

EDUCATOR

TEMPLE UNIVERSITY COLLEGE OF EDUCATION

SUMMER 2010

A child's drawing of a person with a purple shirt and a name tag that says "Joshua". The drawing is on a blue background with other drawings visible in the corners.

A Real Head Start

BARBARA WASIK: ELEVATING NEEDIEST
PRE-K KIDS' LANGUAGE SKILLS

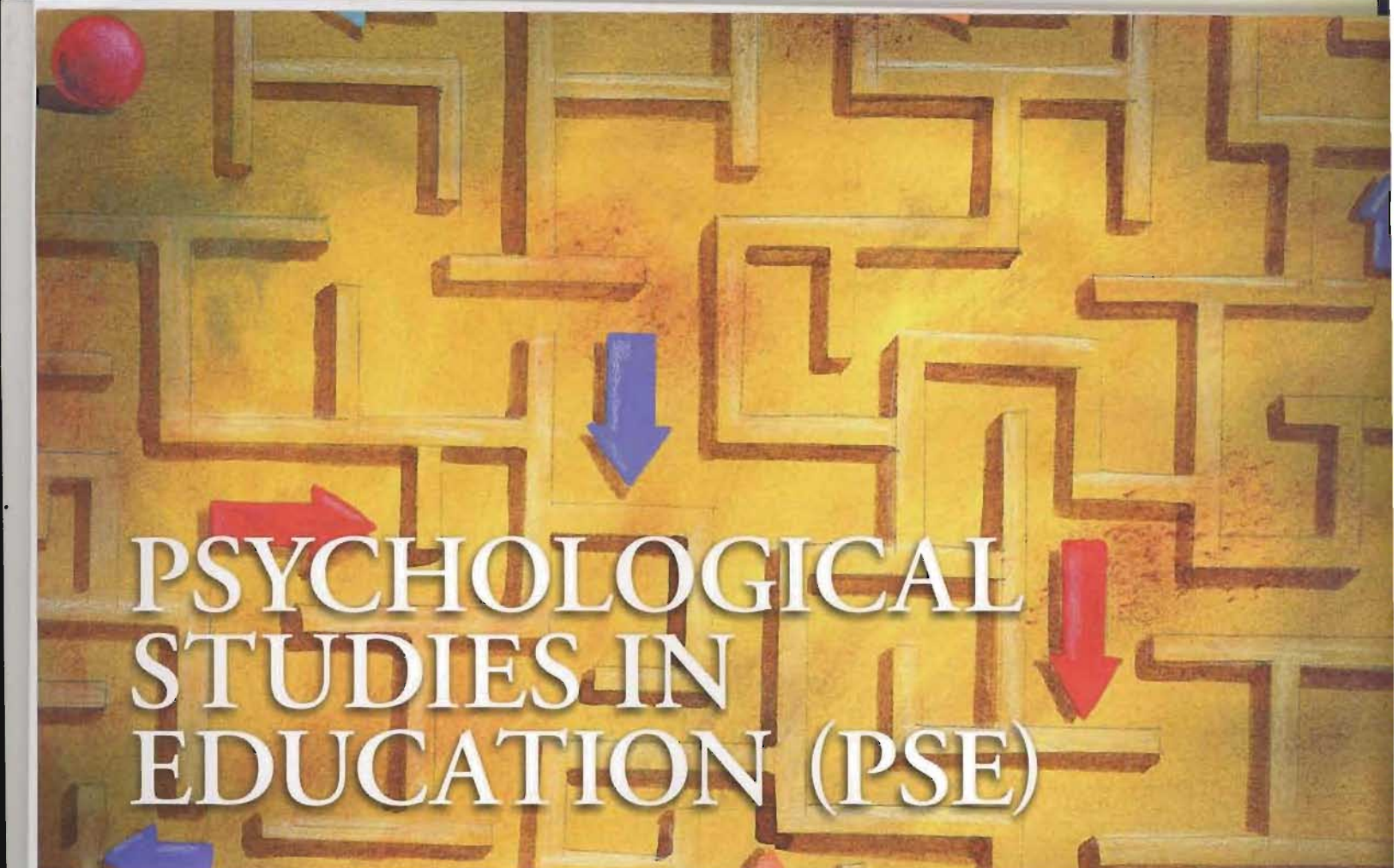
STUDENT-TEACHER ROUNDTABLE

TRADING PLACES, FROM RURAL IOWA
TO URBAN PHILLY

Joshua



College of Education
TEMPLE UNIVERSITY



PSYCHOLOGICAL STUDIES IN EDUCATION (PSE)

LEARNING AND EDUCATION ARE LIFELONG PROCESSES.

In the Department of Psychological Studies in Education, we believe that learning and education can be enhanced through the application of psychological knowledge to teaching, curriculum development, and learning in the service of families, groups and organizations, and mental health.

Our faculty is committed to furthering theoretical understanding, but in such a way that new knowledge can be used. The true measure of scholarly work is its impact on the lives of those who are not scholars, in its applicability to situations, difficulties, and opportunities encountered by teachers, students, and families every day. PSE is concerned with elementary and secondary teacher preparation, as well as with the training of professionals who develop and disseminate knowledge—educational researchers, consultants and practitioners, as well as those who teach in higher education. We also prepare professional psychologists for work in prevention, teaching, research, remediation, counseling and consulting.

 **College of Education**
TEMPLE UNIVERSITY®
Psychological Studies in Education

Ritter Hall/Ritter Annex (003-00)
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
www.temple.edu/education

BACHELOR'S PROGRAMS

- Applied Communication for Professional Educators

CERTIFICATE & CERTIFICATION PROGRAMS

- Conflict Processes
- Counseling Psychology Certification
- School Psychology Certification
- Training and Organizational Development

MASTER'S PROGRAMS

- Adult and Organizational Development
- Counseling Psychology
- Educational Psychology

EDUCATION SPECIALIST

- School Psychology EdS

DOCTORAL PROGRAMS

- Counseling Psychology PhD
- Educational Psychology PhD
- School Psychology PhD

www.temple.edu/education/pse
215-204-6012



EDITOR
Valerie V. Gay, CFP

ASSISTANT EDITOR
Andrew T. Allmond

CONTRIBUTING WRITERS
Andrew T. Allmond
Bruce E. Beans
Valerie V. Gay

DESIGN
Temple University
Creative Services
110-0910

PHOTOGRAPHERS
Ryan Brandenburg
David DeBalko
Valerie V. Gay
Zorro Kazanjian
Joseph V. Labolito
Legacy Photographers
David Matthews

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION

DEAN
C. Kent McGuire, PhD

ASSOCIATE DEAN
James P. Byrnes, PhD

CHAIR, COLLEGIAL ASSEMBLY
S. Kenneth Thurman, PhD

DIRECTOR OF FINANCE AND ADMINISTRATION
John Francescone

ASSISTANT DEAN, INSTITUTIONAL ADVANCEMENT
Valerie V. Gay, CFP

PRESIDENT, COLLEGE OF EDUCATION
ALUMNI ASSOCIATION
Gaylord J. Conquest, EdD

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

- 2 Dean's Message
- 4 Raising Language Proficiency
Among Neediest Pre-K Youngsters
- 10 What's on the Minds of
Today's Student Teachers?
- 18 Alumna Makes Unique Temple-Iowa
Student Exchange Possible

- 24 Our Students Speak
- 25 Message from the Editor
- 26 News in Brief
- 31 Faculty Notes
- 34 Alumni Notes

Giving Kids a *Real* Head Start:

BARBARA WASIK, PhD, PNC PROFESSOR OF EARLY CHILDHOOD EDUCATION, RAISES LANGUAGE PROFICIENCY AMONG NEEDIEST KIDS

Barbara Wasik, PhD, PNC Professor of Early Childhood Education, is sitting in her Ritter Hall office watching a DVD on her laptop. On the video Tiarra Zollicoffer, a teacher at the Govans Head Start center in northern Baltimore, is seated at a small table with two 3-year-olds, discussing a posterboard covered with photographs from a dental office.

