what their children can do.”

At Glacier Valley Heagy was soon producing 2002’s *Tides and Tempest*, a schoolwide integrated musical performed by third-through fifth-graders that conflated a Tlingit creation story with Shakespeare’s *The Tempest*. Six years later, 35 Glacier Valley students reprised it at both the Kennedy Center for the Performing Arts and the Smithsonian Institution in Washington, D.C. To travel there Heagy helped spearhead a \$65,000 fundraising drive—one of many initiatives of her Art is Elementary (AIE) program sponsored through the Glacier Valley Parent Group. In Juneau AIE has attracted about 40 annual public, corporate, foundation and parental financial sponsors and helped Glacier Valley win the 2007 Kennedy Center Creative Ticket National School of Distinction Award.

AIE has launched numerous before-, in- and after-school programs at Glacier Valley, including a rock band, a guitar club, a clay studio, digital storytelling, African drumming and, most recently, fourth- and fifth-grade ballroom dancing to engender greater respect for the opposite sex. Collaborating with classroom teachers, physical education teachers, a librarian and counselor, Heagy continually promotes an integrated approach. A unit on the cardiovascular system

becomes a song-and-dance routine that literally gets the students’ blood pumping. Abstract painter Kandinsky inspires a drawing project that explores both geometry and letters of the alphabet.

“She’s constantly dreaming up all this crazy stuff that always ends up being blowing-your-socks-off good, for both the students involved and the people watching it,” says fourth-/fifth-grade teacher Nancy Peel. “She really is the heartbeat of what goes on here.”

After spending most of her El Sistema fellowship year at the New England Conservatory of Music in Boston, as well as in Venezuela and Scotland, Heagy raised the bar even higher in fall 2010. Sixty kindergartners learned each part of a violin and how to care for it by constructing cardboard replicas. Then, advancing to real school-issued violins, they underwent 90 minutes of in-school instruction per week under the joint tutelage of their kindergarten teacher, Heagy and Xia GuoHua, a Suzuki violin teacher. To make the program more sustainable and cost-effective, Xia also taught the teachers both how to play and teach the violin. Last year the initial class continued in-class instruction as first-graders while new kindergartners learned how to play. More than half

(Left) Lorrie Heagy helps first-grader Kai Grimes beat out a rhythm.

(Right) The before-school (7 a.m.) Glacier Valley rock band works on a song.



Xia GuoHua, a Suzuki violin teacher, tunes a student's violin while he and Lorrie Heagy review the objectives for an upcoming violin lesson.



of the parents also leapt at the chance to buy their children discounted violins, and some additional violins were donated to other children.

“I’ve seen amazing growth in my students from the beginning to the end of the year,” says kindergarten teacher Kaye Peters. “Being able to play the violin, their confidence levels have gone through the roof. They’re more focused and on task, and it’s so much easier for them to pick up their letters and sounds and other academic content areas.”

Last spring Alaska Sen. Mark Begich visited Heagy’s first-graders, who briefly taught him how to play the violin. He believes JAMM’s effectiveness illustrates the need for STEAM education—Science, Technology, Engineering, *Art* and Math.

Nonetheless, budgetary constraints nationwide are threatening such curricula. In fact, since the implementation of No Child Left Behind, 30 percent of school districts with at least one school in need of improvement have decreased art and music instruction. That’s according to a report produced by representatives from the college, the School of Media and Communication and Boyer College of Music and Dance. They recently developed three proposed courses that would

teach elementary and middle school pre-service teachers, and middle school teachers, how to integrate the arts into math, science and social science instruction. (Temple is currently seeking funding to launch a pilot study of the syllabi.)

“When budgets are cut the arts are usually the first to go,” says Kaimal, one of the report’s principal investigators. Indeed, even at Glacier Valley, despite great community support, significantly rising standardized test scores and growing national attention, this past spring Alaska state budgetary concerns threatened to turn JAMM into just an after-school program. Once again, though, the community responded. One couple pledged a \$6,000 matching grant and a local foundation pledged \$8,000 more. As a result, combined with public pressure on the state, not only is JAMM continuing this fall for Glacier Valley’s kindergartners and first-graders, but the in-school program has expanded to two other elementary schools. And Glacier Valley’s second-graders are playing strings after school.

Heagy was singing with one of her second-grade music classes when her principal, the school district superintendent and the state commissioner of education and early develop-

ment walked in to announce her state teaching award.

“Why do you think Ms. Heagy won?” they asked.

“She’s been all over the world to learn music and come back and teach us,” said one boy, adding, as he pointed to Australia on a map of the world, “We learned a song from here.”

“Leaving Glacier Valley for a year was really hard on me,” says Heagy. “Yet this little second-grader understood why I left and what it has meant for him and his school. Demonstrating what the arts can do for our students’ learning and broader academics, he knew where Australia is because he could dance and sing a song about it.

“That was pretty powerful.”

For more information:

Art is Elementary
www.juneauschools.org/~heagy/ArtIsElementary/

Heagy’s JAMM Blog
juneaumusicmatters.blogspot.com/

New Shimada Resource Center Opens for Students and Alumni

Students at the College of Education and across the larger Temple campus, as well as alumni and other visitors, are now enjoying the Shimada Resource Center, a newly renovated and expanded resource facility located on the first floor of Ritter Hall.

The extensively renovated center was made possible by a generous contribution from Koji Shimada, EdD '75, and his wife, Kim. Thanks to their help, the center now offers a 33-seat multipurpose conference center, a Praxis lab and computing center, a graduate student lounge and office space for student organizations. Student advisors and other staff, including student teaching supervisors, are available to assist undergraduate and graduate students in many aspects of their collegiate experience, including online support, class registration, and ways to get involved.

The center also serves as the central office for AmeriCorps' Jumpstart Program, which connects service-oriented Temple

students with area preschoolers through a targeted and involved reading curriculum.

Last April the Shimadas joined College of Education faculty, staff and students for the center's official ribbon cutting. The couple was honored with the ceremony's ribbon-cutting scissors and a framed set of the new center's blueprints. James Earl Davis, PhD, interim dean, unveiled a portrait of C. Kent McGuire, PhD, former college dean, which is now hanging in the dean's office suite. McGuire, who was present, received a smaller replica for his home.

