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EDITOR AND ASSISTANT DEAN,
DEVELOPMENT & ALUMNI RELATIONS
Grace Greenwich

CONTRIBUTING WRITER
Bruce E. Beans

DESIGN
Pryme Design—Julia Prymak

PHOTOGRAPHERS
Bruce E. Beans
David DeBalko
Joseph V. Labolito
Betsy Manning

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION

DEAN
Gregory M. Anderson, PhD

SENIOR ASSOCIATE DEAN OF
GRADUATE PROGRAMS AND RESEARCH
Joseph DuCette, PhD

ASSOCIATE DEAN OF UNDERGRADUATE
EDUCATION AND ASSOCIATE PROFESSOR OF
EDUCATIONAL PSYCHOLOGY
Julie L. Booth, PhD

ASSISTANT DEAN OF TEACHER EDUCATION AND
ASSISTANT PROFESSOR OF LITERACY
Kristina Najera, PhD

ASSOCIATE DEAN OF ACADEMIC AFFAIRS
AND FACULTY DEVELOPMENT
Michael Smith, PhD

ASSISTANT DEAN OF ENROLLMENT
MANAGEMENT AND MARKETING
Joseph Paris, MBA

CHAIRMAN, COLLEGE OF EDUCATION
BOARD OF VISITORS
Joseph Vassalluzzo

CORRESPONDENCE:
Temple University
College of Education
Office of Institutional Advancement
Ritter Hall, Room 238
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122-6091

FEATURES

- 2 Dean's Message
- 4 NSF-Funded Scientific Literacy Research
- 8 New Center for Evaluation & Assessment
- 10 Faculty Research Spotlight
- 12 New Faculty

DEPARTMENTS

- 3 Our Students Speak
- 14 Faculty Notes
- 18 News in Brief
- 22 Alumni Viewpoint
- 23 Message from the Editor
- 24 Alumni Notes
- 28 In Memoriam

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DEAN'S MESSAGE



INVESTING IN OUTSTANDING NEW FACULTY TO MEET GROWING ENROLLMENT

I am really proud of the fact that, at a time when most colleges of education are suffering enrollment declines, our enrollment continues to grow, with a 3 percent increase in undergraduates and a 5 percent increase in graduate students this year. That's a testimony to the quality of the college and our faculty and to the relevance of our education programs.

In response, this fall we have welcomed 10 new outstanding faculty members, bringing the total of new faculty hired in the past four years to 25.

This significant investment in new human capital targets three sometimes overlapping areas:

- providing the best possible experience for our students, including those in programs that are large or growing

- enhancing our ability to impact educational policy, both locally and nationwide, through our Policy, Organizational, & Leadership Studies Department; and
- enhancing our ability to conduct high-quality assessments and evaluations—of educational and behavioral and mental health programs both within and outside of the college.

The new faculty (see pages 12–13) for more details) include three new hires—more than doubling the talented faculty to five—for counseling psychology, our largest master's degree program. These include Professor Renée M. Tobin, who will coordinate the program; Associate Professor Joel Schneider; and Assistant Professor of Instruction Heidi Hutman.

We've also bolstered our largest undergraduate program, early childhood education, with the hiring of Sabina Neugebauer, an advanced assistant professor, and Judy Flanigan, assistant professor of instruction.

In addition, Assistant Professor Allison Gilmour brings strong assessment and evaluation, as well as policy expertise, to our special education programs; Lia Sandilos, assistant professor of school psychology, has a strong background in English-language learners and assessing teacher effectiveness; and Jennifer Johnson, assistant professor of instruction, will strengthen our growing graduate level higher education programs.

We're also pleased to fortify our urban education programs with the appointments of Assistant Professor Eddie Fergus and Marc Lamont Hill, a leading intellectual voice, advocate for social justice and scholar of urban education who is a former professor and 2000 graduate of the college.

Meanwhile, I am thrilled that the university's Board of Trustees recently allowed the college to begin pre-construction planning and architectural designs for a new early-childhood education facility near our North Philadelphia campus. It will include pre-K for neighborhood children and the children of university staff, an after-school STEM program, a dental clinic and career development programs for the community.

We also are looking forward to Professor Sara Goldrick-Rab's 2018 opening of the HOPE Center for College, Community and Justice, which will deepen her research into the policies, practices and resources needed to help all college students succeed.

This fall we also have launched the Center for Assessment & Evaluation headed by Associate Professor Annemarie H. Hindman (page 8). We want to practice what we preach; every program we offer needs to be validated by outcome data. So, besides conducted vigorous research regarding how interventions inside and outside of the classroom can improve the lives of children and families in urban areas such as North Philadelphia, we want to be able to validate our own programs—validations that will add value to our graduates for the labor market.

Finally, we are pleased to welcome Grace Greenwich, our new, highly experienced assistant dean for institutional advancement.

Thanks for reading the *Educator*, and for your continued support.

Gregory M. Anderson, PhD
Dean

OUR STUDENTS SPEAK



Hope Davis

Class of 2018, Early Childhood Education pre-K to 4; Special Education concentration pre-K to 8 • Royersford, Pennsylvania

“I was inspired to be a teacher by Miss Julie Quinby, my freshman English teacher at Spring-Ford High School. She made learning really fun and exciting. I wasn’t the strongest writer, but she took a lot of time to help me make my papers stronger and make me a better writer.

“Since coming to Temple, I’ve been a volunteer corps member and team leader for Jumpstart, an after-school program that has enabled me to work with young children at two different North Philadelphia sites. Two boys I worked with in my first reading group when I was a freshman didn’t know the letters in their own names, and knowing that this fall those kids entered kindergarten more than ready to succeed makes me feel so great.

“For the past year-and-a-half, I’ve also worked as an experience host at the Please Touch Museum, and, as a member of the Kappa Delta Pi International Honor Society, last year I helped build a new library at the Duckrey Elementary School.

“Besides these experiences, I’ve really enjoyed taking what I’ve learned in the classroom at Temple and applying that to my lesson plans and seeing the impact this knowledge can have in real life settings during my practicums in a kindergarten class and 4th grade class in Philadelphia public schools. The Temple teaching standards our professors stress have become second nature to me. Seeing students respond well to them in the lesson plans I have developed has really made me feel prepared for student teaching.

“I want to teach either third or fourth grade, and Temple has given me every skill I could possibly need to become a successful teacher.”

Jessica B. Thomas

BBA ‘11, MEd ‘14, Doctoral Student in Educational Leadership • Philadelphia, Pennsylvania

“I’m definitely Temple Made. I earned both my bachelor’s degree in human resource management and my MEd from Temple. Now I’m in the first year of an accelerated EdD in educational leadership here. I considered other doctoral programs, but I liked the flexibility the College of Education offers for me and my family.

“I’m a mother of four, ranging from my 12-year-old to my three-year-old twin boys, and, since September 2014, I’ve been a technology/computer science teacher, in addition to serving in several teacher leader roles, at the New Foundations Charter School in Northeast Philadelphia. I’m also now our technology integration specialist, supporting teachers to integrate more technology into their classrooms as a way to differentiate classroom instruction.

“I really like working with our school’s older students, using technology across the curriculum to help them better access content that students typically struggle with.

“Besides the flexibility the EdD program offers, what drew me back to Temple was the exposure not just to theory but to educational practice. The program’s professors offer a nice mixture of skill sets ranging between policy, practice and urban education experience.

“For my doctoral dissertation, I’m focusing on teacher education/training, technology integration across the curriculum and culturally responsive pedagogy. To blend them together, I’m considering researching how teachers are able to use technology to help students access content while also utilizing technology to learn more about their students’ backgrounds and then apply that knowledge in class.



“Thanks to Temple, I’ve definitely grown as an educator, particularly in terms of becoming more strategic with professional development. Beyond developing my own skills, I’ve learned a lot of innovative ways to share the best practices I’ve learned with other professionals.”



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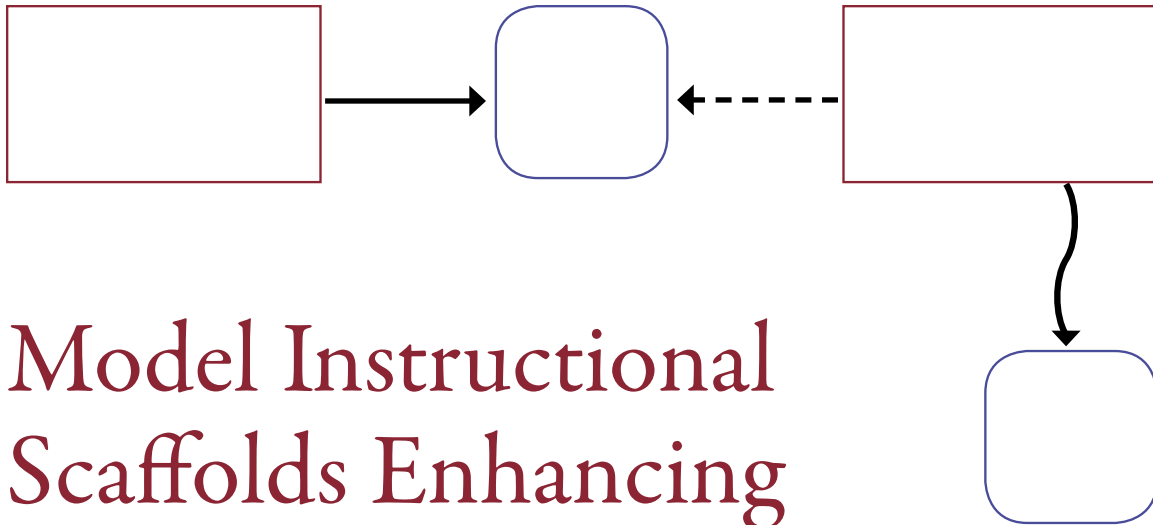
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Model Instructional Scaffolds Enhancing Students' Scientific Literacy

Just a week after the last of three powerful hurricanes had devastated Texas, Florida and the Caribbean, a dozen freshmen in an honors environmental earth science class at New Jersey's Toms River High School South were grappling with two possible climate change models:

A: Our current climate change is caused by increasing amounts of gases released by human activities.

or

B: Our current climate change is caused by increasing amounts of energy released from the sun.