"What's happening here?" she asks, pointing to one photo.

"The dentist is trying to fix her teeth," says Ariana.

"What else?"

"Maybe she has cavities," Ariana says.

"Maybe she does have cavities. Cavities are not good. How do you get cavities?"

"From eating candy," offers Ariana.

"Yes, candy or too much junk food."

"Or popcorn," adds Colby.

Thus begins a free-ranging, 10-minute conversation that includes discussions about tooth-brushing, tongue depressors, cavities and waiting rooms.

Zollicoffer, 24, a 2007 graduate of the University of Maryland-Eastern Shore who has taught at Govans for two years, points to the photos, asks open-ended questions and defines words and concepts in full-sentence declarations—a full arsenal of techniques that, Wasik's research has shown, can have a powerful impact on vocabulary development for such children.

"For most kids in Head Start, this kind of one-on-one attention with adults is very unique," observes Wasik as she views the DVD that Zollicoffer's teaching "coach" also will review with Zollicoffer. "It's really hard with just a teacher and an aide in a room with 14 to 18 kids. Someone always needs something, there's always a minor crisis.

"That's why we've recommended setting up conversation stations with one or two children while the others are at different learning centers doing independent play."





“We’re trying to change the way that teachers talk to children, and that’s hard. ... But the only way to grow language is to give kids the opportunity to talk.”

—Barbara Wasik, PhD

“The dentist is a doctor for your teeth,” Zollicoffer notes on the video. “Have you ever been to the dentist?”

Ariana nods yes, but Colby shyly says no.

“We’ll have to talk to your mother about that,” Tiarra says.

“She’s finding out important information,” notes Wasik, but as the boy bangs his palms on the table, she adds, “He’s at a different language level and he’s really off task.”

But not Ariana. She wants to talk about braces, the subject of a book the class had read earlier that morning. “What do braces do?” Zollicoffer wonders.

“They stick on your teeth,” says Ariana.

“They help straighten your teeth if they are crooked,” adds Zollicoffer.

“You can’t brush your teeth if you have braces,” claims Ariana.

“Yes you can. You have to brush to keep your teeth and your braces clean. Would you like me to get the book (which the class had read earlier) so we can talk more about braces?”

When Ariana assents, Zollicoffer gets up to retrieve the book while suggesting that the unengaged Colby go to one of the small group learning/play centers set up throughout the classroom.

Other than suggesting that the boy should have been dismissed earlier, Wasik has nothing but praise for Zollicoffer’s deft touch. “Tiarra was a good teacher when we started, but we’ve been able to give her strategies that have really made her a great teacher.

She makes it look easy, but you are thinking all the time.”

Zollicoffer began working with day care children while she was in high school. “The program has helped me interact with the children more freely,” she says. “They’ve stressed the importance of asking open-ended questions to keep conversations going, as well as letting the conversation be directed by the child”—as when Ariana expressed interest in talking about braces and exploring the braces picture book.

Children in poverty often have limited opportunities at home to have such one-on-one conversations with adults. While preschool is expected to help compensate for that deficit, research indicates opportunities to talk and use language can be even more limited in preschools serving

high-poverty areas, where conversations typically are limited to teacher directives and one-word responses from children. One Harvard study concluded that during free-play activity Head Start 4-year-olds spent only 17 percent of their time engaged in meaningful conversations with their teachers, and another 18 percent of the time talking to their classmates; they were silent 59 percent of the time. This limited access to rich language and literacy experiences, says Wasik, places them at risk for school failure long before they even enter formal schooling.

But the kind of attention Zollicoffer was giving to Ariana at the conversation station is paying real dividends. The program is one of only two programs in the country using intensive professional development that has achieved vocabulary gains with Head Start children. A 2009 study of 358 of these children by Wasik, Annemarie Hindman, PhD, an assistant professor in the Curriculum,

Instruction and Technology in Education Department, and Ann Marie Jusczyk, an assessment coordinator from the Johns Hopkins University Center for Social Organization of Schools, published in *NHSA Dialog* showed the students had a high knowledge of target vocabulary words—a comprehension that increased through three assessment periods from 84.5 percent correct in the fall to more than 91 percent in March.

Even more impressive, results from standardized measures of vocabulary development indicate that a year of this intense intervention significantly increases the children's vocabulary—as Wasik and Hindman reported in a symposium at the 2008 National Reading Conference and in a lengthier paper in the *Handbook of Early Literacy Research*. As the 4-year-olds prepare to enter kindergarten, they are much closer to, but still behind, the average U.S. child, who knows 10,000 words by his or her fifth birthday. But, contends

Wasik, the significant strides they make likely set the stage for them to take better advantage of additional instruction in kindergarten and first grade.

The Govans Head Start classrooms that are awash in language displays and student work are part of the Early Learning Partnership intervention deployed by Wasik and her colleagues based on National Academy of Sciences principles. Funded by a four-year, \$4 million U.S. Department of Education Early Reading First grant, the program combines intensive, ongoing professional development with lesson plans and materials that support language and literacy development. Teachers are trained in interactive book-reading, guiding conversations across the curriculum, phonemic awareness, alphabet knowledge and writing.

“What I really see is that the teachers are growing as professionals,” says Linda Wicklein, MEd, Zollicoffer's teaching coach. “As a result we're seeing a real shift

Left: Tiarra Zollicoffer, teacher at the Govans Head Start center in Baltimore, talking about transportation with one of her students at her classroom's conversation station. Right: Another Govans' student working on a word wall.



in scores and outcomes for the children. The numbers show the intervention is working.”

“In essence,” adds Wasik, “we’re trying to change the way that teachers talk to children, and that’s hard. As a teacher, you become set in your ways and it’s a challenge that pits classroom management against having a very rich conversation with individual kids.

“But the only way to grow language is to give kids the opportunity to talk.”

Wasik assumed her professorship four years ago and was named the PNC Bank Professor in Early Childhood Education, a \$1 million endowment as part of *Grow Up Great*, the bank’s significant commitment to early childhood education.

Before coming to Temple Wasik conducted research at Johns Hopkins University for 20 years, and has worked with Baltimore Head Start programs for 15 years. Initially, she was interested

in tutoring first-graders who were having difficulties reading to help lift them up to the appropriate grade level. After realizing that assistance needed to start much earlier than first grade, she and her longtime research partner, Mary Alice Bond, MEd, began focusing on book-reading activities in a preschool center in Baltimore. That’s when they had their “Eureka!” moment.