The college also presented its highest honor, the Soaring Owl, to departing Temple University President Ann Weaver Hart, PhD. "A successful education at the undergrad and graduate levels is not just registering for classes and sitting in a classroom," said Hart. "It is a human process of interaction and development, of understanding and of 'ah, ha' moments, and the Shimada Resource Center is going

to be the heartbeat of that kind of activity here at the College of Education."

Previously Shimada's enormous commitment to Temple University has evidenced itself through his service on the Board of Governors for Temple University Japan, scholarships he has funded for TUJ students to spend a year on Main Campus, support for TESOL programs, and financial support for the renovation of Temple's historic performing arts center.

"My Temple experience changed my whole life for the better, and this feeling is ever-growing," explains Shimada, the founder of Omega Flex, a company that became a global leader in the manufacture of flexible hose. "I've come to the point that I'll never be able to give back to Temple what they did for us, but that's a good feeling because it gives me pride, and also a challenge."

—Maggie T. Reynolds

(Left to right) Departing President Ann Weaver Hart, former Dean C. Kent McGuire, Interim Dean James Earl Davis, Koji and Kim Shimada and Associate Vice President of Development Tilghman Moyer celebrate the opening of the new Shimada Resource Center.



CURRICULUM, INSTRUCTION AND TECHNOLOGY IN EDUCATION (CITE)

Wasik and Hindman Garner \$3 Million Grant for Early Childhood Literacy Reading Innovations



Annemarie H. Hindman

Barbara Wasik, PhD, professor and PNC Chair in Early Childhood Education, and Assistant Professor Annemarie H. Hindman, PhD, both of the Curriculum, Instruction and Technology in Education Department, have been awarded a highly coveted four-year i3 (Investing in Innovation Fund) grant worth \$3 million in federal and matching funds.

The grant will further their pioneering work on improving early childhood literacy among low-income and English-language learners by enhancing the training of children's teachers.

The Temple research proposal was one of just 23 proposals selected from 583 proposals submitted last year. Partners in the research include Johns Hopkins University as well as the Baltimore City Public Schools and the School District of



Barbara Wasik

Lancaster, Pa., where the Temple team ultimately will be working with a combined total of 100 preschool, kindergarten and first-grade teachers and 2,700 children.

College of Health Professions and Social Work Professor Carol Hammer, PhD, whose research focuses on promoting bilingual preschoolers' school readiness, is the grant's other principal investigator.

To qualify, the grant required the researchers to raise \$450,000 of the \$3 million total in matching funds in four weeks—a requirement quickly met due to the generous pledges of the Aaron and Lillie Straus Foundation, the Annie E. Casey Foundation, the Zanvyl and Isabelle Krieger Fund, the Lockhart Vaughan Foundation, T. Rowe Price and the Wright Family Fund.

“You really need to acquire the language skills you need for reading between pre-K and first grade,” says Wasik. “If you start failing reading by the middle of first grade, in a very significant way you are already in trouble.”

“I believe 85 percent of such cases are due to poor language skills and instruction. If we can make an impact in the early years, we'll really be able to help these kids read and improve their success rates.”

Over the past 15 years Wasik's research team has demonstrated through rigorous randomized control trials that their one-on-one professional development strategies significantly increase the quality of Head Start teachers' instruction and low-income children's language and preliteracy skills. They call their program Exceptional Coaching for Early Language and Literacy (ExCELL). With ExCELL-E, or ExCELL-Enhanced, the researchers want to reach many more teachers by developing an interactive website, including training videos and embedded assessments.

“We expect,” their proposal states, “that the program will result in significant increases in teachers' quality of instruction, as well as significant gains in children's language and literacy skills.”

INSTITUTE ON DISABILITIES

Visionary Voices Archive Chronicles Intellectual Disability Movement



Philadelphian Eleanor Elkin, a parent of a child with intellectual disabilities and former president of The Arc, a national organization for people with intellectual and developmental disabilities, being interviewed by Lisa Sonnenborn, the Visionary Voices project coordinator.

The Institute on Disabilities (IOD) has launched a unique archive that chronicles the history of the intellectual disability movement in Pennsylvania.

For more than 30 years, Pennsylvania has been a national leader and model in the creation and revision of public policies regarding people with disabilities. The efforts of individuals—people with disabilities, their family members, legal professionals and others—have resulted in changes in education, institutionalization and self-determination.

“So much of what has happened in Pennsylvania has had national implications,” says Celia Feinstein, one of the new co-directors of the IOD. “For example, the Pennsylvania Association of Retarded Citizens (PARC) consent decree, which supported the

right to public education for children with disabilities, led to congressional passage of the federal Education for All Handicapped Children Act of 1975.

“Likewise, the 1977 federal court order that closed the state’s Pennhurst Center for the Mentally Retarded in Spring City, Pa., resulted in mirror-image lawsuits to close similar institutions in about 25 other states.”

To preserve this history and to develop a vital resource for people with disabilities, educators, policymakers and members of the media, *Visionary Voices: Leaders. Lessons. Legacy* is collecting the papers and oral histories of Pennsylvanians who have played a significant role in policy reforms that have resulted in greater freedom for people with disabilities. The twofold project includes:

Dennis Haggerty’s Collected Papers

The Philadelphia-based attorney is a respected state and national disability rights advocate and the parent of a child with an intellectual disability. He played key roles in both the PARC and Pennhurst cases. Four years ago the Temple Law School graduate donated to the IOD nearly 50 boxes of his personal papers, which date back to the 1960s. His personal and professional correspondence, newspaper clippings, photos and manuscripts document significant political and social trend changes.

The Haggerty Papers are permanently housed in Temple University’s Urban Archives, adding to its formidable collections on disability.

Oral Histories

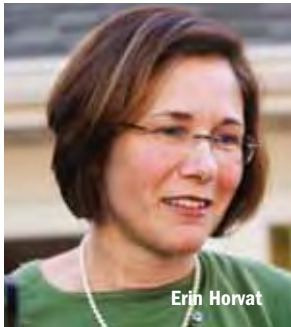
In its initial phase, the project will feature about 30 video interviews recorded over a 12-month period. These first interviews will focus on leaders in Pennsylvania’s intellectual disability movement.

Conducted by Visionary Voices project coordinator Lisa Sonnenborn, MFA ’97, the initial interviewees already posted for viewing include Ginny Thornburgh, Pennsylvania’s former first lady, and Bill Baldini, a former NBC 10 reporter who first exposed the shocking conditions at Pennhurst in 1968.