To help them judge which explanation is more plausible, teacher Charlene Wallace had given each of them a worksheet developed by Temple researchers that listed the two alternative models, plus some climate change evidence. The students' task: to use variously colored pencils to draw lines that diagrammed and indicated whether they believed each of four pieces of evidence strongly supported, supported, contradicted or had nothing to do with each of the two possible models.

The evidence included:

1. Atmospheric greenhouse gas concentrations, and temperatures, have risen for the past 50 years; human activities have resulted in greater greenhouse gas releases.
2. Since 1970, the Earth has received less of the sun's energy due to decreased solar activity, but temperatures have continued to rise.
3. Satellites are measuring more of the Earth's energy being absorbed by greenhouse gases.
4. Prior to the Industrial Revolution, increases and decreases in solar activity closely matched increases and decreases in global temperatures.

After they reviewed the information and made preliminary judgments individually, the students gathered into four-person discussion groups. In one group, a boy said that he felt that the evidence of declining solar activity had nothing to do with the human activity model.

"Actually, I put that as supporting it, because if solar activity is decreasing, that makes it more likely that it's just the greenhouse gases," another boy responded.

"Yeah," conceded the first boy, now understanding the connection he had initially missed.

Addressing the third evidence point, regarding satellites measuring more greenhouse gas absorption, the lone girl in the group felt it only mildly supported human-caused climate change—in part because it gave no indication how much more the greenhouse gases were being absorbed.

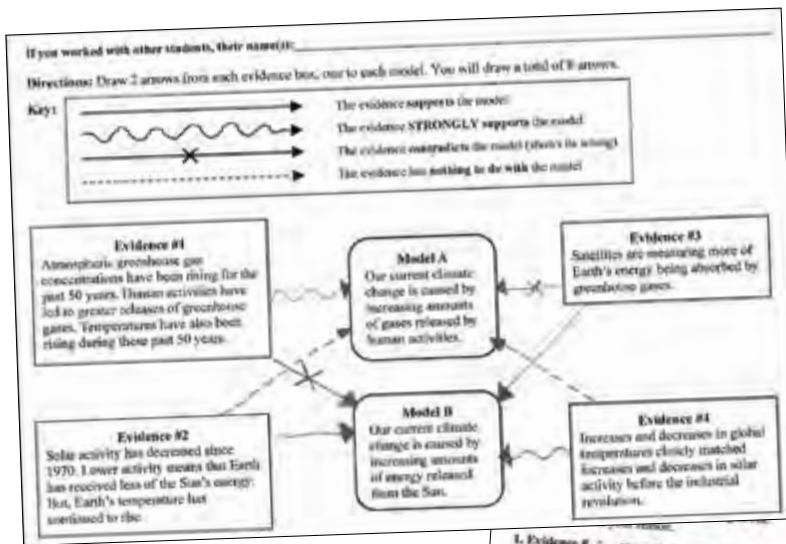
"I think it strongly supports it," countered the second boy, "because it says more of the Earth's energy is being absorbed by greenhouse gases, and Model A talks about how energy is being released by human activity."

When the group moved on to consider Model B, which attributes climate change to changing levels of solar activity, the girl said, "I didn't have anything strongly supporting that."

"Me neither," said the second boy.

"In fact," added the girl, "Model B was contradicted by three of the four evidences."

Their conclusion: on a scale of 1 to 10, the plausibility of human activity causing climate change rated an 8; the sun merited only a 2.



A student example of the Model-Evidence Link (MEL) explanation task.

Write your reasons for the three most interesting or important arrows, explaining about _____ (supports | contradicts | has nothing to do with).

- Evidence # 1 strongly supports | supports | contradicts | has nothing to do with Model A because Evidence 1 says that human activities have led to greater releases of greenhouse gases which have been rising for the past 50 years. This strongly supports Model A because it is explaining that our climate change is being caused by human activities.
- Evidence 2 contradicts | supports | contradicts | has nothing to do with Model B because Evidence 2 says that solar activity has decreased since 1970. Model B says that increasing amounts of energy released from the sun is what is causing climate change.
- Evidence 4 strongly supports | supports | contradicts | has nothing to do with Model B because Evidence 4 says that before the industrial revolution, increases and decreases in solar activity closely matched increases and decreases in global temperatures. Model B says that climate change was caused by increasing amounts of energy from the sun.

Circle the plausibility of each model. (Make two circles, one for each model.)

	Greatly implausible or even impossible										
Model A	1	2	3	4	5	6	7	8	9	10	
Model B	1	2	3	4	5	6	7	8	9	10	

“Scientific literacy is under siege,” says Doug Lombardi, assistant professor of science education. “We live in a country where scientific evidence is not valued, where everybody thinks that any opinion has as much merit and validity as any other.”

“We’re trying to figure out how to get students scientifically literate, so that when they are in the voting booth or otherwise making decisions about their community, region or the globe, we want them to think in the scientific manner.”

Lombardi is a former U.S. Air Force weather officer; engineer/research associate at the Oak Ridge National Laboratory; high school science teacher; and NASA high school astronomy coordinator and education & public outreach manager. In 2013, he and his co-principal investigator and wife, Janelle Bailey, assistant professor of science education, received an exploratory \$450,000 grant from the National Science Foundation. They wanted to learn if instructional scaffolds could help students evaluate the merits of scientific explanations compared to plausible, but non-scientific, alternatives.

Building upon concepts first developed by Rutgers University, the Temple researchers created Model-Evidence Links diagrams, or MELs, that helped students explore four socio-scientific topics: climate change, wetlands and land use, fracking and earthquakes and the formation of the Earth’s moon.

Wallace was one of seven teachers in New Jersey and Nevada who used these MEL prototypes in their classrooms. The results were so promising that this year the NSF increased its funding five-fold, to nearly \$2.4 million over four years, to expand the research. The latest goal: to see how well students can utilize the same steps they are learning in school to think critically about science questions outside of class—for the rest of their lives.

Wallace is a big believer: “In science, students often work with lab partners but not so much with groups, and when I began using the MELs it was the first time I felt I was really approaching student-based learning, where the students really had to work together, talk about it and come up with their own conclusions.



Science teacher Charlene Wallace and Assistant Professor Doug Lombardi speaking about his instructional scaffolds in her Toms River High School South classroom.

“It really opened my eyes to how much students can learn from each other. I think it’s incredibly helpful.”

Expanding upon the concepts, she was working with her students’ English teachers in assigning them to write persuasive essays to newspapers and government officials regarding climate change. She also has created her own MELs for her biology classes, including for evolution.

Missy Holzer, a long-time science teacher at Chatham High School in New Jersey who has participated in both NSF grants, agrees: “It’s terrific because it really messes with the students’ heads. It forces them to think critically about plausible information and how to decide what’s right or wrong when dealing with contradictory material.

“Rather than just reading something in a textbook, which is just a piece of information coming at you, the process is night-and-day in terms of actually getting students involved and talking about the data and evidence.”

After observing one of Wallace’s classes, Lombardi said, “In terms of actual instruction time, Charlene didn’t have to do a lot because she really implemented it so well. It was outstanding.”

Last year, Lombardi—along with his two doctorate advisors at the University of Nevada, Las Vegas, Professor E. Michael

Nusbaum of the UNLV and Professor Gale Sinatra of the University of Southern California—published the educational theory that underpins the MELs in *Educational Psychologist*, the premier educational psychology journal. “The plausibility judgment that the students are making is a judgment on the explanation or models of what, in this case, is causing climate change. It’s not judging the evidence,” says Lombardi. “Based on the available evidence, scientists say: ‘Is this a plausible explanation?’

“When we have ideas about the world and the way things work that are wrong, it’s very difficult to change those concepts,” he adds. “Telling people they’re wrong doesn’t work.

“Instead, based on what we know about cognitive development, we’re trying to develop students to become more critical thinkers when evaluating alternative explanations, to activate their scientific thinking when confronted with scientific information.

“It’s not a silver bullet, it’s just one of the tools you can use to help, in a small but meaningful and important way, to enhance scientific literacy.”

To support our faculty making a difference both in and out of the classroom, please make a gift to the College of Education Faculty Support Fund (see enclosed envelope).

COLLEGE LAUNCHES CENTER FOR ASSESSMENT & EVALUATION

The College of Education has launched its Center for Assessment & Evaluation to create a central clearinghouse for its assessment and evaluation expertise—expertise that will benefit school and community partners, and the college itself.

“The center really grows out of Dean Anderson’s interest in having the college become very rooted in the community, especially Philadelphia,” says the center’s director, Annemarie H. Hindman, an associate professor of teaching and learning. “It helps us think about how we can extend our expertise regarding assessment, evaluation and measurement to meet the needs of our community partners, including the School District of Philadelphia (SDP), city agencies and nonprofit organizations that operate locally, as well as how to support other high-need U.S. communities.