“What are you eating?” she asked a young boy.

“A sandwich,” he replied.

“What’s in it?”

He couldn’t tell Wasik. “He had no words for ham, for mustard, for cheese,” she recalls.

She then showed him some plastic fruit replicas. “He couldn’t identify an apple, an orange,” she says. “We became very concerned that the teachers were not explicitly using language and vocabulary

with their kids,” says Wasik. “They would say, ‘Please bring this over there,’ rather than saying much more specifically, ‘Please bring the box of crayons and put it in the art center.’

“We knew we had to change the way the teachers talked and interacted with the kids.”

For example, says Bond, the director of training for the Early Learning Program at the Johns Hopkins University Center for Social Organization of Schools, “It’s not about just reading a book and having the children listen. We also want them engaged. If you’re reading a book, the children should be encouraged to make predictions and talk about the story. ‘What do you think will happen? What would you do if you were a character in the story?’”

One other tenet: Teachers cannot assume contextual knowledge. Often, as Wasik

Left: Barbara A. Wasik, PhD, and Dawn Nock, program director of the North Philadelphia Head Start, interacting with some of Nock’s students.
Right: Govans Head Start students working on their word wall.



noted, children don't know the names for common objects in their environment, such as food and clothing, which teachers often assume they know. This misconception can impact the children's comprehension of stories and everyday classroom interactions. When asked to identify a plastic vegetable replica, a young boy in the Govans Head Start center called a cucumber a pickle—presumably because he has never seen a fresh cucumber. Likewise, it's likely that Colby quickly lost interest in talking about visiting the dentist because, having never done so himself, he had no words to discuss it.

The program's support materials include photos and prop boxes containing some objects that are vocabulary targets. "If a child knows what a pumpkin is," says Wasik, "down the road when it's time to decode the word, if he or she already understands the concept and the meaning, that's half the battle."

The professional development involves extensive training, including a monthly three-hour group training session and three hours with each teacher weekly that combines observation by one of the program's four coaches, including video recording and subsequent feedback. In addition, there is a one-day winter institute and a two- to four-day literacy training institute each summer.

"We ask a lot of them," concedes Wasik, "and you could work in a supermarket and receive better pay and benefits. It's a hard job that requires a lot of patience, but they are really committed to the kids." It is a commitment that is particularly impressive when you consider that Head Start teachers nationally have varied educational backgrounds (nearly a third in 2006 had less than an associate degree) and suffer from a 30 percent annual turnover rate (versus 6.6 percent for K-12 teachers).

"The payoff is the children," explains Rose Lewis, education director of the six-class Govans Head Start center, which is operated by Morgan State University in a modular complex at a Baltimore public elementary school. "They're happy and the teachers are happy."

Still glowing from the previous day, when a great turnout of 50 parents attended a reading strategies workshop, she adds, "The approach has really got the families interested. It's impressive to see kids who come in nonverbal and are only able to scribble. They make such big steps that by the end (of their first year) they are beginning to write and you can see their names."

The federal grant funding Wasik's research at Govans and another Head Start center in Baltimore expires at the end of this school year. Besides laying the foundation for the two schools to self-sustain their professional development, Wasik and her team also are seeking funding to pilot the program in more Head Start centers, including in Philadelphia. They are seeking grant support to develop a way for additional Head Start centers and school districts to integrate the program's professional development techniques and strategies into their teacher training processes.

Wasik believes the concept would be effective beyond just Head Start programs. "It's really a preschool program," she says. "We feel that if it could have an impact on children most in need, it could help other children as well."

"In fact, I think all teachers could benefit from this kind of professional development. It would work with preschool and kindergarten teachers and students. And what would be wrong if teachers spent more time talking to their students on a one-on-one basis, regardless of the grade level?"