The IOD also has received a \$75,000 planning grant from the Heritage Philadelphia Program of the Pew Center for Arts and Heritage. Its purpose: to explore transforming the oral history interviews into a public performance piece.

For more information about and to donate to Visionary Voices, please go to disabilities.temple.edu/voices/.

FACULTY NOTES



Erin Horvat



Maia Cucchiara



Janice Laurence



Yasuko Kanno

Educational Leadership and Policy Studies (ELPS)

Erin Horvat, PhD, associate professor, has published *Pushing Parents Away: School District Bureaucracy, Middle Class Parents and Social Class Integration in The Politicization of Parenthood: Shifting Private and Public Responsibilities in Education and Child Rearing*. The book provides international discussions on issues like time and care regimes in welfare states, and shifting the borders between private and public responsibility for education and childrearing.

Novella Keith, PhD, associate professor of urban education and program coordinator for the ELPS Department, has published *The Social Origins of Democratic Socialism in Jamaica*. In it, she and co-author Nelson Keith seek to challenge current interpretations of Jamaican events and to develop the alternative theoretical model of national populism. Keith also directs a summer abroad program to Jamaica that offers international service learning.

Corrinne Caldwell, PhD, chair and professor, presented her professional opinion on public education and higher ed preparation for an installment of the AmeriCorps speaker series, Brown Bag Lunch: "A Discussion on the Quality of Public Education and Higher Education Preparation."

Maia Cucchiara, PhD, assistant professor, presented her views on the future of public higher education at the Rutgers University speaker series, Behind and Beyond the Debate: A Public Speaker Series on Education in Newark.

Cucchiara also co-authored an article, *Contracts, Choice, and Customer Service: Marketization and Public Engagement in Education*, with

Eva Gold, PhD, from Research for Action and Elaine Simon, PhD, from University of Pennsylvania. This article uses an examination of marketization in Philadelphia over a six-year period (2001–2007) to explore its implications for public engagement—or the ability of individuals and groups to work with and influence the school district and hold officials accountable. A clip of Cucchiara describing the work is on the Teacher's College Record page, www.tcrecord.org/Content.asp?ContentId=16108.

Department of Psychological Studies in Education PSE

Cathy Fiorello, PhD, associate professor, last December was awarded specialty board certification in school psychology by the American Board of Professional Psychology. Nationally competitive, the certification reflects the current development of the specialty and was awarded following a review by an examining board with national scope.

Janice Laurence, PhD, associate professor, has collected and co-edited a new volume, *The Oxford Handbook of Military Psychology* (Oxford University Press). Featuring the latest knowledge from military field psychology, the book highlights the varied and developing ways in which the field of psychology influences modern warfare.

Curriculum, Instruction and Technology in Education (CITE)

Wanda Brooks, EdD, associate professor, and **Peshe Kuriloff, PhD**, associate professor, have been named project co-directors for the Urban Education Collaborative Grant, provided by the William Penn Foundation. They will strengthen the student

teaching experience and the new early field experiences required in teacher education along with field experiences in programs across the college.

Yasuko Kanno, PhD, associate professor in the TESOL program, co-edited *Linguistic Minority Students Go to College: Preparation, Access, and Persistence* (Routledge) with Linda Harklau, PhD, a University of Georgia professor. It was highlighted in the Selected New Books on Higher Education section in the April 22, 2012, issue of *Chronicle of Higher Education*. Currently 21 percent of K–12 students and 11 percent of college students speak a language other than English at home. Showcasing new research on the challenges such students face in accessing and participating in college education, Routledge says the "groundbreaking book... will have a real impact on policy regarding linguistic minority immigrant students' higher education opportunities."

Kristie J. Newton, PhD, assistant professor, and Janice Sands, a math teacher at the Benchmark School in Media, Pa., published "Why Don't We Just Divide Across?" in the February issue of *Mathematics Teaching in the Middle School* (Vol. 17, No. 6:340–45). They note that a method of dividing fractions involving dividing numerators and denominators—which many teachers believe does not work—is used quite intuitively by struggling students. To avoid undermining students' sense of reasonableness, teachers should at least acknowledge that the method is viable, but then explain why it is not usually used.

Aneta Pavlenko, PhD, professor and director of the TESOL program, edited and wrote the introductory and concluding chapters of *Thinking*

and Speaking in Two Languages (Multilingual Matters). "It demonstrates," she says, "for the first time that speakers of two or more languages do think—in other words, perceive, categorize and remember—differently from monolingual speakers." The book garnered great reviews, including a testimonial from Dan I. Slobin, professor emeritus of psychology and linguistics at University of California, Berkeley: "Whenever I lecture about 'thinking for speaking' someone in the audience will ask about language and thought in the bilingual mind. Aneta Pavlenko's masterful volume provides the fullest set of answers I know of to that important question."

Pavlenko also was the recipient of the 2009 TESOL Distinguished Research Award for her paper in *TESOL Quarterly* that determined some speakers of English as a second language may not understand Miranda rights warnings read to them by police officers.

Michael W. Smith, PhD, professor and chair of CITE, is the co-author of three books designed to assist teachers in helping their students not only to meet but to exceed common core standards. Heinemann Publishing published all three titles in August. Smith wrote the books with co-authors Jeffrey Wilhelm and James Fredricksen, both Boise State University professors. *Oh, Yeah?!: Putting Argument to Work Both in School and Out* helps teachers teach adolescents how to write the kind of substantive arguments that the real world demands. *Get it Done!: Writing Informational Texts to Make Things Happen* includes a clear-cut set of instructional strategies that will enable students to write engaging, effective nonfiction informational texts, both in school and afterwards. So, *What's the Story?: Narrative Writing to Understand Ourselves*,

IN MEMORIAM

Joseph S. Schmuckler, PhD

Joseph S. Schmuckler, professor of chemistry and science education, passed away Dec. 26, 2012. He was 84.

His passing marks the loss of a dedicated and internationally influential member of Temple University's teaching faculty. Before joining Temple in 1968, Dr. Schmuckler taught chemistry for 15 years at Haverford Township High School, where he became one of the first high school chemistry teachers to be given full membership to the American Chemical Society. For three years he was also science education instructor at University of Pennsylvania, where he earned his bachelor's and master's degrees and, in 1968, his doctorate in chemistry and science education.