“Schools, public agencies and nonprofits have frequently requested our help with evaluating their programs,” she adds. “The center, however, gives us a way to institutionalize these efforts and create more collaborations between faculty members.”

The Center for Assessment & Evaluation is focusing on four primary areas:

- teacher education and professional development
- student and teacher mental and behavioral health
- urban communities and contexts
- secondary data analysis.

Teacher education and professional development

For many years, the College of Education has been the single largest preparer of teachers for the SDP. “We have a lot of data about teacher prep and both we and the school district are interested in learning more about how successful they are when they first enter the teaching field and how successful they become after they’ve been there a while,” says Hindman. “Carefully mining the data we have could tell us a lot about what’s working and what could be improved.”

Examples of underway projects include analyses of:

- the college’s National Board Certification project
- mindfulness and mediation as a strategy to support teacher preparation
- key elements of early childhood teacher preparation via the Deans for Impact common metrics project.

Anderson is one of 21 education deans and for-profit institution leaders who are part of Deans for Impact, which is committed to a data-driven transformation of teacher preparation. Because most education institutions use different assessment tools to evaluate their effectiveness, it is difficult to draw conclusions regarding the collective effectiveness of multiple teacher preparation programs.

To address that issue, the college and several other institutions are pioneering the use of four common metrics to gauge teacher prep effectiveness. These include:

1. a teacher disposition survey that assesses grit and self confidence
2. a classroom assessment tool that provides observational measures of teacher quality
3. an employer survey; and
4. a recent graduate survey.

Other pending teacher education and professional development proposals include identifying ways the college can better align its teacher prep programs with district and community needs, and an assessment of child care opportunities for low-income Temple students who are also parents of young children.

Mental and behavioral health

“We have a lot of expertise in this area, particularly in school psychology and counseling psychology, in supporting and assessing both teachers and students regarding their social and emotional health,” says Hindman.

The new center is exploring a partnership with the SDP’s Network 4—comprised of the neighborhood schools surrounding Temple’s main campus—to identify ways to assess the social and emotional functioning of both students and teachers, and to support their resiliency.

“Especially in high-needs schools, there’s often a problem with teacher burnout,” says Laura Pendergast, assistant professor of psychological studies in education and one of the Center for Assessment & Evaluation’s two assistant directors. “We want to identify the best ways to support teachers, to identify and enable teachers to capitalize on their strengths in the classroom in order to keep them there.”

The emerging partnership is also geared towards helping teachers develop new strategies to recognize and take appropriate actions if their students are struggling emotionally—including those suffering from trauma.



Associate Professor Annemarie Hindman (left) and Alfred Essandoh, program director, Oxford Circle Christian Community Development Association, in front of a multilingual Northeast Philadelphia childcare facility.



Also, the center is working with theVillage, a nonprofit Delaware Valley agency whose services for children and families includes a foster care program. “About 40 percent of families who agree to provide foster care leave the program within a year of having a child placed in their household,” says Pendergast.

TheVillage has asked the center to conduct assessments to determine the best markers that would help identify which families who have applied to become foster parents are most likely to persist in providing such care over the long term.

Urban communities and contexts

“Given our location in North Philadelphia, the research that the center conducts should help us understand some of the main issues in this urban context,” says Edward Fergus, a recently hired assistant professor of urban education—and assistant director of the center. “It should also help us identify strategies to have positive, multi-generational impacts within the broader urban community.”

One example: the center is partnering with the nonprofit Oxford Circle Christian Community Development Association to conduct a needs assessment in the Northeast Philadelphia neighborhood. Funded by the William Penn Foundation, it will explore the language and literacy opportunities available to children from their births to age 3.

“It’s an incredibly diverse neighborhood, both in terms of socio-economics and languages,” says Hindman. “The children who attend the K-5 Laura H. Carnell School speak about 30 different native languages.”

In order to gauge the resources that families have—in both the language spoken in their homes and in English—to prepare their very young children for school, the center is conducting child assessments; speaking with families, childcare providers and non-

profit groups that serve the neighborhood; and doing a block-by-block assessment of literacy materials available to young children, from newspapers, magazines and books to signs, advertisements and billboards.

Other potential research areas include the College of Education’s many partnerships with surrounding schools and the City of Philadelphia’s \$30 million federal Department of Housing and Urban Development Choice Neighborhoods Implementation Grant to improve the lives of the residents of the nearby Norris Apartments public housing. The college is the grant’s lead educational partner.

Secondary data analysis

Some faculty researchers work with large, publicly available data sets related to educational achievement. To enhance the college’s research capabilities, the center wants to sponsor access to more such databases, as well as provide equipment to help faculty use them. Such secondary data analysis will enable the center’s researchers to look at a host of questions, such as student learning and teacher outcomes, as well as policy questions.

“For example,” says Hindman, “when a state changes its requirements for teacher certification, we could look at how teacher preparedness differs from before and after the change occurs.”

Summing up the potential for the Center for Assessment & Evaluation, Hindman says, “I think it’s exciting that, while the college has been doing this kind of work for many years, there has not really been a mechanism to help us collaborate and respond really quickly to the emerging needs of this community and other urban centers. This center is the solution.”

FACULTY RESEARCH SPOTLIGHT

This is the latest of an ongoing series of essays by our faculty members about their work and research.



**By Sarah Cordes,
Assistant Professor of
School Leadership**

PROXIMITY TO CHARTER SCHOOLS ENHANCES PUBLIC SCHOOL STUDENT ACHIEVEMENT

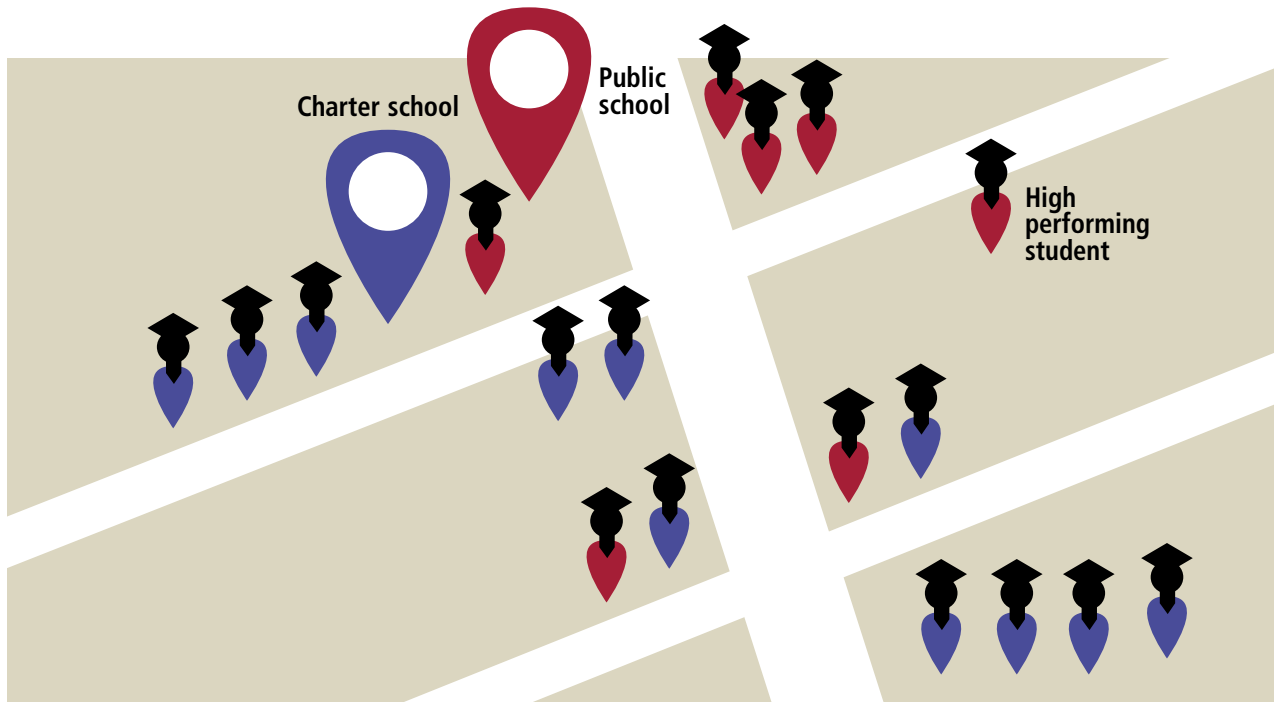
When I was asked to write a research proposal for my doctoral finance seminar, while I hoped it would lead to a peer reviewed publication, I certainly did not imagine the media attention that publication would receive. I just wanted to write about a topic that was interesting to me, which happened to be the impact of charter schools on traditional public school resources. As I began my review of the literature, I was shocked to learn that there was no peer reviewed quantitative research on this topic. Despite the heated rhetoric from charter school opponents about the pernicious effects of charter schools on traditional public school spending and equally strong claims from charter school proponents that charter schools exert financial pressures on traditional public schools that will lead to greater efficiency in spending, there was no empirical evidence to back up either claim.

This began my journey into exploring the consequences of charter schools for nearby traditional public schools in New York City. My initial analysis focused on the financial impacts, which revealed that once a charter school opened within one mile of a traditional public school, per pupil spending in that school actually *increased* and this change was not explained by higher shares of traditionally hard to educate students, such as poor and special education students, who come with extra funding. Rather, the most likely explanation was that traditional public schools experienced small declines in enrollment (an average of 15 students in grades 3–5) after a charter school opened nearby, and were therefore spreading certain “fixed” costs like teachers and facilities over fewer students.