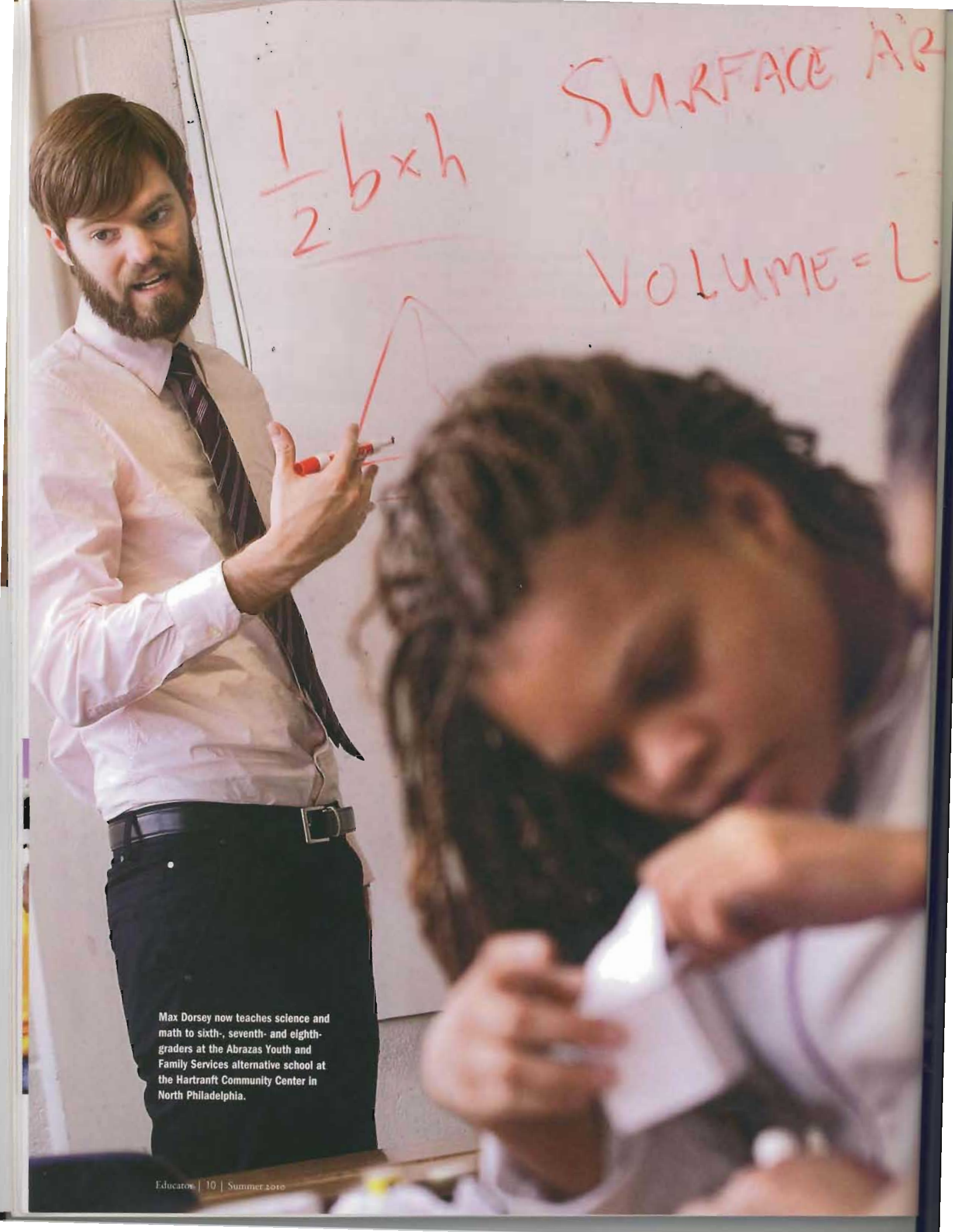
Curriculum Resources



The curriculum Barbara Wasik, PhD, and her colleagues have developed includes extensive resources to support Head Start teachers' use of monthly theme guides. The Transportation resources include a 12-page theme guide and an extensive addendum, both of which include many photos illustrating the month's vocabulary and other concepts; two-page reading guides for theme-related books, which are also supplied, along with phonemic awareness activities; props including toy replicas of a bicycle, car, school bus, truck, train, sailboat, ship, airplane and helicopter; and suggested activities, including songs and constructing vehicles out of Lego building bricks, as well as suggested activities for art, science and dramatic play centers. Theme-related activities are sent home for families to reinforce classroom vocabulary and learning concepts.

Transportation target vocabulary:

- airplane
- ambulance
- bicycle
- boat
- bus
- car
- fire engine
- helicopter
- mail truck
- patrol car
- roller skates
- safety signs
- scooter
- skateboard
- steering wheel
- taxi
- tire
- tow truck
- train
- trash truck
- van
- wheel



$$\frac{1}{2} b \times h$$

SURFACE AREA

VOLUME = L

Max Dorsey now teaches science and math to sixth-, seventh- and eighth-graders at the Abrayas Youth and Family Services alternative school at the Hartranft Community Center in North Philadelphia.

Student-Teacher Roundtable



Last May, three days after their student-teaching assignments ended, *Educator* gathered five seniors together to talk about their experiences. If you're a

teacher, can you hear yourself when you were a student teacher, or recognize the young people with whom you've recently shared a classroom?

Educator: Why did you decide to become a teacher? What or who inspired you?

John: I really love English and I loved studying English in college so I figured what better job than to get other people to love it? But as I've developed through my education courses, I've definitely developed an appreciation for service and being part of a big movement to change education and doing everything that I can to advance achievement.

Diana: I was in an American literature course at Temple, giving a presentation on Zora Neale Hurston, and I remember being so passionate about it. We were only supposed to read two books and then discuss how they related to the one that we read in the class, and I read five and so, with

people asking me questions, what was supposed to be a 15-minute presentation took up the whole 55-minute class. When I was finished people kept coming up and they were saying, "That was just the most amazing presentation," and they were patting me on the back. So I said to myself, "I want to be a teacher because if I'm passionate about it, then I can do that." And ever since then I've been taking any teaching gig I can and it's the only kind of job that when you leave, you still have a smile on your face—not like if you've ever served or bartended.

Abegael: In my senior year at Frankford High School I gave a presentation on asthma in my anatomy and physiology class and I got a lot of comments from my fellow students,

like, "Oh, you should become a teacher." After I graduated I started thinking: Well, when I was younger I used to play school (LAUGHTER) and, you know, these are students, actual people in my class who thought I would be good at this, so why not try my hand?

Kelly: I was never really great at school. I struggled, I was one of those students who had to try really, really hard and nothing came easily. And I went to a Catholic grade school so I didn't have a lot of differentiated instruction. But I was always really creative and I liked presentations. I started working with kids pretty young, I was a camp counselor and I just loved kids. I liked the whole idea that you never have to grow up. Then I went to high school, and I

“I could not believe the amount of paper, the amount of planning ... It was great, but at the same time it was just an eye-opener.” —Kelly Ann Yost



just could see myself doing it. I wanted to be a teacher because I knew that there would be so many different ways that I could teach kids instead of just handing them the paper or giving them some report to do. I think that it's more hands on. So I really wanted to do it because I didn't absolutely love school and I hope that kids will love school because I am their teacher.

Max: I initially wanted to major in pre-med in college, then during freshman orientation when I realized that wasn't right for me I first thought about teaching biology since I liked science. But I also enjoyed politics and government in high school, so I ended up as a freshman with a secondary social studies major. I guess I got lucky because now I know that I definitely couldn't be doing anything else. You know, my democratic mission of education is my entire life now.

Educator: So how did your actual student-teaching experience measure up to your expectations?

Abegael: I just thought it was going to be a lot of fun. And it proved to be a fun experience in general. However, I remember elementary school being different and now since PSSA exams and No Child Left Behind, there's so much of the fun taken out of education. I also thought, since this was my prior elementary school and my old principal was in fact still there, that I was going to have a better connection with a lot of the faculty. But the best relationship I had was with a teacher who came in during the middle of the year and with my co-op. There were a few other student teachers there, for professional development, we sort of just talked amongst ourselves.

Max: I know what you're talking about with the administrative problems. I kind of realized that one of the biggest challenges as a teacher isn't really teaching kids, but dealing with the politics of the system, and the politics inside your school, and with the administration, the principals and the vice principals. I didn't have any problems with my principal particularly, but that's probably because we almost never interacted. He's very much an aggressive disciplinarian with the kids and the teachers as well. So a lot of teachers are getting in a lot of trouble. My cooperating teacher was getting in trouble for seemingly dumb stuff. That was really difficult for me to watch. As far as the kids, even though I went to a suburban high school in Lancaster I think I had enough experience in Temple's program with service learning and field experience classes that I was pretty much at least mentally prepared for what I would see. But the administration and the politics and all that, that really caught me off guard.

Diana: I didn't have that issue. At Wayne Elementary all of the teachers in the first-grade pod were working in unison and spoke about the students positively. It's much different than any other experience I've had in any other school. I worked in a Catholic school teaching Spanish in ninth grade and the teachers would get together and bash students. And I've been to a couple schools in North Philly where teachers will say things to other teachers about students in their presence, like, "This one just will never listen." These are good kids who sometimes come from difficult situations, and you're just bashing them. They hear that and they internalize it. It's really sad. But I didn't get that; I was in the suburbs and I was walking through the tulips.

Kelly: I got along really well with my cooperating teachers, but in the teachers' lounge, I felt very awkward. I felt like I had no actual place because I was just a student teacher.

Diana: Did you have administrative meetings with the principal? All of the main teachers in your area would talk and you understand everything, but you have nothing to say—at least nothing better than what they were saying—and you feel like an idiot. I would sit there being quiet and think, "I'm not getting hired by this principal."

Kelly: I did my first seven weeks with fourth grade and then moved to special ed with fifth-grade inclusion, and it was awkward at times because there were four women—a regular ed teacher, a special ed teacher and an instructional aide and me—in this small classroom of 30. I would say to a kid, "OK, you can go to the bathroom," and then the instructional aide would say, "No, you're not allowed." So it was hard to figure out how it was supposed to run because it was the first year of co-teaching and they didn't even know.

I also didn't realize how overwhelming it is. I could not believe the amount of paper, the amount of planning and the amount of no socialization because I would just go to school, come home, or stay at school until 8 o'clock at night, go home, eat some dinner, plan until 10 o'clock and go to bed. And I wanted also to have a job to make money. Nope, couldn't do it, I was so exhausted. It was great, but at the same time it was just an eye-opener.