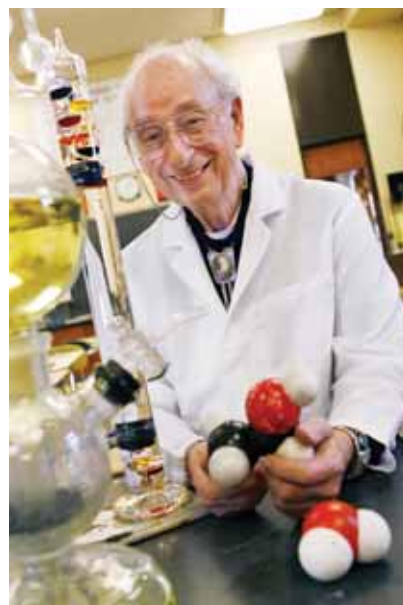
Dr. Schmuckler opened doors for Temple University students both at home and abroad. His pioneering work with faculty and students at institutions in China was instrumental in making Temple one of the first American universities to enter China following the normalization of U.S.-China relations in the late 1970s. Until 2002, Dr. Schmuckler traveled annually to collaborate with Chinese faculty. His goal: to evolve Chinese chemical education from a rigid, examination-based curriculum to something that offered faculty and students a more flexible, adaptive chemical curriculum.

"Chemistry is chemistry whether it's here or in China," he said in a 2007 *Temple News* interview. "It was a lot of give and take."

Dr. Schmuckler also created a faculty-graduate student exchange program that has brought numerous international academics to Temple's laboratories.

"My whole experience has been one of human interaction about a mutual subject that we all enjoy—that is, teaching and learning chemistry and the sharing of ideas," he said. "The long-term friendships that evolved persist even today. Many of my Chinese colleagues have become very dear friends to me."

Dr. Schmuckler received Temple's Christian Lindback Award in 1976, and, in 1989 received the Great Teacher Award, Temple's highest teaching honor. Over the years, Dr. Schmuckler and his colleagues also brought more than \$35 million to Temple in grants and related funding for the Science Education program. Joseph DuCette, PhD, professor and chair of the Department of Psychological Studies in Education, worked with Dr. Schmuckler throughout his Temple career. Describing Dr. Schmuckler as "the model teacher," he says: "I never doubted that what he cared about were his students, that he was here for the students, and he was going to teach them as best he could at both the graduate and undergraduate levels."



"That's who he was."

Dr. Schmuckler is survived by his wife Shirley, four children and nine grandchildren. A special fund has been established to honor Dr. Schmuckler's memory. Please send gifts to: Temple University, PO Box 827651, Philadelphia, PA 19182-7651, with "Fund for J. Schmuckler" in the memo section. You can also make a secure gift at myowlspace.com/giving and put J. Schmuckler in the "Other" section.

—Maggie T. Reynolds

FACULTY NOTES (continued from pg. 18)

Others, and the World includes ideas for teaching autobiography, and personal and fictional narratives.

S. Kenneth Thurman, PhD, professor, was one of 17 Temple faculty members to receive an award for service to the university. Recipients were chosen by the Office of the Provost and the Faculty Senate Steering Committee.



Kristie J. Newton



Aneta Pavlenko



Michael Smith

IOD and ISS Centers Name New Directors

Two of the College of Education’s three centers—the Institute on Disabilities (IOD) and the Institute for Schools and Society (ISS)—have named new directors or interim directors.

In January, two associate directors of the IOD, Celia S. Feinstein and Amy S. Goldman, were named the institute’s co-executive directors. Established at Temple University in 1974, the institute is Pennsylvania’s University Center for Excellence in Developmental Disabilities Education, Research and Service—one of 67 centers across the country.

Feinstein, BA psychology ’75, MA medical sociology ’88, has been with the IOD for more than 30 years, most recently serving as associate director of training and technical assistance. She directs the Pennsylvania Training and Technical Assistance Partnership for People with Disabilities and Families, as well as evaluation activities such as Independent Monitoring for Quality, Montgomery County monitoring and waiting list initiatives. She has also completed her doctoral coursework in medical sociology at Temple University.

An associate IOD director since 1992, Goldman has managed a portfolio of assistive-technology-related projects,

including Pennsylvania’s Initiative on Assistive Technology, the commonwealth’s Assistive Technology (AT) Act program. Goldman, who also has completed her doctoral coursework in special education at Temple, directs other statewide projects that provide services and supports to Pennsylvanians with disabilities and older Pennsylvanians. These include Pennsylvania’s Assistive Technology Lending Library and the Telecommunication Device Distribution Program. As a licensed speech-language pathologist, she is a national leader in the areas of augmentative and alternative communication (AAC).

Feinstein and Goldman plan to continue the groundbreaking work of the IOD to achieve its stated vision of a “society where all people are valued and respected, and where all people have the knowledge, opportunity and power to improve their lives and the lives of others.”

“We are both very excited to enhance and expand the programs the institute has established during the past 20 years,” Feinstein says. Goldman agrees: “We are also anxious to reach out to discover underserved populations within the disability community and apply the formidable talents of our entire staff to creating new and innovative initiatives.”

(From left) Celia S. Feinstein and Amy S. Goldman



Murphy Heads ISS



Marilyn Murphy, EdD, in January was appointed the interim director of the Institute for Schools and Society. Murphy, who has been

with the institute for 18 years, is also the director of communications for the ISS’ Center on Innovation & Improvement (CII), one of five U.S. Department of Education-funded national content centers; and team leader of the E=mc² program. She has taught speech and rhetorical writing at the College of New Jersey. Her research interests include communication processes, engagement theory, and the use of metaphor by children and adults. She has made frequent contributions to numerous educational publications.

“The ISS is the research division of the College of Education,” says Murphy. “We are both a research-generating and research-support arm of the college, since we support research grants received by College of Education faculty from such agencies as the U.S. Department of Education, the National Institutes of Health and the National Science Foundation, and we generate a number of grants on our own.”

One of Murphy’s priorities is to heighten awareness of the ISS’s role among College of Education faculty and staff—including producing a newsletter touting recent professional achievements of the institute. “We are being more deliberate about reaching out to our colleagues in other arms of the College of Education and looking for ways to collaborate. We hope these efforts will help all of us be more aware of each other’s capacities and increase our productivity.”