On their own, these findings were important, but led to a larger question of whether this increased spending translated to improvements in student outcomes. Since the ultimate goal of education is not to spend more money, but to improve outcomes, this larger question of the impacts of charter schools on traditional public school students seemed especially important. Therefore, I decided to shift my focus to explore the effects of charter schools on traditional public school student performance.

Despite the rapid growth of charter schools both nationally and in New York City, the vast majority of public school students continue to be educated in their neighborhood school. Therefore, an important question is whether the choice of the few students to attend charter schools comes at the expense of the many students in traditional public schools. The answer to this is important for policies that govern whether and how much charter school expansion is advisable. While my study cannot fully speak to this point, it does offer some insight regarding New York City.

“...[S]tudents in schools located near a charter school had higher performance in the years after a charter school opened than students in those same schools before a charter opened, and these effects were consistently larger in co-located schools.”



There are two primary ways that charter schools are predicted to affect the performance of students enrolled in traditional public schools. One theory is that charter schools compete with traditional public schools for students. In order to prevent students from enrolling in a charter school, traditional public schools must improve so that they represent a more preferable option to families. A second theory is that because charter schools are free from many of the regulations governing public schools, that charters will serve as incubators of innovation and find better ways to teach, allocate resources or attract high quality teachers, for example. These innovative practices could then be adopted by traditional public schools.

What is key to both of these theories is that charter schools are more likely to have impacts on nearby traditional public schools. Since kids generally do not travel long distances to schools, competitive pressures from enrollment are more likely to be felt in a traditional public school that is located one block from a charter school than a traditional public school located five miles away. Similarly, it is easier for traditional public schools to learn about innovative practices if they are occurring nearby. Therefore, a key part of my analysis was to focus on traditional public schools located close to a charter school. Given the urban context of my study, I defined “close” as being within one mile of a charter (75 percent of charter school students in NYC attend a school within one mile of their home). One particularly exciting aspect of conducting this analysis in New York City is that I had the opportunity to examine the effects of “extreme” proximity in co-located schools, where charter and traditional public schools operated within the same building.

In my analysis, I compared the outcomes of students in a traditional public school in the years before a charter school opened to outcomes of students *in that same school* in the years after a charter school opened. In this way, I was able to account for the fact that charter schools do not locate randomly, but rather tend to open near schools with high proportions of poor and minority students.

What I found was completely consistent with my initial findings about traditional public school resources—students in schools located near a charter school had higher performance in the years after a charter school opened than students in those same schools before a charter opened, and these effects were consistently larger in co-located schools. This last finding was rather surprising to me, as popular press coverage often portrays co-location as detrimental to traditional public school students.

These findings suggest that charter schools do not have to be a zero sum game. It is possible to have a system where some students are given the opportunity to choose a charter school and traditional public school students also experience a benefit. However, in NYC only a small fraction of students (10 percent) are enrolled in charter schools, so in future research I hope to explore the effects of charter schools on traditional public schools in districts, such as Philadelphia, where a much larger share of students attend charter schools.

NEW FACULTY

College Welcomes 10 New Distinguished Faculty Members



Edward Fergus, PhD

Assistant professor, Department of Policy, Organizational, and Leadership Studies (Urban Education)

PhD: University of Michigan, social foundations and educational policy

Previous position: Assistant professor, New York University

Professional interests: The intersection of educational policy and outcomes with a specific focus on black and Latino boys' academic and social engagement outcomes, disproportionality in special education and suspensions, and school climate conditions.

"I chose Temple because it is unrelenting and unapologetic in its focus on urban communities and supporting these communities through applied research and practice. I look forward to collaborating with faculty and the broader Pennsylvania community."



Judy Flanigan, PhD

Assistant professor of instruction, Department of Teaching and Learning (Early Childhood Education/Literacy)

PhD: Temple University, education, literacy and learners

Previous position: Early literacy specialist in K-3 classrooms as part of the Philadelphia School District's Children's Literacy Initiative Model Classroom project

Professional interests: Teacher preparation, increasing pre-service teachers' knowledge of data-driven instruction, and early literacy.

"After nearly 30 years of experience in early childhood programs and classrooms, I am eager to be part of Temple's expert team of teacher educators as we prepare our students for the challenges and rewards of teaching in 21st century schools."



Allison Gilmour, PhD

Assistant professor, Department of Teaching and Learning (Special Education)

PhD: Vanderbilt University, special education

Previous positions: Director of programs and community outreach, Organization for Autism Research; special education teacher, Fairfax County Public Schools

Professional interests: Special education teacher quality; teacher evaluation; special education policy; teacher working conditions; and service delivery models for students with disabilities.

"I chose to come to Temple because of the College of Education's commitment to preparing high-quality teachers to work in urban schools and its commitment to research that aims to improve outcomes for all students. I look forward to collaborating with my colleagues on research that ensures students have access to high-quality teachers."



Marc Lamont Hill, PhD

Appointment, Department of Policy, Organizational, and Leadership Studies (Urban Education)

Other TU position: Steve Charles Chair in Media, Cities and Solutions, Klein College of Media and Communication.

PhD: University of Pennsylvania

Previous positions: Distinguished professor of African-American Studies, Morehouse College, Atlanta; assistant professor of urban education and American studies, TU College of Education, 2005–09

Professional interests: The intersection of media, culture, politics and education; social justice; and urban education.

"I couldn't be more excited about my return to Temple University, both to the College of Education—the place that provide me with the kind of shelter, the kind of intellectual leadership from which I grew and mature—and the Klein College of Media and Communication. I can't imagine a better position than this one, as it allows me to come back home to North Philly and do my part to make home even better."



Heidi Hutman, PhD

Assistant professor of instruction, Department of Psychological Studies in Education (Counseling Psychology)

PhD: University at Albany-SUNY, counseling psychology

Previous position: Predoctoral psychology intern, University of Maryland Counseling Center

Professional interests: Clinical supervision and training, multicultural issues in supervision, and multicultural competency development.

"I want to contribute to the university's focus on social justice and citizenship by training tomorrow's mental health professionals to work effectively with diverse populations. I am thrilled to be in the company of faculty and students who share my commitment to education, training and service."



Jennifer M. Johnson, PhD

Assistant professor of instruction, Department of Policy, Organizational, and Leadership Studies (Higher Education)

PhD: University of Maryland, College Park, higher education, student affairs and international education policy

Previous position: Assistant professor, elementary education, Bowie State University

Professional interests: Examining college access and success across diverse institutional contexts, such as historically black colleges and universities, and teacher education programs.

"As an advocate for college access and equity, I am excited to join the higher education program and the academic community here at Temple University. I chose Temple for its commitment to inclusive education, social justice and equality of opportunity. I plan to build upon the program's impact by strengthening opportunities for students to engage in, critique and contribute to the research and scholarship that guides the field."



Sabina Rak Neugebauer, EdD

Assistant professor, Department of Teaching and Learning (Early Childhood Education/Literacy)

EdD: Harvard University, human development and education

Previous positions: Assistant professor of reading, Loyola University Chicago; Institute of Education Sciences postdoctoral fellow, University of Connecticut

Professional interests: Reading motivation across contexts, and language and literacy outcomes for linguistically diverse students in urban schools.

"I am thrilled to join Temple University's dynamic community of scholars and students, where I will be able to further my research and teaching goals focused on serving urban schools. Temple is an ideal place for me to expand my work, which focuses on identifying prominent sources of reading differences, evaluating classroom practices that address areas of literacy need and designing assessments to increase the use of evidence-based programs school-wide. I hope to continue this work through rigorous research and effective teacher education dedicated to social justice."



Lia Sandilos, PhD

Assistant professor, Department of Psychological Studies in Education (School Psychology)

PhD: Penn State University, school psychology

Previous position: Postdoctoral research associate, University of Virginia

Professional interests: Teacher-child interactions; teacher mental health; effective instruction with linguistically and ethnically diverse students from low-income backgrounds.

"Progress in the fields of education and psychology is dependent upon the teaching and mentoring of new generations of critical thinkers and knowledgeable practitioners. I chose to join Temple's school psychology program because it has a long history of training excellent scientist-practitioners. The College of Education also has a strong commitment to improving the lives of children and educators in the local Philadelphia schools, and I hope to contribute to those efforts with my own research in the coming years. I grew up in the greater Philadelphia area, and I am delighted to be back."



W. Joel Schneider, PhD

Associate professor, Department of Psychological Studies in Education (Counseling Psychology)

PhD: Texas A&M University, clinical psychology

Previous position: Professor of clinical counseling and quantitative psychology, Illinois State University

Professional interests: The validity of psychological assessment; inventing statistical procedures to increase diagnostic accuracy; and creating software to facilitate better clinical decision making.

"I came to Temple because of the opportunities to collaborate with other scholars with diverse areas of expertise on large-scale projects that are likely to influence public policy. The enthusiasm of the graduate students in our counseling psychology program is inspiring, and I am honored to be a part of their training."



Renée M. Tobin, PhD

Professor, Department of Psychological Studies in Education (Counseling Psychology)

PhD: Texas A&M University, school psychology

Previous position: Professor of school psychology, Illinois State University

Professional interests: Linking research to practice; personality and social development; and promoting emotion regulation through direct instruction.