Educator: Going into this, what was your greatest fear about yourself?

Abegael: I know that I have a soft spot for young kids. So my biggest fear was that after I became an authority figure as the teacher and started to be the enforcer, the kids wouldn't like me or interact with me. But I had a completely opposite experience and they took to me very well.

John: I was worried about becoming the enforcer, too. Because I'm only four or five years older than my students there's not a lot to differentiate between us when I walk down the hallways. But after the first week of having students try to call me by my first name or talk to me about things that are inappropriate, I just made a 180-degree turn. I started dressing more like a teacher and tried to really make the distinction, "I'm a teacher, you're a student." Otherwise, they won't turn in work. They'll expect you to give extensions. They'll come in late to class. Once I made that separation I found that I got a lot more respect from the students who wanted to learn.

Diana: I had a behavioral management fear of first-graders who are adorable and when you go in you can always connect to them. You talk to them, "So how do you feel? And how was that apple?" But then how do you actually say, OK, the whole class: one, I'm either being observed right now, or two, I need you to learn this material and put it into your heads and eat it. Eat this material. I developed a wonderful rapport, which was based on piggybacking on my cooperating teacher's ways to get them to be quiet and then I tweaked them a little bit and made them interesting. I would get them intrigued about the lesson and then I would say this is for all of the marbles and I would change it, "this is for all of the yogurt." And anything I would say, I slowed down. You could see ding-ding-ding-ding-ding, everyone's quiet and I'd be thinking, "I can't believe that worked."

Educator: What was the most valuable lesson you learned from your cooperating teachers?

Kelly: I would say organization. How important it is to save the children's work, was definitely number one. You have a folder for just the Friday folders or

where to place things and how to arrange a classroom and where everything goes. If you're not organized, you're just going to have such a hard time.

The Kagan strategies, which are different ways to have students interact, are also really valuable. The first one is stand up, touch down. So if you agree, stand up. And then they say touch down, they sit down. It's just a way of having the kids get up, move around. With another strategy, one student would do a math problem and the other student would verbalize it, so they have to work together. It's absolutely brilliant. As my teacher said to the students, "You can learn more from each other than you can learn from me."

John: I guess the most valuable lessons would be two things. One is to be completely organized—keeping student portfolios, having binders that tell me exactly what happened on each day, because I'll have a student who went to Italy for a week and I don't remember everything we did. Also, part of that is also appearing organized to the students. Because,

especially with high school students, all the time they say, "Oh no, I gave that to you. Did you lose it?" If they sense for one second that you might not know where something is, you definitely lose them.

The second thing is forethought: thinking about everything before you do it, especially with these really intricate lessons for AP students. I was worried, "Am I smart enough to teach? They're getting college credit and I'm still in college."

Diana: You have to teach yourself before you teach them.

John: That's what I did. I did endless research on the topics I was teaching so that any question, you know students would raise their hand, "Oh, is that novel by Jack Kerouac considered contemporary or modern?" And even though I haven't read it I have to be ready for all of these questions because, especially advanced students can sense when you don't know something.

Diana: But they have advanced questions.

John Eaton and Diana Denega listening to Abegael Weaver.



John: Yeah. And also, I have to admit when I don't know something. Like, "I haven't read that before. I'm not familiar with it." Or, "I'm not sure. We should look it up." Because the second you pretend like you know everything, they just can read that like an open book.

Educator: Max?

Max: Being prepared. If you go into class and you think you're just going to come up with it on the fly, they're going to eat you alive. That's probably one of the most valuable lessons that I learned from my cooperating teacher, that I always have to have plans and make sure that there's enough work to keep them busy all period. Because one of the reasons that things get out of hand at any given time is that they don't have anything to do, right?

The other big lesson that I learned would probably be just that you have to care about the students. Half the battle is won if you show that you actually care about them and what they're going through. That can win a lot of respect and devotion from your students.

John Eaton teaches 11th- and 12th-grade English at the Philadelphia School District's Young Women's Leadership School at Rhodes High School in North Philadelphia.

Abegael: I think the biggest thing that I learned from my co-op was don't be so hard on yourself if they don't get it the first time. Especially with math. If I saw that they were having some difficulties, I would backtrack and make sure I went over it again and again. And a lot of them still weren't getting it and I felt so bad. What must I be doing wrong? But my co-op would say, "Don't be so hard on yourself. It'll take a few days to review this information and then everything's going to be OK."

Kelly: I agree. I had my first observation after I had only been teaching for three days. I thought the lesson went well but the observer didn't give me much feedback, she just kind of told me the bad things. She left and I was waiting until the bell rang, and I just bawled. I felt like I put everything in and then this, but then I read it and it wasn't half as bad as I thought. Definitely, though, if you're too hard on yourself, it really eats you up inside.

Educator: What is the most useful thing you learned here at Temple that you were able to use?

Max: One of the things that I learned from both my field experience class professor and my cooperating teacher is that you can manage the classroom if you have written good lessons. If you do that, you eliminate classroom management problems before they even start. Planning good lessons is the key not only to them learning, but them behaving.

Diana: From my TESOL class I learned about the concept of universal design. Making lesson plans that already have differentiated instruction built into them not only helps the one student I'm tailoring it to, it helps everyone.

Abegael: One big thing for me was the diversity course, which stressed knowing the community, culture and age group. For example, even if we were having a spelling test or doing math, I would mention the Jonas Brothers or some other familiar stars and it would really draw the kids into the instruction.

Another thing that I thought was excellent was my math ed methods course. When I went to the same elementary school, everything was very visual—you put it on the blackboard and you either got it or you didn't. Using manipulatives is fantastic.

Kelly: As much as I couldn't stand doing research papers on the (motivational) theorists, I really do think that Gardner's Intelligences definitely had a big impact on my teaching. I now know that, OK, this kid might learn this way so let's have a visual. Let's have something where the kids who are intrinsically motivated can write. Or have a little conversation or some activity. With a motivational activity, if you hit a few of them in the beginning you really grab their attention.

John: Prof. Michael Smith, who was my professor for my secondary English practicum, had a number of one-liners, including, "The only currency we have to spend is time." Every minute you want to be doing something that is toward your end goal and I really learned that that is effective. Fitting the most that you possibly can into a 45-minute period is not always overwhelming. Sometimes it just





“Half the battle is won if you show that you actually care about (your students) and what they’re going through.” —Max Dorsey

keeps up the momentum. Teaching to the bell is really important.

Educator: What’s the worst day or moment in your student-teaching career?

Abegael: During the second day of reading a story in their basal readers I sensed a lot of my students were getting bored with the story and I said, “Well fine, when you’re finished reading the story, answer the think-and-respond questions at the end of the story.” Several days later, when we discussed it, my cooperating teacher made me cry because she said, “I don’t think you’re being as creative as you could be. I think you were taking the easy way out.” I didn’t think it was so bad that I had them do something in the book; everything doesn’t have to be fun or creative. That really hit me hard; I felt so distraught and hurt.