Farewell to Valerie Gay

Valerie Gay, who served as the college's assistant dean for institutional advancement for the past eight years, has left to become the executive director of Arts Sanctuary. We will miss her spirit, passion and love for the College of Education.

James Earl Davis, PhD
Interim Dean

Message from Susie Suh Assistant Director of Development and Alumni Affairs



One day last winter, I found myself tearing up as I read a thank-you letter a scholarship recipient sent to a donor. As the College of Education's assistant director of development and alumni affairs for the past two years, it was a humbling moment for me. I felt an urge to call my mother and thank her for her support throughout my college career many years ago. I could not remember whether or not I actually had said those words to her. Sitting in my office, I felt compelled to reach out to all of you to thank you, and I also feel even more committed to work harder so we can offer more scholarship opportunities to our current and future students.

It is you, our alumni and friends, who make those dreams for our students become reality and continue to inspire those of us who work at the College of Education. This year, with your generous support, the college proudly distributed more than 90 scholarships. With Temple's universitywide \$100 million, five-year fundraising initiative to enhance financial aid underway, I thank you for your ongoing support and ask for your help in sustaining this institution that provides world-class training and learning for our future educators. We need to provide them with every possible resource they need to succeed.

I also personally invite you to return to the campus to walk through the hallways, to visit our new Shimada Student Resource Center and to speak with the very students you support. I am confident that chatting with a few students, our faculty members or administrators will inspire you, too.

I would love to talk with you about ways that you can get more involved with the College of Education. Please contact me at 215-204-0916 or at susie.suh@temple.edu.

A handwritten signature in black ink that reads "Susie Suh". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Susie Suh
Assistant Director of Development and Alumni Affairs

Office of Institutional Advancement
Here to Serve You

ALUMNI NOTES

1950s

Joseph G. Burcher, BSEd, MEd, '53, '69, associate professor emeritus at the College of New Jersey in Ewing, N.J., has co-authored *Remembering South Cape May: The Jersey Shore Town That Vanished Into the Sea* (History Press).

Grace D. Napier, MEd, EdD, '59, '68, has published a book about seeing-eye dogs called *Meet My Girls: 80th Anniversary of the Seeing Eye Inc., 1929–2009* (Wheatmark Publishing). Napier's work was based on her 69 years of experience with 10 different guide dogs.

1960s

Sidney M. Clearfield, BSEd '61, was inducted into the South Philadelphia High School Cultural Hall of Fame. Clearfield has served as international director of the B'nai Brith Youth Organization and executive vice president of B'nai Brith International.

1970s

Gloria Garvin Rubin, BSEd, '72, is serving as the first vice president of the Fairfax County (Va.) Federation of Teachers.

Michael P. Cooney, BSEd, MEd, '74, '76, published *Dublin Odyssey*, his third work of fiction. Before taking up fiction writing, Cooney was a member of the Philadelphia Police Department for 33 years, where he served as a police officer, corporal, sergeant, lieutenant, captain, inspector and bureau commander.

Erlene Bass Nelson, MEd, '76, is the first Temple graduate to be inducted into the National Teachers Hall of Fame in Emporia, Kan. Nelson taught in the Philadelphia School District for more than 50 years. Though she retired in 2008, she continues



Erlene Bass Nelson

David King, EdD '05, president of Malone University

David King, EdD, '05, became the 13th president of Malone University in Canton, Ohio, last January. King, who has served in many educational leadership roles, most recently was the provost at Eastern University in St. Davids, Pa. He has also served as a commissioner on the Chief Academic Officers Commission of the Council for Christian Colleges and Universities, and as a member of the

Board of Directors of the College and University Professional Association for Human Resources.

CUPA-HR has awarded him an honorary life membership as well as its Distinguished Service Award, the Diedrich K. Willers Award and the Excellence in Human Resources Practice Award.



to offer volunteer support and advice to students and families at Drew Elementary School in West Philadelphia.

Patricia Madeira, MEd, EdD, '78, '90, is an assistant professor of education at Immaculata University.

1980s

Gaylene M. Carpenter, EdD, '80, has co-edited *Arts and Cultural Programming: A Leisure Perspective* (Human Kinetics). She is currently professor emerita of arts and administration at the University of Oregon in Eugene.

Betty Jean Nobles, BSEd, '80, has written *Don't Play Yourself*, a stage play benefiting Kandlelight Productions, a Philadelphia nonprofit organization. The play, which features a minister struggling with financial problems, was performed at University of the Arts in Philadelphia.

Rajen R. Vuridien, MEd, EdD, '87, '89, has been appointed the eighth president of Fullerton College, a two-year community college in Fullerton, Calif. Vuridien also spent six years as director of graduate programs in education at Gwynedd Mercy College, and directed the reading program at Long Island University.

1990s

Emily Cajigas, BSEd '91, a teacher at Cherry Hill (N.J.) High School East, has developed a math equation matching game for Nasco.

Claire F. Storm, EdD '92, received an Inspiration Award from the Keystone Society for Tourism. The award is the highest honor bestowed on Pennsylvania's

tourism leaders. As administrator and president of Rivertownes PA USA, a nonprofit organization, Storm is currently working to preserve and promote towns along the Susquehanna River.

Heather Petolicchio, BSEd '95, has been named "Teacher of the Year" at Washington Township High School in Gloucester County, N.J. Petolicchio taught history for seven years before becoming a student assistance counselor, a position she has held for 10 years. The Phillies have honored Petolicchio as well—she threw the first ceremonial pitch at their home game against the Chicago Cubs April 27.

2000s

Randy A. Peters, MEd '01, was one of 61 elementary and middle school principals worldwide named "2011 National Distinguished Principals" by the National Association of Elementary School Principals. He is the principal of Orange Street Elementary School in Berwick, Pa.

Joseph M. DeJulius, BSEd '05, was elected chair of the Evesham (N.J.) Municipal Utilities Authority (EMUA) Board of Commissioners. He also serves on EMUA's Capital Improvements Committee and as vice president of the 2011-2012 Evesham Township School District Board of Education.

Jonathan Harrison, MEd, '06, has published *Naked Being: Undressing Your Mind, Transforming Your Life* (O Books). Seeking to guide readers on a journey of self-discovery, the book follows Harrison's 2007 publication, *We Are All One: A Call to Spiritual Uprising*.