"After 15 years in higher education, I am delighted to join the esteemed faculty at Temple University. As an academic, my goal is to influence the practice of psychology through the application of basic research. I am especially interested in promoting children's social-emotional development. To this end, my research focuses on identifying predictors of successful skill development before providing social-emotional interventions. My program of research and my approach to instruction fit well with the social justice mission of the college and university. I am excited to participate in the strong partnerships between the college and the community as a leader of the counseling psychology program."

FACULTY NOTES



Jacques-Ivan Tizrou / www.jitizrou.net



Top row, left to right: Cynthia Belliveau, Quaiser Abdullah, Sarah Cordes, Maia Bloomfield Cucchiara and Will Jordan. Second row, left to right: Lori Shorr, Edward Fergus, John Hall, Jennifer Johnson and Frank Farley. Third row, left to right: Catherine Fiorello, Avi Kaplan and Joseph R. Boyle.

Policy, Organizational, & Leadership Studies

Cynthia Belliveau, associate professor of instruction, and **Quaiser Abdullah**, assistant professor of instruction, have developed two new courses, one online and one blended, that focus on social entrepreneurship. They are also working in collaboration with the university-wide initiative on entrepreneurship to pilot these courses and to facilitate a workshop series that helps undergrad students develop and present a social entrepreneurship idea/initiative.

The two also were recently selected by the university's Entrepreneurship Academy as Conwell Entrepreneurial Fellows, a program that supports course and program development that enhances the entrepreneurial outcomes of Temple students and other stakeholders.

Sarah Cordes, assistant professor of educational leadership, is a co-principal investigator on a \$595,000 federal Institute of Education Sciences IES grant. "Between Home and School: Distance, School Buses, and Student Outcomes," which uses new and unique student-level New York City transportation data to characterize the impact of the availability of bus service on academic performance. She is collaborating with PI Amy Ellen Schwartz (Syracuse) and fellow researchers Michael A. Gottfried (UC Santa Barbara) and Meryle Weinstein (NYU).

She is also co-principal investigator, with PI Priscilla Wohlstetter of the Columbia University Teacher's College, on a \$1.1 million-dollar grant from the Walton Family Foundation to investigate the implementation and impacts of diverse-by-design charter schools in New York City, Denver and California.

Associate Professors **Maia Bloomfield Cucchiara**, **Will Jordan** and **Lori Shorr** and Assistant Professor **Edward Fergus** are working on a project funded by the Philadelphia School District to enhance community engagement with six low performing public elementary and high schools. The project involves surveys, focus groups and community forums involving both family members of students and local community residents in order to elicit opinions and suggestions for school reforms.

John Hall, assistant professor, for the second year in a row is leading bimonthly leadership development sessions with about 40 early career Philadelphia School District principals and assistant principals. The focus: understanding and engaging with their communities.

Jennifer Johnson, assistant professor of instruction, co-authored a chapter about Bowie State University, "A Historically Black College's Approach to Integrating Culturally Diverse Teaching and Learning in an Online Classroom Platform," featuring the learning management system, Blackboard.

Psychological Studies in Education

In August, several PSO faculty members were appointed to American Psychological Association leadership positions:

Frank Farley, professor, is president of the APA's Society for Experimental Psychology and Cognitive Science.

Catherine Fiorello, professor and chairperson, is president of APA's Division 16.

Avi Kaplan, associate professor, is a member of the APA's Governing Council.

Teaching & Learning

Joseph R. Boyle, associate professor, and David Scanlon, associate professor at Boston College, have co-authored the second edition of what is now titled *Methods and Strategies for Teaching Students with High Incidence Disabilities*, which will be published by Cengage in January 2018.

Carol Brandt, associate professor, over the past year-and-a-half presented papers she co-authored with colleagues and her graduate students at three international conferences. These included two papers on the impact of studio design on critical thinking and discourse, with Rikke Nørgård, associate professor, Aarhus University, Denmark, at the Creative University Conference, University of Aalborg, Denmark, in August 2016; and with Allison Hayes-Conroy, TU assistant professor, geography & urban studies, and doctoral student Madeline Marcotte at the meeting of the International Society for Cultural-Historical Activity Research in Quebec, Canada, this past Aug. 28–Sept. 1.

With Wes Shumar, professor, Drexel University, and **Thierry Saintine**, PhD urban education '16, she also presented "Cultural process and discourse practices in an online mathematics professional learning community" at the Ethnography and Education Conference in Oxford, England, in September 2016.

Meixia Ding, associate professor, conducted a systematic video analysis as part of her National Science Foundation-funded research that involves math classrooms in the U.S. and China. Findings were shared during a one-month online video forum for participating teachers, followed by three workshops this past summer—one in Nanjing, China, and two in Philadelphia.

Amanda Guld Fisher, assistant professor of teaching/instructional, is the co-author of the forthcoming *Autism Spectrum Disorders*, a book that is part of Momentum Press's series for clinicians on childhood psychiatric disorders.

She was also a co-author of two papers at the Association for Behavior Analysis International's annual convention last May in Denver, Colorado: "Implementation of a School Wide Positive Behavior Support Program in Alternative Settings," presented by colleagues in the field; and "Teaching Adolescents With Autism to Order in a Fast Food Restaurant Using Least-to-Most Prompting Domain," which was presented by Dianne Zeigler, MSED applied behavior analysis '16, and co-authored by Shana Hornstein, a previous Temple University faculty member who is now a behavior analyst in Phoenix, Arizona.

In June, she also gave birth to her second daughter, Violet June Fisher.

Insook Han, assistant professor, was the lead author, along with **Won Sug Shin**, adjunct assistant professor, of a paper that won this year's best journal paper award from the Division of Distance Learning of the Association for Educational Communication and Technology. "The Use of a Mobile Learning Management System and Academic Achievement of Online Students" appeared in the November 2016 issue of *Computers & Education*.

Top row, left to right: Carol Brandt and Thierry Saintine. Second row, left to right: Meixia Ding and Amanda Guld Fisher. Third row, left to right: Insook Han and Won Sug Shin. Fourth row, left to right: Sabina Neugebauer and Kristie Newton. Fifth row, left to right: Tim Patterson and Tamara Sniad. Sixth row: Jill Swavelly and Matt Tincani

Sabina Neugebauer, assistant professor of elementary literacy education, was awarded the 2017 Outstanding Early Career Scholar Award from the American Education Research Association's Division C: Learning and Instruction. This prestigious award recognizes the scholarly contributions of an outstanding early career scholar to the field of learning and instruction across the lifespan and among diverse populations. This July, she also received the highly competitive International Literacy Association's Elva Knight Research Grant for her project to design a measure of reading motivation across content area classrooms.

Kristie Newton, associate professor, co-edited a special July 2017 issue of *Contemporary Educational Psychology* titled "Understanding Academically At-Risk Students' Learning, Motivation, and Engagement: Focus on ADHD, Executive Functioning, and Learning Disabilities."

Tim Patterson, an assistant professor of secondary/social studies education who starts on the tenure track this year, served as the academic director for the "Heroes and Heroines" professional development program that involved 72 K-12 teachers and administrators last July at Valley Forge National Park.

Tamara Sniad, associate professor of teaching/instructional, launched a new globalization program with Temple's Intensive English Language Program (IELP). It matches 63 of the college's undergraduates who are majoring in the Human Development Community Engagement program with 63 international students for an on-campus cultural exchange project.

She also received an internationalization grant from Temple's Office of International Affairs to travel to Cartagena, Columbia, in February to explore TESOL and virtual cultural exchange collaborations with Fundacion Universitaria Colombo Internacional.

Jill Swavelly, professor of teaching/instructional, was one of 10 Temple faculty and administrators who went on the two-week "Understanding China: Summer Educators' Trip" sponsored by the Confucius Institute. Her visit included meeting with faculty and administrators from Zhejiang Normal University's School of Foreign Languages to continue discussing a partnership with Temple's TESOL (Teaching English to Speakers of Other Languages) Program.

Matt Tincani, associate professor, and two of his students—Elizabeth Lorah, BA '05, MSED '09, PhD '12, now assistant professor of special education at the University of Arkansas, and Art Dowdy, currently a doctoral student in the Education/Special Education Program—will soon have their book, *Functional behavioral assessment for students with autism spectrum disorder*, published by PRO-ED Inc. of Austin, Texas.



Professor James Earl Davis Co-chaired the Mammoth 2017 AERA Annual Meeting

James Earl Davis, professor of higher education and the Bernard C. Watson Endowed Chair in Urban Education, co-chaired this year's annual meeting of the American Education Research Association, the world's largest professional organization of educational researchers.

The April 27–May 1 meeting in San Antonio, Texas, brought together more than 14,000 American and international educational researchers representing hundreds of institutions of higher learning from around the world, as well as researchers representing federal and state departments of education, think tanks, non-profit organizations and private research firms.

Featuring over 2,700 sessions, the theme of the five-day meeting was “Knowledge to Action: Achieving the Promise of Equal Education Opportunity.”

“We are really at an important historical moment regarding issues of educational opportunity,” says Davis. “The AERA meeting was a special occasion to both think and reflect about what has so far been achieved, and to also reflect about how far we yet have to go to expand educational opportunities, particularly for student populations that have been historically marginalized.

“The conference asked, ‘What can you do, what actions can you take, to achieve this dream of equal educational opportunity?’”

Davis and his co-chair, Angela Arzubiaga, a professor in the School of Social Transformation at Arizona State University, were appointed by Davis' long-time colleague and the immediate past AERA president, Vivian L. Gadsden, the William T. Carter Professor of Child Development and Education at the University of Pennsylvania's Graduate School of Education. They began organizing the meeting more than a year in advance.