Max: I didn’t have any terrible experiences. Things would go wrong and I would make mistakes and I would get angry at students and they would get angry at me. But then the next day they would come in and we would be cool again. They wouldn’t hold grudges and they would be mature about it and it wasn’t that bad. So honestly, the way I feel right now, I guess that my worst day was Friday, three days ago, because that was the last day I taught. And now I feel like there’s a hole in me where all my students used to be. I really miss my kids.

Diana: I cried three times on Friday.

Educator: Nobody had any really horrible behavioral issues?

Diana: I had one girl who had severe emotional issues and might have to be placed in a learning disabled class next year. She basically would shut down.

She would be really happy and a little bit too energetic and then at times she would say, “Stop! It’s mine!” and turn into this ball of anger. If you told the class, “Open up your math text books,” she’d say, “I can’t do math! I can’t do math! This is terrible. I want to go home. Can I go to the bathroom? Can I get a drink? Can I?” My cooperating teacher and I would alternate giving her one-on-one attention while the other taught the class, but it was such a battle and a struggle.

Educator: So in terms of behavioral management you all agree that if you come to class prepared, you’re halfway there?

Max: Yes, personally, I think that’s a big part of it.

Educator: Did you feel that getting a handle on that was harder than getting a handle on the material that you were actually trying to teach?

Max: Definitely.

John: Pick your battles, too. There are certain things that you just don’t bring up, even if they annoy you. Just leave it. I was finding myself doing a lot of shhhh-ing in the beginning of the year because my cooperating teacher does that and for some reason it works for her. But it doesn’t work for me. I’ve learned to just wait. And eventually they’ll get sick of talking or enough of the students will get sick of looking at me just standing there. Some teachers get upset when students bring food to class. I don’t care. I really don’t care. I try to be really strict about being on time. That’s the one thing that’s really important. And if I focus on that, students know. And at least I’ll have probably most of the students on time. But if I focus on a hundred different things like no

gun, no this, no iPods, all this stuff, then they don’t follow any of the rules.

Educator: Did your cooperating teachers give you any advice or have you thought any about how to avoid burnout?

Kelly: I was having a hard time finding balance because I was so overwhelmed and I would try to get ahead, but then it just would never work. And my fourth-grade cooperating teacher said, “To tell you the truth, when I was student teaching, I would stay there at school on a Friday night until 8:00 and then I would go to a bar.

“You need some time for yourself. You need to take that hour every so often and on the weekend. You need to give it a rest. Even though I know you have a million things to do and the list is endless, you need time for yourself.” So if it’s Sunday, just watch a movie. Don’t worry all the time because it burns you out, definitely.

He also said, “It’s going to be really hard, but if you really focus on one particular subject area each year and really master that, then you’re good as gold.” You’re going to feel like you’re afloat and it’s going to be hard, but if you master writing the first year, then next year you go to math. You have writing down pat and then four years down the line, you’re pretty good at every single lesson.

Max: My cooperating teacher wanted me to check with him before I picked a public school in Philadelphia. He wanted me to make sure I was in, not necessarily the best school in the world, but he wanted to make sure that I would go into a school I could handle in my first few years. He didn’t want me to get burned out before I actually had the chance to become a good teacher.

Abegael: I think the key is just being flexible. Don't go in and be so rigid; it's OK if I say one word wrong within my lesson or what I planned to ask the students. Don't get so nervous or so anxious that you don't know where to go with it after that. Or that if they don't get it, you don't even backtrack.

John: My cooperating teacher said, first, don't look at people as enemies. People are so quick to think that people are trying to point out bad things or trying to put you down like your principal and the students, other teachers. Try to look at each situation as something that you can learn from. We've all been criticized by our supervisors. It's hard to hear. After my first one I definitely felt like, "I don't like this." But ask yourself, what would you do if you were a supervisor? Would you let these problems fly out the window?

The second thing is keep everything new. I taught *The Great Gatsby* twice, to AP students and then a month later to honors students. I was using the same exact plans as I did for the AP students but it was boring for me to read from the same notes and grade the exact same assignments. As soon as I started incorporating different projects, it was a lot easier to stay with it.

Educator: So having just completed your student teaching, how well-equipped do all of you feel to go into the classroom now?

Diana: I feel prepared because I know that I can be flexible and I will adapt because whatever the situation is, it's not my exact student teaching scenario. But I know I have some paper management skills. Maybe we don't remember how to do such-and-such we are about to teach, but we look it up ahead of time and read

it over and go, OK, that's how you do it, and then you teach. Because they don't need to know that you weren't so sure at first, but if you're sure when you're teaching your lesson then they're like, "Teacher is an expert once again." That helps a lot.

Abegael: I feel fairly prepared. I feel that one obstacle for me while I was doing my student teaching was all of the Temple work in combination with all of the work of being there, preparing ahead of time and trying to balance your time. So minus the university work, I think it won't necessarily be easier but I would just feel less anxious about it as far as having time to think things through really deeply in order to have a lot of options for the students.

Kelly: I feel like I'm very prepared because I realize how much work it is, how important structure is, how important organization is. But I am just so thrilled to have my own class, you know? Mine. And it will be so nice just to be able to interact and work with students your way. Not having to adapt to every single thing the way other people teach.

Max: I know that I can go into a classroom in the fall and do my job. But I know that I'm going to fall on my face a lot and if you don't expect to fall on your face over and over and over again in your first three years, then I think you're fooling yourself. I don't expect to be an actually good teacher for many years. I think the only way you can learn to be a genuinely effective teacher is if you do it for years. Yes, I've learned enough through student teaching that I'll be fine in the fall when I actually have my own class. I'm not worried about that, but I know I'm going to have problems. I know I'm going to do a lot of things wrong. I think I've come

to terms with that enough that it doesn't worry me at all. You know, that that's completely fine. It couldn't really go any other way. I'm definitely prepared enough.

Kelly: That'll make you a better teacher that you know that things aren't going to go the way they're planned. If you can think like that and don't beat yourself up about it, that's definitely a huge part of it.

Educator: What lessons did you learn from the kids?

Max: I learned a lot. I learned to be a responsible adult from them. I had to grow up a lot and also I learned to check my ego at the door. A lot of the students, when you're telling them to do something, you might get into a little bit of an argument with them. You can't just let your ego take control because once you get into an ego battle with a student it just continues escalating and nobody can win.

Abegael: I think they've definitely taught me to love myself and be comfortable with myself because I realized that even when I wasn't doing things perfectly, they still interacted with me. They cared about me. They respected me and were able to get along with me on a whole different level. They've definitely taught me to appreciate myself and what I'm doing more and to know that you don't always have to be so serious in life. You can just have fun and be goofy. They teach you to enjoy life.

And just watching them, and then watching their reactions to you and how you can laugh together, it prepares you on a whole other level. To be a parent, it prepares you, and to be a good person and a good citizen in society. I think it opens up a whole new world for you.

“It's the only kind of job that when you leave, you still have a smile on your face.” —Diana Denega





Left to right: Kelly Ann Yost, Max Dorsey, John Eaton, Diana Denega and Abegael Weaver

Participants

Diana Denega, '09

Elementary/Early Childhood,
Spanish and German
Philadelphia

Student-teacher assignment:

Wayne Elementary School,
Radnor Township School District

Currently:

Teaching English in Germany on
Fulbright Scholarship

Max Dorsey, '09

Secondary Education/Social Studies
Philadelphia, originally from
Lancaster, Pa.