LETTER FROM A GRAD STUDENT

Temple: My Happy Place

From my home in Brazil, I was working on the literature review for my PhD dissertation about reading comprehension when I read an article by Jennifer Cromley, PhD (associate professor in the Department of Psychological Studies in Education). I was impressed with her work: the solid theoretical framework, along with a multifactor and dynamic approach to data (required for the topic of reading comprehension) using a statistical technique that I had not learned in Brazil! A scholarship from the Brazilian government, Dr. Cromley's acceptance and the endorsement of the Temple Office of International Services turned my dream of studying and working for a while in the U.S. into a reality.

But what about my husband and two adolescent daughters? My husband took the chance to improve his English at Temple University's Intensive English Language Program and my daughters had the opportunity to study in an American school (Abington High School), where they learned a lot about American culture and the English language.

As for me, I had the huge satisfaction of collaborating with Dr. Cromley, along with Brian Miller, PhD (postdoctoral PSE researcher), and research coordinator Theodore Wills, PhD, on a research project entitled, "The role of reader purpose in the contribution of various predictors to comprehension." Furthermore, I counted on the guidance of Dr. Cromley in using structural equation modeling to analyze my own dissertation dataset (and I will never forget graduate research assistant



Helena Vellinho Corso, a doctoral student from Brazil, her husband and two daughters all found Helena's research stint with the College of Education to be an enriching experience.

Ting Da's help with the specialized software!). The findings with my data proved to be interesting and will yield an article in collaboration with Dr. Cromley.

If all this were not enough, I also had the opportunity to attend some meetings of the Research in Spatial Cognition Lab and talks in the Temple Institute for Learning Sciences, both coordinated by Nora Newcombe, PhD, professor of psychology in the College of Liberal Arts. Through RISC, I also met with Kathryn Hirsh-Pasek, PhD, another CLA psychology professor, and learned about the Latin American School for Education, Cognitive and Neural Sciences. Finally, Catherine Fiorello, PhD, associate professor and coordinator of PSE's School Psychology

program, graciously received me in her office for a very valuable conversation about learning disabilities evaluation.

And if Temple, this amazing university, was "my happy place" (as written on the button I bought at the Student Center bookstore) during the weekdays, Philadelphia was my happy place during the weekends! Together, the whole family made the most of this fantastic city, full of all kinds of attractions and beauty. Never could I imagine that reading one article would lead me, in the end, to such an enriching experience.

Thank you, Temple (and Jennifer!).

Helena Vellinho Corso
Porto Alegre, Brazil

What Are *You* Doing?

Educator would love to include an item about you in the Alumni Notes section of the next issue of the magazine. It's a great way to let your former classmates and the rest of the College of Education community know what you are currently doing.

Please include your class and degree or degrees, the town in which you currently live, and your phone number and email address in case we need to contact you to clarify any information. Send your Alumni Notes submission to:

Susie Suh
College of Education
230 Ritter Annex
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122
susie.suh@temple.edu

IN MEMORIAM

'30s

Mrs. Dilys Margaret Finch, EDU '35
Mrs. Betty H. Strouse, EDU '35
Mrs. Frances T. Shoemaker, EDU '38
Mrs. Doris Severns Pappas, EDU '39

'40s

Brig. Gen. George V. Fagan, EDU '40, CLA '41
Dr. Lorraine Walker Bardsley, EDU '42
Ms. Anna M. Campagna, EDU '42
Mrs. Margaret B. Hillier, EDU '42
Ms. Margaret W. Kellerman, EDU '42, EDU '45
Mrs. Beatrice D. Leder, EDU '42
Mr. Howard M. Blackmon, EDU '43
Mrs. Frances Parry Dorworth, EDU '43
Mr. John Ralph Lupoli, EDU '43, CHPSW '51
Ms. Doris F. Morrell, EDU '43
Mrs. Esther H. Nagelberg, EDU '43
Rev. Robert J. Crawford Jr., EDU '44
Ms. Marian T. McStay, EDU '45
Mrs. Phyllis G. Lieb, EDU '46
Mrs. Edith W. Gindlesperger, EDU '47
Mrs. Leontine Dillon Scott, EDU '48
Mrs. Edith W. Van Wagoner, EDU '48
Mrs. Elizabeth M. Weber, EDU '48
Mrs. Lottie Holmes Mitchell, EDU '49

'50s

Mrs. Marjorie S. Brown, EDU '50
Mr. Harold J. Heim, EDU '50
Mr. Aristides P. Stamus, EDU '50, TYL '50
Mr. Robert H. Creamer, EDU '51
Mr. George H. Long, EDU '51
Mr. Jerome L. Trachtenberg, EDU '51
Mr. George W. Wilde, EDU '51
Dr. U. Berkley Ellis, EDU '52, EDU '63
Dr. Horace T. Keller Jr., EDU '52, EDU '56
Rev. Henry Medd, EDU '52, EDU '71
Mrs. Elizabeth Anderson Monteiro, EDU '52
Mr. John Francis Gillin, EDU '53, EDU '50
Mr. Walter M. Rhoades, EDU '53
Ms. Frieda L. Wahrmann, EDU '53
Mr. William L. Walter, EDU '53
Dr. Lester J. Bowers, EDU '54, EDU '71
Mr. Thomas F. Brown, EDU '54
Mr. Robert G. Hoffman, EDU '54, EDU '50
Mrs. Selma G. Hoffman, EDU '54
Mrs. Margaret T. King, EDU '54
Ms. Rosalind S. Lieberman, EDU '54
Dr. Beatrice G. Sanders, EDU '54
Mrs. Joan R. Carlson, EDU '55
Dr. Roger Scott Hertz, EDU '55, EDU '72
Mr. R. Kenneth Pierce, EDU '55
Mrs. Lucille S. Stezzi, EDU '55, EDU '44
Ms. Frances N. Crawford, EDU '56
Mr. Gerald R. Rickards, EDU '56
Col. Harry Knopf Stevenson, EDU '56
Mr. Paul W. Vanderloo, EDU '56, CLA '59, CLA '62
Mr. John E. Whare Jr., EDU '56
Mr. Charles Earl Goodal, EDU '57
Mr. Clinton Dudley Lowden, EDU '57
Mr. Henry G. Matz, EDU '57, EDU '49
Ms. Annetta H. Reber, EDU '57
Dr. William Harry Stoutenburgh, EDU '57, EDU '67
Mr. Richard B. Bishop, EDU '58
Mr. John J. Bolton, EDU '58
Mr. William J. Dunn, EDU '58
Mrs. Shirley M. Hoffecker, EDU '58
Mr. Edward Joseph Seitz, EDU '58
Dr. Leroy R. Brendlinger, EdD, EDU '59