Temple AERA session chairs, authors and participants

Temple University College of Education faculty members were well represented among the thousands of presenting authors and session participants:

Associate Dean and Associate Professor Julie L. Booth

Presenting Author:

Using Worked Examples to Improve Student Learning and Error Anticipation in Algebra

Associate Professor Carol B. Brandt

Presenting Author:

Online and Mobile Learning Interactions

Assistant Professor Sarah A. Cordes

Presenting Author:

Off the Hook or Doubling Down: The Effect of School Finance Reform on Parental Investments

Policy considerations in funding public schools: Parental investments, publicly-funded vouchers, and school district size

Discussant:

Equity and Adequacy in Public School Funding: Considering State and District Investments in Schools

Professor James Earl Davis

Presenting author:

Toward a Black Habitus: African American students, parents and systemic inequalities

Academic and Professional Expectations for Graduate Students and Postdoctoral Fellows. Establishing Foundations for Productive Careers: The Edgar G. Epps Topical Table

The 21st Annual Continuation of Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education

Chair

Well-Being: Dilemma or Opportunity in Higher Education

AERA Presidential Address

Participant:

Racial Conciliation, Interest Convergence, and the Role of Education and Schooling



Associate Professor Meixia Ding

Presenting Author:

Advancing Mathematics Education Through the National Science Foundation's Discovery Research Pre K-12 (DRK-12) Program

Professor Frank Farley

Participant:

AERA Past Presidents Luncheon

Professor Sara Goldrick-Rab

Presenting Author:

Beyond College Aspirations: Credit Transfers, Advisement, and College Readiness

Developments in Expectancy Value Intervention Research

Participant:

Educational Evaluation and Policy Analysis: Closed Editorial Board Meeting

Professor Steven Jay Gross

Participant:

(Re)visioning the profession: What should professors of educational leadership be doing and how should we be supported?

Assistant Professor John Hall

Presenting Author:

Leading Teacher Professional Development and Collaboration

Chair:

District Policies for School Improvement

Associate Professor Annemarie H. Hindman and Professor Barbara A. Wasik

Presenting Authors:

Examining the Relationship Between Teachers' Language and Literacy Knowledge and Practice in Early Childhood Classrooms

Associate Professor Will Jordan

Chair:

How Social Contexts Constrain and Promote Educational Opportunities

Preparing Youth for College and Career

Associate Professor Avi Kaplan

Presenting Author:

Interventions for Enhancing Cognitive and Motivational Outcomes

Research on Teacher Identity and Motivation: Mapping Challenges and Innovations

Who I Am and What It Means: Relevance and Identity in Motivation Research

Participant:

Tensions in Division C: Shifting Between Building Individual Agency and Promoting Systemic Change

Assistant Professors Doug Lombardi and Janelle M. Bailey, Mariel Rebecca Halpern, MEd ed. psych. '16, now doctoral student, Columbia Teacher's College

Presenting Authors:

Students' Informal Reasoning, Evaluations, and Plausibility Perceptions About Climate Change

Assistant Professor Doug Lombardi, Benjamin Torsney, MEd ed. psych. '16, now post doc, University of Dublin and Annette Ponnock, MEd ed. psych. '17, now post doc, University of Maryland

Presenting Authors:

Changes in Preservice Teachers' Motivation Throughout a Teacher Preparation Program

M. Meghan Raisch, Education Engagement Specialist, Juwan Zacchaeus Bennett, TU criminal justice PhD student, and Professor James Earl Davis

Presenting Authors:

Exploring a Resident-Led Model for Out-of-School Time Education in a Public Housing Community

To support our faculty making a difference both in and out of the classroom, please make a gift to the College of Education Faculty Support Fund (see enclosed envelope).

NEWS IN BRIEF

Mayor Jim Kenney: Make Children Realize Their Worth

Following is the commencement address Philadelphia Mayor Jim Kenney delivered at the College of Education's commencement on May 12, 2017.

"Thank you so much for inviting me to speak on this occasion.

"This is a big day, and I feel very honored to share it with you. I'd like to start by acknowledging the parents and families who supported our graduates on this journey. As a Temple parent, I know firsthand that graduation is a team effort. This day is every much about you as it is them.

"Next, I'd like to acknowledge Dean Anderson and all the other Temple faculty and administration members here today. Temple University plays a very important role in Philadelphia.

"It began as a night school, dedicated to helping working people advance themselves and their communities through education. Temple has stayed true to that mission over its 130-year history.

"Two of today's graduates, Ashley Pizzuti and Charles Reyes, were pursuing their degrees while they worked full time jobs for the city's new community school program. I have no doubt that what they learned here will enable them to further enrich the lives of Philadelphia's public school students.

"Temple has also prepared countless other Philadelphia educators and education leaders. The city's chief education officer (Otis Hackney) and my deputy mayor for policy and legislation (Jim Engler) are proud Temple grads. And both of my appointments to the School Reform Commission, Chris McGinley and Joyce Wilkerson, are senior faculty here.

"And now, you all will leave here today, prepared to follow in their footsteps. Of course, as with any profession, some of the most important and difficult lessons you will learn are still ahead of you. Education is an incredibly challenging field, and you will undoubtedly encounter obstacles in your first years on the job that you didn't learn how to overcome in the classroom.

"If I could offer you one piece of advice when it comes to handling those challenges, it would be to hold on tight to the reason you all pursued these careers in the first place. All of you are here today because you want to serve others. It has been my experience that the only true, lasting happiness in life comes from public service. The Jesuits first taught me that truism when I attended St. Joe's Prep for high school. They referred to that philosophy as the 'magis.'

"It was because of their teaching that I decided to pursue a career in government. I've been in public service for 30 years now, and there have been many difficult times that I have had to remind myself of the magis.

"Just last year, after I had the honor of becoming mayor, I was feeling particularly frustrated. This job is an incredible privilege, but like any job in public service, it can also be incredibly difficult. And one day when I was feeling particularly sorry for myself, my staff had scheduled me to visit a pre-K. When I got there, the kids were just so full of life and energy. When I go to visit a pre-K, I like to sit on the little chairs, and they look at me like it's going to explode. And these two little boys, 4 or 5 years old, not seeing race, not fearing anything, open and just pure, came over to me, one leaned on my knee and the other leaned on my other knee.

"The one boy looked up at me, and he reached up and grabbed my nose. And he said, 'Man, you got a big nose.'

"And then a few days later, I went to the Pennypack School. I never knew this going through all the time I spent in City Council, Pennypack Home School is a high school and prison. It's a high school that teaches children who have been charged with serious crimes, who can't make bail, but they still have to make their 180 days.





“And I walked through the school, and there were only about 15 young men there. And two young men, as I walked through the first classroom, were reading Macbeth. They were role playing Macbeth. And they were doing wonderfully.

“The next room I went into, there was a group of young men standing at attention, teaching me about a parabola. Now when they got done telling me what it was, I didn’t know what it was myself, but I knew that they knew what they were talking about.

“The third room I went into, there was a group of young men sitting in a semi-circle. And we just talked a little about their lives and their struggles, and one young man said to me, ‘Mayor, can I say something to you?’ and I said, ‘Sure.’ And he said, ‘This is the best school I’ve ever attended.’

“That’s heartbreaking. It’s heartbreaking to think that a 15-, 16-, 17-year-old young man in our city has to go to prison to get a good education.

“And those experiences just really reminded me why this job is so important. And worth all the stuff you have to get through sometimes. I owe it to our kids to make sure they get into pre-K and on the road to a place like Temple, not Pennypack.

“And if we do that, then really nothing else matters. Not the critics from the soda companies or the peanut gallery. It just matters what happens to those kids. Now, every week, I return to a school—just to keep me focused on that goal, and focused on the magis.

“You all will need to find your own way to cope with the frustration and even anger that can arise from the challenging moments you’ll encounter in the years ahead. Finding that coping mechanism isn’t just important for you and your mental health. It’s important for the people you serve.

“There’s a favorite Maya Angelou quote of mine that goes, ‘I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.’

“Many of you will teach innumerable students over the years, and not every lesson will stick. But if you can make them realize their worth and make them appreciate what they are capable of, then that’s even more important.

“So, again, thank you, thank you, thank you for the commitment you’ve made to public service. Whether you’re teaching in Philadelphia or another city, or whether you’re pursuing a different career in education altogether, you all are committing to use your life to help others—and that is something very much worth honoring

“It’s been my privilege to share just a little bit of my experience today, and there’s truly nowhere else I’d rather be as we close out teacher appreciation week. So good luck, please remember the magis and remember Temple’s own motto, perseverance conquers, and go out there and get to work.

“Thank you.”

Gallery of Success Honoree William McDonough '89: Education Skills Also Critical for Insurance Executives

While earning his BS in what was then the College of Education's marketing and distributive education major, William J. McDonough '89, student taught at the School District of Philadelphia's Parkway Program. As originally designed, the program placed gifted high school junior and senior business students in various businesses two-and-a-half days of each five-day school week.



Gallery of Success honoree William J. McDonough '89 with Temple University President Richard M. Englert.

Two months after he began teaching these students by himself, a teacher reviewed the business case studies McDonough's students were completing.

"How are these kids doing this level of work?" the teacher asked him. "They can't do this work."

McDonough, this year's College of Education Gallery of Success honoree, replied, "These are gifted students, of course they can do the work."

"The program used to be that way but there wasn't enough student diversity so the program criteria were lowered," the teacher informed him. "These are just typical kids and a lot of them can't do this work."