Student-teacher assignment:

Frankford High School

Currently:

Science and math teacher,
6th, 7th and 8th grades
Hartran!: Community Center
Abrazas Youth and Family Services
alternative school
7th & Cumberland Streets
Philadelphia, Pa.

John Eaton, '09

Secondary Education/English
Philadelphia, originally from
Langhorne, Pa.

Student-teacher assignment:

Philadelphia High School for
Creative and Performing Arts

Currently:

English teacher, 11th and 12th grades
The Young Women's Leadership
School at Rhodes High School
Philadelphia School District

Abegael Weaver, '09

Elementary Education/Special Education
Philadelphia

Student-teacher assignment:

Bridesburg Elementary School
Philadelphia School District

Currently:

Employee, Target Corp.
Seeking teaching position

Kelly Ann Yost, '09

Flourtown, Pa.

Student-teacher assignment:

Colonial Elementary School
Plymouth School District

Currently:

Substitute teacher in lower school
Chestnut Hill Academy and
Springside School



From Philly to Iowa, Alumna Funds Unique Student Exchange

When they came to Philadelphia as part of a unique alumna-funded exchange program with two College of Education students, elementary education majors Betsy Knudsen and Luke Weber of Simpson College in Indianola, Iowa, initially were intimidated by the lit-up, loud, lively urban environment.





Relax, Temple's Briana McCoy and Ashley Williams assured them, you just need to know how to carry yourselves.

Noting that the Temple students had been riding subways by themselves since they were 14, Knudsen later wrote, "It just amazes me every day how much these girls know about life and how independent they are versus me, who grew up where mom and dad took me to school until I got my license, and the closest shopping mall was well over an hour away."

When McCoy and Williams reciprocated with a two-week visit to Iowa, they screamed when they saw a rabbit run towards a car. Their hosts laughed: The rabbits do it all the time and never get run over, the Simpson students explained.

"The fact that they are scared to be out in the open and I am scared to be enclosed by people and buildings describes best how people are just so different," noted Knudsen.

"We thought that coming from the Midwest our students might face the most radical learning curve, but I don't know if that necessarily was the case," says Patti Young, PhD, a professor of education at Simpson College, a private liberal arts school with 1,900 students, south of

Des Moines, affiliated with the United Methodist Church. "All the things that we assumed here were heavenly—the silence, the open space—were discomforting for the Temple students. They expressed worry about their safety because there weren't a lot of people around."

Out of such alternative perspectives, however, a dialogue, an understanding and friendships developed over the month that the four students spent together. Funded by Carol Zahn Booth, '47, in memory of her father and husband, this student exchange illustrates the impact alumni—particularly female alumni—can have by creating and funding College of Education programs that advance their personal educational interests.

Booth is passionate about what she calls "widening the circle towards diversity."

"If professing what I say means anything—that people of different backgrounds and beliefs need to get along together—then I felt I needed to give back to say 'thank you' to the place where the bulk of that experience came from: Temple, where I rode the subway and went to college with different people."

This interest was first piqued at the age of 12 in 1937 when her father, D. Willard

Zahn, BSEd '22, MEd '30—later the dean of the College of Education (1955–63)—was the principal of Vaux Junior High School in West Philadelphia. Vaux, Booth recalls, was then wracked by violence, racial tension and white flight.

Although she and her brother attended a different neighborhood school, in North Philadelphia, her father—the first principal in the school district to hire a black secretary—wanted her to attend the Vaux Music Department's performance of a Gilbert and Sullivan operetta. Her mother felt it was too dangerous. The Zahns had been receiving telephone threats, and Carol and her brother had been escorted to school in a police car. But her father prevailed and seated her in the large auditorium. As it filled, she began to realize no one was sitting near her, and she was the only white person in the audience; white families had boycotted the show.

But then, as the lights dimmed, she heard a child behind her yell loudly: "Hey, you girl down there with the pink hat and that white face—is you the principal's girl?"

Turning around, Booth saw a girl about her age leaning far over the balcony railing.



"My name's Peggy," she added.
"What's yours?"

Booth couldn't respond because the music had begun, but at intermission she and Peggy exchanged waves and she noticed a few people smiling and moving in or around her. "My father came out on the stage to make an announcement and no one booed," she recalls of the life-changing event. "The reception afterwards was packed. It was a great evening. We drove home through the city and I still remember how happy I felt."

New & Booth taught elementary school in Rochester, N.Y., and in Iowa for a total of 27 years before and after raising her four children. Her late husband, E.G. Booth, taught at Grinnell College and then for three decades chaired the education department at Simpson College—where George Washington Carver, the great African-American agronomist, studied art in 1890 after being rejected by a Kansas college because of his race. "They made me believe I was a real human being," he later wrote of Simpson, which is committed to enhancing the diversity of its student body.

Booth was initially struck by how bland her homogeneous students in Iowa looked. But then she realized even they divided

themselves between "bus" and "town" kids. Subsequently, Catholics built a church in her Protestant town and today Hispanics have arrived with their quite different culture. In both their teaching and in their lives, the Booths promoted the understanding of such cultural and racial differences. From 1966 to 1967, they spent a yearlong sabbatical with their four children in Libya; her husband coached track and field while she taught English as a second language to Libyan women.

At Temple the exchange, which Booth is again funding this spring for four sophomores, was supervised by Wanda Brooks, EdD, assistant professor of literacy education in the Curriculum, Instruction and Technology Department, and Lorraine Savage, an urban education doctoral student. Both of them and Simpson's Young also developed the curriculum. Each two-week session, at Temple and Simpson, involved instruction, such as classes on youth culture at Temple and human relations at Simpson; teaching experiences at the General George Meade Elementary School in Philadelphia and The Downtown School, a non-graded elementary school in Des Moines; and cultural, historical or tourism activities, such as trips to a Phillies game, Independence Hall, the



"If professing what I say means anything—that people of different backgrounds and beliefs need to get along together—then I felt I needed to give back to say 'thank you' to the place where the bulk of that experience came from: Temple."

—Carol Zahn Booth, '47



Franklin Institute and the Black Holocaust Museum of Slavery in Philadelphia, and a hot air balloon ride, a scenic railroad, an opera, horseback riding and a night spent around a campfire and in a cabin at a camp/retreat center.

The students were quite moved, for instance, by the slavery museum, and McCoy felt the museums and day trips underscored the value of hands-on real world experiential learning for her future students. The youth cultures course underscored the common link between seemingly disparate hip-hop and punk

Ashley Williams, Betsy Knudsen, Luke Weber and Briana McCoy at a picnic in Indianola, Iowa.



music: both are expressions of rebellion by youths who feel disenfranchised.

But perhaps the most important lessons the students learned were gleaned simply by living together for four weeks. “They had intimate cross-cultural conversations that they hadn’t had before with their peers at their own schools,” says Savage. Among the differences they discovered: The Temple students were more willing to discuss their feelings openly. The quarter also struggled through some miscommunications—some of which, Weber believes, stemmed more from how and where they were raised, in the country and the city, than any ethnic or racial differences.