Mrs. Joyce T. Flacker, EDU '59
Mr. Michael F. Giovenella, EDU '59, EDU '63

'60s

Mr. Henry Robert Boney, EDU '60
Mr. Arthur L. Knowlton Sr., EDU '60
Dr. Aaron R. Miller, EDU '60, EDU '49
Mr. Barry R. Nelson, EDU '60
Mrs. Evelyn Bierbrunner, EDU '61
Dr. Richard M. Dressler, EDU '61, CLA '68
Mr. Dawson E. Hoffman Jr., EDU '61
Mr. Charles T. Maat, EDU '61
Mrs. Rosalie C. Miller, EDU '61
Mr. Robert P. Rago, EDU '61
Mr. John Tiers, EDU '61
Ms. Joyce G. Agostini, EDU '62
Mr. Melvin D. Butler, EDU '62
Maj. Edgar T. McGowan Sr., EDU '62
Ms. Helen Lucille Mentzer, EDU '62
Mr. Thomas J. Nolen, EDU '62
Mrs. Dorothy Bothwell, EDU '63, EDU '43
Ms. Martha E. Denehey, EDU '63
Mrs. Thelma Doris Dickerson, EDU '63
Mr. John S. Faul, EDU '63
Mr. Richard J. Koch, EDU '63
Mr. Frederick F. Powers Jr., EDU '63, SBM '76
Mr. Joel S. Reisman, EDU '63
Mrs. Beulah S. Rothstein, EDU '63
Mr. Thomas M. Williams, EDU '63
Mrs. Betty L. Cornell, EDU '64
Mrs. Ann W. Emdur, EDU '64, EDU '67
Mr. Franklin Keil Kessler, EDU '64
Ms. Alberta L. Kilmer, EDU '64
Mr. William C. Brobst, EDU '65
Mr. James K. Davis, EDU '65
Mr. Ernest H. Firestone, EDU '65
Mr. Thomas M. McLenigan, EDU '65
Mr. Robert D. Phillips Jr., EDU '65
Mr. David V. Swartz, EDU '65
Ms. Elizabeth D. Wilson, EDU '65
Ms. Ardis V. Gaumer, EDU '66
Mr. John M. Griffith, EDU '66
Mr. Gene J. Grubb, EDU '66
Ms. Mary Sher Krassen, EDU '66, EDU '72
Mrs. Jill A. Little, EDU '66
Mr. Edwin J. Zarek, EDU '66
Mr. Richard P. Falstick, EDU '67
Mrs. Mary Naomi Kelly, EDU '67
Mr. Donald K. Murdoch, CPCU CIC, EDU '67
Mr. Aado Noulkas, EDU '67
Mrs. Mary Ann Petters, EDU '67
Mr. Robert G. Deanthony, EDU '68
Mr. Harry B. Fasnacht, EDU '68
Mr. Louis Garcia Jr., EDU '68
Rev. Thomas Francis Lanagan, EDU '68
Mrs. Erma S. Osthhaus, EDU '68
Dr. Leonard Azzarano, EDU '69, EDU '72, EDU '81
Mr. Ralph M. Barker Jr., EDU '69
Mr. James R. Geiger, EDU '69
Mr. James N. Keiler, EDU '69, EDU '76
Mrs. Ruth D. Kitto, EDU '69
Mr. Francis J. Lawler, EDU '69
Mrs. Merrill A. Meneeley, EDU '69
Ms. Dolores M. Ouellette, EDU '69
Mr. Loren Edwin Studer, EDU '69
Mrs. Wanda Wiekowski, EDU '69

'70s

Mr. John E. Lynch Jr., EDU '70
Dr. Beulah H. Rothschild, EDU '70, EDU '80

Ms. Claire R. Siroff, EDU '70
Dr. Carol Sue Underwood, EDU '70
Mr. William H. Horst, EDU '71
Dr. Shirley Ann Oday, EDU '71
Mrs. Joan C. Turner, EDU '71
Mr. David Eugne Bassett, EDU '72
Dr. Rita N. Cancila, EDU '72, EDU '74, EDU '78
Dr. Franklyn R. Greenberg, EDU '72
Ms. Mary Margaret O'Hara, EDU '72
Mrs. Arlene W. Robin, EDU '72
Ms. Patricia Shine, EDU '72
Ms. Zandra M. Bohlen, EDU '73
Dr. Corinne O. Cody, EDU '73, EDU '83
Mr. Eldridge W. Smith, EDU '73
Mrs. Jeannette M. Arnold, EDU '74
Dr. Cyril O. Byron Sr., EDU '74
Mrs. Ruth West Fechter, EDU '74
Mr. Michael Fleishman, EDU '74
Mr. Donald Joseph Martin, EDU '74
Ms. Denise Amaradio, EDU '75
Mr. Richard S. Harple, EDU '75
Mr. Gerald John Kloss Sr., EDU '75, EDU '82
Ms. Susie Evelyn Merritt, EDU '75
Mrs. Thea H. Seibel, EDU '75
Mr. Carlos R. Vazquez, EDU '75, EDU '78
Mr. William J. Collins, EDU '76
Ms. Sherry J. Herman, EDU '76
Mrs. Miriam B. Klein, EDU '76
Mr. Martin P. Butwin Jr., EDU '77
Sr. Anastasia M. Hearne, SSSJ, EDU '77
Mr. Richard Janiszewski, EDU '77
Mrs. Pearlina Brenner Palmer, EDU '77
Mr. Robert R. Burnley, EDU '78
Ms. Muriel L. Feelings, EDU '78
Mr. George W. Littel, EDU '78, EDU '81
Ms. Clarice W. Meade, EDU '78, EDU '81
Mr. John J. Oakes Jr., EDU '78
Ms. Dorothy P. Kaiser, EDU '79