McDonough's takeaway: "If you believe in kids and challenge them they can do much more than you could ever imagine.

"And that's been my experience in business, too," says McDonough, the president and chief executive officer of Constellation, a mutual insurance holding company comprised of U.S. medical liability insurers that is headquartered in Minneapolis. "If you provide people with tools and you believe in them, they can do amazing things.

"Even at a young age, I had leadership roles and responsibilities, and that training in education was so beneficial."

McDonough, a native of Kingston in northeast Pennsylvania, served for four years in the U.S. Air Force as a military policeman. During that time, he attended the University of North Dakota and received an associate's degree from Harrisburg Community College. An excellent athlete who played three sports in high school, he then was attracted to Temple by the chance to play Division I football.

Indeed, during spring practice the linebacker made the Owls' football squad as a walk-on (without an athletic scholarship) under Coach Bruce Arians. However, he then was offered a job as an underwriter with the Mid America Group insurance company. As an older student, McDonough had to support himself, so he gave up his dream of playing college football and accepted the full-time job offer and completed his classes—marketing and economics classes in the business school and education classes in the College of Education—as a part-time evening student.

Even though his original intention and passion was for education, he's been in the insurance business ever since. McDonough, who received his MBA from the University of Phoenix, found his niche with medical insurance. Prior to becoming Constellation's president and CEO in 2008, he was the president and CEO of the Princeton Insurance Company. "It intrigues me because you can make an impact on people's lives in a way that you can't with a typical insurance company," he says. "We enable doctors and hospitals to protect themselves legally by insuring them so they can care for people."

Much of his business, however, harks back to his education background—training and educating clients how to prevent injuring their patients.

Five years ago, McDonough received a call from the dean's office of the College of Education asking him to join the college's new Board of Visitors—a board to which he has provided invaluable advice regarding the healthcare components of the comprehensive Center for Early Learning and Community Engagement that the college is planning to help neighborhood residents.

Then, two years ago he received what he calls a "God wink." A request by a friend of his to substitute for him by teaching several classes about the U.S. healthcare system at the University of Minnesota in St. Paul led McDonough to become an adjunct professor teaching a three-hour, once-a-week course on that subject.

"After having my passion for education lit at Temple, and after spending 30 years working in the healthcare business, to be able to share that knowledge with kids is really exciting," he says.

Finally, he is shocked and honored by his Gallery of Success nomination. "Without my time at Temple, I wouldn't have had the career I have had. I'm certainly indebted to the university and the professors I met along the way."

Scholarship & Awards Reception

Nearly 200 people—outstanding students, their families and scholarship donors—gathered in Morgan Hall the evening of Sept. 14, 2017, for the college’s 12th Annual Scholarship & Awards Recognition Program.

This year, 80 undergraduate and graduate students received a total of \$225,00 in scholarships and awards—all of which have been funded by donations to the college’s general scholarship funds and by donors who have established specific scholarships and awards.

Among the donors who spoke was Patience Lehrman, a native of Cameroon who holds three master’s degrees from Temple (MEd ’01, Elementary Education; MEd ’04, Adult & Organizational Development; MBA ’11, Executive Program) and is pursuing a doctorate in Higher Education Leadership and Administration. Lehrman is the special assistant to Dean Gregory Anderson for strategic partnerships and community affairs.

After her sister, a French teacher in a public school in Cameroon, passed away, Lehrman established the Tembe Emeline Abug Memorial Award.

“I decided to continue to honor her legacy, to continue to support educators who are supporting kids in the public schools,” she told the crowd. “I know what it means to be a student and not be able to pay my bills, to not be able to have food on the table or sometimes afford the expensive textbooks we’re asked to purchase.

“So, I just want to congratulate all the award recipients tonight and also really thank the donors who are supporting students on their journey to pursue their education.”

The recipient is Tahira Burrell, a school-based teacher leader at the K-8 Robert Morris School in North Philadelphia who is pursuing an educational leadership K-12 EdD. Her ultimate goal: to become a school superintendent

“I’m so grateful to Patience,” says Burrell. “The award has enabled me to continue pursuing my doctorate on a full-time pace without taking out any loans.”

To support the College of Education Scholarship Fund, please reference the enclosed remittance envelope.



Graduate student Tahira Burrell (left), a scholarship award recipient, with her donor, Patience Lehrman, MEd '01, MEd '04, MBA '11, special assistant to the dean for strategic partnerships and community affairs.



True Cultural Relevance Must Drive Educational Equity

By Adjoa B. Asamoah, BA '98, MEd '01

If we are to truly facilitate learning that is rooted in democratic beliefs and values, equity, inclusion, diversity and representativeness in education are essential.

Ideally, education should provide each student, independent of racial, ethnic, cultural or gender identity, with the same opportunity to succeed. Schools should then be institutions where students are challenged to think critically, and are valued as equal. Decades after the Supreme Court's landmark decision in *Brown vs. Board of Education*, inequities in education remain. As an educator with nearly 20 years of experience working as an administrator, clinician, applied researcher and school board member, I know we have real work to do where protecting students' civil rights is concerned. Tackling the school-to-prison pipeline tops the list.

School discipline is widely regarded as one of the most daunting and complex issues in education. School personnel are charged with fostering environments that are conducive to all students' personal growth and academic success. Data however, reveal students of color oftentimes aren't afforded the opportunity to thrive in nurturing environments. Too frequently, Black students—both boys and girls—are on the receiving end of punitive discipline practices and accordingly suffer the long-term consequences.

Over the past decade, policies and approaches related to school climate and discipline have proliferated. Research shows rigid policies such as “zero tolerance” are often differentially enforced, and negatively impact Black students and the school environment in general. Black students are disproportionately identified as “behavior problems” and subsequently miss school and valuable instruction at alarming rates due to office referrals, suspensions and expulsions. Consequently, they are at increased risk to encounter law enforcement.

As diversity increases in student populations, there have been recent internal and external demands to ensure diversity is not only being embraced, but is also being used as a resource to transform schools. Discriminatory practices are interwoven into the fabric of the American education system, and date back to its inception when it was lawful for public schools to only educate white students. We have a moral obligation to reexamine the function of our education system, and to reform it so that it inspires lifelong learning and promotes genuine growth for all students.

In 2014, the U.S. Departments of Justice and Education issued a joint School Discipline Guidance package, including the infamous *Dear Colleague* letter. Validating 40 years of research, it warned against administering student discipline in ways that are discriminatory, offered actionable steps and provided a compendium of school discipline laws.

In addition, President Obama's 2015 launch of the My Brother's Keeper Alliance has been widely credited with shedding light on the need to have meaningful dialogue and confront racial inequalities in our education system. As a result, there have been noteworthy efforts to highlight and subsequently address some of the systemic challenges via intentional reforms. To improve school climate, an increasing number of school districts have adopted imperfect but promising approaches like restorative justice practices and Positive Behavior Intervention and Supports.

Education reform, generally defined as changes in policies, ideas and practices to improve educational outcomes, requires us, as educators, to develop them in tandem with students, parents, practitioners, researchers and community stakeholders. Simply put, it must be a communal process with mutual respect. As such, we must acknowledge the roles that our own socialization and even implicit bias play in the problem. We need to ensure that “cultural relevance” are not just words frequently mentioned in meetings or buried deeply in our lengthy strategic plans, but are the foundational principles we consider as we work to develop real solutions. Working towards true progress is not always comfortable, and is rarely glamorous, but it is worth it.

“A worthy cause is worth pursuing to the end.”

—Ghanaian proverb

After earning a BA degree in both African American Studies and psychology from Temple in 1998, Adjoa B. Asamoah earned her MEd in educational psychology in 2001, and a post-master's certificate in applied behavior analysis. Currently a doctoral student at George Washington University, she chairs the District of Columbia's Title I Committee of Practitioners and serves on the mayor's Commission on African-American Affairs. She is also a national consultant.

Note: The views and opinions expressed in this article are those of the author and do not necessarily reflect the official policy or position of the College of Education. By including an opinion section in this magazine, we hope to offer a platform for the voices of our passionate and dedicated alumni.



What Are *You* Doing?

At the College of Education, we are proud of all our alumni and want 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 e-mail address in case we have to contact you to clarify any information. Send your Alumni Notes submission to:

Grace Greenwich
College of Education
Ritter Hall, Room 238
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122
grace.greenwich@temple.edu



Elayna Tursky
Assistant Director of
Development
elayna.tursky@temple.edu
215-204-4649

Message From Grace Greenwich Assistant Dean, Development and Alumni Relations



Joining Dean Anderson and the Temple University College of Education community to embolden the mission of empowering communities through education is fulfilling a dream for me. For more than 20 years, I have worked to foster support for educational institutions through philanthropy. As I take on the dynamic and exciting role of assistant dean of development and alumni relations, I look forward to working with you to engage, connect and celebrate the contributions of our TU community.

I am excited by the opportunity to work with such a distinguished group of alumni. Everyone I have had the pleasure of speaking with since I joined TU has conveyed that our alumni are a vital force in the life of the college and the global community it serves.

In this issue of the *Educator*, we highlight the contributions of our alumni in and out of the classroom. You'll also read about our faculty, whose research is providing a better understanding of the policy issues affecting our shared vision.

Meanwhile, this summer the university welcomed our new vice president of institutional advancement, Jim Cawley, CLA '91, LAW '94. The former Pennsylvania lieutenant governor most recently served as the president and CEO of United Way of Greater Philadelphia and Southern New Jersey. I hope you'll join me in welcoming him back to his alma mater.