'80s

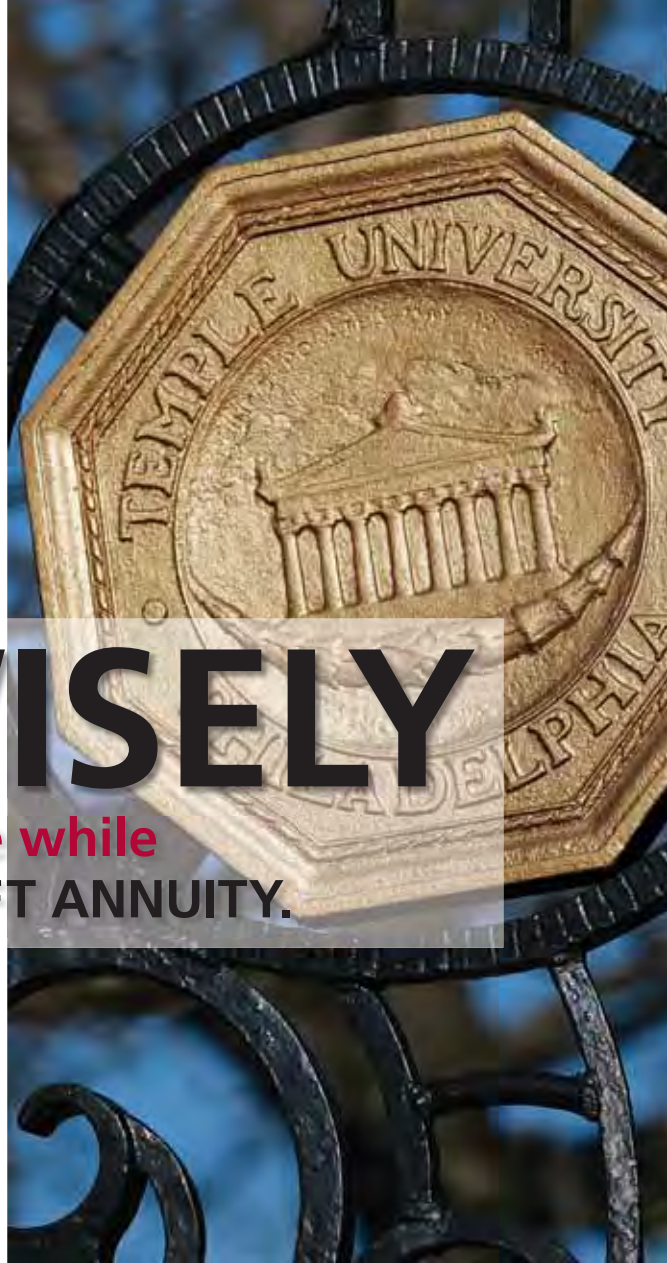
Mr. Alonzo Cavin, EDU '80
Mr. William T. Gratz, EDU '80
Dr. John E. Rockwell, EDU '80
Dr. Donald R. Zook, EDU '80
Dr. E. Ronald Kirkland, EDU '81
Ms. Laurie C. Silver, EDU '81
Ms. Marlene M. King, EDU '82
Mr. Robert M. Diflorio, EDU '83, EDU '87
Mr. Lawrence R. Piltman, EDU '83
Dr. Mckinley Wardlaw, EDU '83
Dr. Joan A. Daria, MSN EdD CCH, EDU '85
Dr. Kathleen A. Dockery, EDU '86
Mr. Gary D. Berg, EDU '87, EDU '01
Ms. Patricia M. Burns, EDU '87
Mr. Bernard J. Robinson, EDU '87
Mr. Vaughn J. Slater, EDU '87, EDU '91
Ms. Teresa A. Benning, EDU '89

'90s

Dr. Gabriel J. Dimasi, EDU '92
Mr. Robert E. Cahill, EDU '96
Dr. Sandra Nelson Morris, EDU '96
Dr. Anne W. Hummer, EDU '98

'00s

Ms. Nancy A. Bobkoskie, EDU '01
Ms. Anne O'shea, EDU '04, EDU '05
Dr. David M. Zuilkoski, EDU '05, EDU '06



INVEST WISELY

Make an impact on Temple's future while earning a secure income with a **GIFT ANNUITY**.

When you establish a gift annuity with Temple, you support the university's mission of access to excellence for the next generation of Temple students. And, you will receive a secure, supplemental income for life.

A GIFT ANNUITY CAN PROVIDE:

- **financial security** with guaranteed income for life.
- **tax benefits** including deductions and capital gains tax savings.
- **personal satisfaction** in leaving a meaningful legacy at Temple.

ONE-LIFE ANNUITY		TWO-LIFE ANNUITY	
AGE	RATE	AGE	RATE
60	4.4%	60 & 65	4.0%
65	4.7%	65 & 65	4.2%
70	5.1%	70 & 70	4.6%
75	5.8%	75 & 75	5.0%
80	6.8%	80 & 80	5.7%
85	7.8%	85 & 85	6.7%
90	9.0%	90 & 90	8.2%

Let us help you create a legacy at Temple. For more information, contact:

OFFICE OF PLANNED GIVING
TASB/1852 N. 10TH STREET
PHILADELPHIA, PA 19122
800-822-6957

Visit us on the web at
<http://plannedgiving.temple.edu>



Why I Give

“I give of my time and financial support to the College of Education because, as a native Philadelphian, I have and always have had an affinity for the city and in particular for Temple, from which I earned my MBA. Within the city, Temple is a major force that contributes to the city and the region in so many ways—academically, economically, culturally and socially, to name a few.

“Several years ago, when I was considering how I could best give back to the city and institutions that have formed me, I leapt at the chance to become chair of the College of Education’s newly formed advisory group, the Board of Visitors. From my perspective, in what better way could I give back than to help enhance the College of Education and—thanks to the close relationship it has with the Philadelphia schools—better the education of the students of Philadelphia?

“As a businessman, I’m very focused on productivity. That’s why I’ve been trying to help the college determine how to make everyone involved—administrators, staff, faculty and students—more productive, and how to help the college make public school students, the young minds of Philadelphia and the region, more productive.”

—Joseph S. Vassaluzzo, MBA '75
Chair, College of Education Board of Visitors
Nonexecutive Chair of the Board and Trustee, Federal Realty Investment Trust
Lead Director, Lifetime Fitness Inc. and I-Party Corp.
Former Vice-Chair, Staples Inc.