I also look forward to engaging you, our alumni, as well as our faculty, students and friends, for leadership, guidance and participation in broadening our existing initiatives, creating new programs and raising critical funds to propel our vision.

It's an exciting time at Temple. I urge you to stay connected and be an active participant in the life of the college. For additional information about how you might do that, please do not hesitate to contact me at grace.greenwich@temple.edu.

With warmest regards,

A handwritten signature in black ink that reads "Grace Greenwich".

Grace Greenwich
Assistant Dean, Development and Alumni Relations

ALUMNI NOTES

1960s

Henry Winkler, BSEd '62, MEd '68, recently retired after 50 years as a school counselor in five different Philadelphia high schools—Kensington, William Penn, Shallcross, House of Correction and Overbrook—and Atlantic City High School. He now resides in Boynton, Florida.

1970s

Audrey Oswell, BSEd '78, in September was named president and managing director of Atlantis, a resort on Paradise Island in the Bahamas. Previously she had been the resort's chief operating officer and its chief gaming officer. With more than 30 years of experience in the hospitality and gaming industries, she has also served as the: interim CEO/COO for Seneca Gaming; president and COO at Caesars; CEO at Resorts International in Atlantic City; and COO at the Fountainbleau in Las Vegas.

1990s

Scott Janney, EdD '94, the chief development officer at Bancroft, a nonprofit based in Cherry Hill, New Jersey, has been named the 2017 Outstanding Fundraising Professional by the New Jersey Southern Chapter of the Association of Fundraising Professionals. Bancroft is a leading regional provider of programs and services for individuals with autism, intellectual and developmental disabilities and those in need of neurological rehabilitation.

2000s

Mike Adams, BSEd '09, MEd '17, the director of education at the National Constitution Center, was featured in "Who's Next Tourism: 14 young ambassadors helping build Philly hype," an article posted online at www.billypenn.com. Adams is also the founding co-chair of the Young Friends of Independence National Historical Park; president of Philadelphia's Historic Neighborhood Consortium; and a board member for the Almanac Dance Circus Theater, an internationally touring Philadelphia troupe.

2010s

Laurena Tolson, MEd '15, recently began her third year as principal of the Anderson Add B. Elementary School in Cobbs Creek. She was profiled in a September issue of *The Philadelphia Tribune* because, at the age of 29, she is the youngest black female principal in the School District of Philadelphia.



UPCOMING EVENTS

Save the Date!

GLOBAL DAYS OF SERVICE

April 23–29, 2018: Join your fellow Owls alumni, staff and faculty, members of the community and friends in a week-long effort to make a positive impact on our communities through various community service projects.

ALUMNI WEEKEND

May 18–20, 2018: Celebrate being #TempleMade all weekend with fellow proud alumni. Stay tuned for a list of events happening throughout the weekend. Hope to see you there!



For Miles Wilding MEd '06, a Temple AOD degree was the key to corporate success

WHEN HE WAS SERVING IN THE SOUTH AFRICAN NAVY, earning his teaching degree at South Africa's Wellington Teachers Training College, or spending four years financing his global wanderlust by periodically working as a well-paid substitute teacher in London, Miles Wilding would have had a hard time picturing himself in corporate America.

But today, after working for more than a decade with Bentley Systems Inc., a computer software firm based in Exton, Pennsylvania, Wilding is the firm's director of commercial sales. He currently is responsible for both software and commercial program sales in both the United States and Canada.

And he gives a lot of credit to the College of Education's Adult Organizational Development Program, from which he earned an MEd in 2006, for his success.

"I may be the single biggest advocate for the program because it helped me at a time in my life when I was looking to change my career from teaching to something else after I came to the U.S. and Philadelphia with Melissa Epps, who is now my wife, in 2000," says Wilding.

Wilding's first job here was teaching elementary physical education at Girard College on West Girard Avenue. But when he started thinking about changing his career by leveraging his experience to teach adults, he learned of the College of Education's AOD program.

"Of the programs I looked at, it was really progressive because it not only delved into adult education but also leadership and management, which really appealed to me," he recalls. After taking several courses as a non-matriculated student, he joined the program as a part-time student; Girard College paid for half his tuition.

"The classes with professors such as Larry Krafft and Joe Folger were so enjoyable, more sessions than actual lectures, and they exposed me to all the different disciplines to which you could apply AOD philosophies, and that opened up my world. I really felt like I had a competitive advantage over anyone else because of the perspective the program gave us."

Upon his graduation, because of both his teaching experience and his AOD degree, Wilding was recruited by Bentley for its corporate training department. But less than two years later he was transferred to the first of several sales positions—positions that have taken the former "professional traveler" all over the world.

Initially, the only thing he had going for him was his Temple AOD training.

"I walked into an American corporate environment that was very aggressive and competitive and I was working with a lot of talented, ambitious people, but I was essentially still a teacher," he says. "The only skills and knowledge that I had was everything I learned from that program, not only from the faculty but from everyone else taking the classes who was working in corporate America. It was a phenomenal experience."

Wilding lives today with his wife and two children in West Chester, a relatively short commute to his Exton office. "I feel very comfortable identifying and recruiting talent and then teaching and mentoring them throughout the year," he says. "I really enjoy it."

Get Involved!

College of Education Alumni Association

If you're a graduate of the College of Education, you're a member of the College of Education Alumni Association. We're here to provide opportunities for our alumni to connect with one another, the college and our students. Please join us at any of our upcoming events!

If you're interested in learning more about how you can get involved with the College of Education Alumni Association, feel free to contact us at alumni.ed@temple.edu.

Share Your Impact

The College of Education takes pride in its alumni making an impact every day in their communities. We love to hear from our alumni, and highlight their great work and achievements in our publications. Please share your #TempleMade story at alumni.ed@temple.edu. Your alumni note could end up in our Alumni E-blasts, or in this very magazine!

Share Your Professional Experience with Students

The College of Education's Career and Student Development Office will be offering several professional development workshops and events throughout the year. It is extremely important to us to have alumni present to share their experiences and advice to our current students. If you are interested in participating in these workshops this year, please contact the Career and Student Development Office at coejobs@temple.edu.

Students Today, Alumni Tomorrow: Support Current Students with Financial Need

Do you want to help ensure that our current students become fellow alumni? By making a contribution to the College of Education Scholarship Fund, you will help students who may be struggling to make ends meet. With the support of the scholarship fund, many students are able to redirect their energy outside of class from working two jobs, to focusing on their studies and experiencing valuable internships. To make a gift, please reference the enclosed remittance envelope, or go to giving.temple.edu/givetoEDU.





IN MEMORIAM

'40s

Reverend Jay K. Helms, EDU '42, CLA '45, CLA '46
Mrs. Ruth R. Ammlung, EDU '42
Mrs. Kathryn K. Hess, EDU '44
Mr. James D. Woodside, CHPSW '44, EDU '49
Ms. Verdenal Hoag Johnson, EDU '46
Mrs. Myrta H. Berger, EDU '48

'50s

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Ernest Dyson Jr., EDU '50, '56, '65
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Mrs. Maria Lutz McHugh, CHPSW '51, EDU '69
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Mr. Joseph V. Dzurenda, EDU '53, '59
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Ms. Mildred D. Smith, EDU '55
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TYL '58
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Carl Anthony Wisneski, EDU '59, '75

'60s

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Mr. Ronald Paul Steinbach, EDU '61
Frederick A. Levy, Esq., EDU '62
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Mr. John Joseph Hirschbuhl, EDU '62, '66
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Mrs. Fern Helman Trambley, EDU '76
Ms. Jane C. Adams, CLA '76, EDU '93
Mrs. Shirley J. McMasters, EDU '77
Joseph C. Bender, EDU '77, '96
Thomas H. Sauerman, EDU '77, '80
Mr. Huston E. Schlosser, EDU '78
Mr. James F. Donahue, EDU '78

'80s

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Mr. Stephen A. Maugeri, EDU '83
Edith S. Gordon, EDU '84
Allen A. Dunstan, EDU '85, '03
Ms. Brenda L. Barshinger, EDU '85
Mr. William Westenhoefer, EDU '86
Ms. Candida C. Antonelli, EDU '87
Ms. Marla A. Palm, EDU '87
Lucretia H. Saunders, EDU '89

'90s

Charlotte B. Milligan, EDU '90, '93
Victoria M. Calabretta, EDU '93, '01

'00s

Thomas J. Rushton, EDU '01

An aerial view of a city street, likely in Philadelphia, showing a mix of historic and modern architecture. The street is filled with cars and traffic. The sky is overcast. The text 'MAKE YOUR MOVE.' is overlaid in large white letters.

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Why I Give

“At Temple and the College of Education, I was well looked after by the staff and faculty. I had trouble adjusting to college initially, and they offered good guidance and especially career counseling to help me determine my strengths.

“After majoring in secondary education in math and science, I had a stint as a substitute chemistry teacher at Philadelphia’s Central High School, served in the Army and then—after teaching for several years in Pasadena, California—I traveled to Morocco on a Fulbright Scholarship to teach math and science. Wherever I taught, thanks to Temple I felt well prepared in the classroom.

“Following my return to Pasadena, I earned master’s degrees in both educational administration and in counseling and guidance from the University of Southern California—which allowed me, for nearly 24 years, to give Pasadena students the same kind of good guidance I got at Temple.

“For all these reasons, my will establishes an endowed scholarship that will benefit students who plan to teach math and science. I encourage all College of Education alumni to do the same. It’s really important.”

—Robert M. Roberts, BS Ed ’54