“You can’t always assume the other person is wrong because his way of communicating is different from your own,” adds McCoy. “I learned to talk to people and learned about their lifestyles instead of forcing my lifestyle on them.”

One of the most telling experiences occurred at a Walmart in Indianola, Iowa. From the moment they entered the store with their hosts the two African-American Temple students sensed people were staring at them. “What are those people doing here?” they heard one teenager mutter. While they were in the checkout lane McCoy waved to a little girl who

had been staring at them but the girl did not respond and the child’s mother told her to turn her back and stop looking at the students. Then, after checking out, a woman at the door asked to check their receipt—and no one else’s.

Upset at what they believed to be racial profiling, the Temple students expressed their dismay at their Simpson hosts, who had not noticed what had occurred and initially felt the Temple students might have been overly sensitive.

But several days later the four again discussed the incident. “I have to think about everything I do,” Williams said, “the way I speak and dress when I’m in public around people who look at me in a certain light, who think black people are ignorant or that black women are promiscuous”—a level of guarded consciousness the Simpson students realized they never had to employ.

“At first I thought they might have been overreacting,” says Weber. “But then I realized that I’d never really been in a situation like that where I was surrounded by people who don’t look like me. I didn’t experience anything in Philadelphia to the same magnitude, but when I first got there it took a while to adjust to hearing sirens while I was falling asleep or waking up in



the morning to crime reports; at times I felt a little out of place.

"But, for instance, after getting to know the elementary school students—who were African American or other minorities—I realized they were just kids who were there to learn, to have fun and grow up."

The Walmart incident and her overall experience also profoundly affected Knudsen, who grew up with seven adopted cousins of various ethnicities. "I will be aware of the fact that I have white privilege no matter what type of person I am around," she wrote. For example, it has made her think about a young Mexican woman with whom she works at a day care facility. "I wonder if she has been looked at differently by the parents of children at the day care or other co-workers," says Knudsen. "It makes me very sad to think that, yes, she probably does."

The discussion about the Walmart incident, says Williams, proved valuable by enabling her to express her concerns in a manner that was not defensive. It became a learning experience for all four students. Likewise, the Baltimore native says, "In the classroom, I will have to be equipped to assist my students in helping each other learn not just academically but socially in terms of diversity and tolerance."

The student exchange and teaching at the Downtown School in Des Moines, adds Williams, "allowed me to be able to see through the lens of somebody whose way of living and culture is significantly different from mine, and yet I was still able to reach those students." She also realized that urban schools face the same issues as schools in Iowa: some children not reading at their grade levels, home and parental issues, and children interrupting class to draw attention to themselves.

"We had the same issues with kids in Philadelphia," she says. "That commonality is very important. It helped all of us to see that kids are kids. The only thing that's different is their surroundings and what they look like."

To hear directly from the exchange program participants, go to the Educator's online version (www.temple.edu/education) and click on this story's video link. To fund a new or existing program that addresses your educational interests, please contact Valerie Gay, assistant dean, Institutional Advancement, at 215-204-4649 or valerie.gay@temple.edu.

"You can't always assume the other person is wrong because his way of communicating is different from your own. I learned to talk to people and learned about their lifestyles instead of forcing my lifestyle on them."

—Briana McCoy

OUR STUDENTS SPEAK

Brianna Hart, '10

"All of the other majors learned their trades and received degrees to start or advance their careers. But in order to do so, they needed an education. Modern societies spanning the globe are placing stricter emphasis on education. Success is measured by paychecks and education, and higher salaries are earned for further education. Education equals success, self-worth, growth, pride, money and happiness. It has led us this far, and, as educators, it will continue to guide our careers and our lives.

"My passion for teaching and learning never faded throughout the years, but my philosophy has most certainly changed. I no longer force facts on unwilling participants, but rather encourage and motivate my students to be lifelong learners.

January Commencement Address

"I, like most of you, have worn many hats. In high school, I sported a McDonald's hat three afternoons a week. For the past eight years, I've worn an Air Force hat. For two-and-a-half years, thanks to my beautiful daughter, Zoriana, I have used those hats to cover my frazzled Mom-hair. Today, I am honored to don this mortar board with my fellow graduates, because it is symbolic of our prestigious achievements. And soon, we will all receive a new hat to wear: a teacher hat. No two teacher hats will look the same, but each will stand for our undying commitment and passion for the field of education."



Steven Brooks, '10



January Commencement Address

"During my freshman and sophomore years, I was lucky enough to watch our basketball team coached under the direction of a legend around here: John Chaney. Being a big Temple fan, I was lucky enough to talk to Coach Chaney a couple of times. I was there for his retirement speech and took three words out of that, which have stayed with me to this day: 'Stay the course.'

"Right now, I consider myself an incredibly lucky person as I have somewhere to work right out of the gate. My classmates and professors know all too much about that, as my job at a day camp has been mentioned in all my papers for the last two years. However, I'll be going to work there and know that Temple had not just something, but *everything* to do with that.

"In closing, a lot of people told me that they think I delayed my graduation because I was waiting for Temple to have a good football team. While that just happened to fall in the same semester as my graduation, my time here can be attributed to the wealth of knowledge and opportunities this university has to offer. I want to thank everyone at Temple University for *staying the course* and giving us this precious opportunity. I wish all of you the best of luck in staying *your* course in whatever ensues."

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, your phone number and your e-mail address in case we need to contact you to clarify any information.

Whether you have an alumni note or a comment about *Educator*, please write to the editor:

Valerie V. Gay
College of Education
223 Ritzer Annex
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122
valerie.gay@temple.edu

Message from Valerie Gay Assistant Dean, Institutional Advancement



With feature stories that include a story on the research work of Barbara Wasik, PhD, our PNC Professor of Early Childhood Education, and a student-teacher roundtable discussion that includes student teachers who have taught in both elementary and secondary schools, this issue reflects the broad spectrum of educational topics the College of Education addresses.

Education affects every aspect of our society, and whether you are an alumnus, an education professional or someone who is interested in improving education, I'd really like you to join in the conversation that we at the college have on a daily basis regarding such issues. You can join in the conversation in a variety of ways. Some of you are engaged in that conversation every day by the nature of your work in schools and colleges. Others engage in the conversation by volunteering your expertise and time to mentor others. If you'd like to volunteer, the College of Education offers a number of opportunities here on Main Campus, or in your own community. Please contact me for more information.

One purpose of this magazine is to engage you in this ongoing conversation. Among the questions I have: Would you be interested in receiving an online version of the magazine? You can see a copy of it by going to www.temple.edu/education and clicking on the *Educator* link. We are enriching the online version with videos related to some of the stories. While on our website, look for the latest news and updates, including a calendar of events—we'd love to have you on campus.

Since we want to give alumni like you a larger voice in the direction of the College of Education, please take a few minutes to let us know your thoughts by going to www.temple.edu/education and clicking on the link to our online alumni survey.

And always feel free to contact me personally at either valerie.gay@temple.edu or 215-204-4649. I'd love to speak with you.

Valerie V. Gay, CFP
Assistant Dean, Institutional Advancement

Office of Institutional Advancement Here to Serve You



Pamela Mickles
Secretary

URBAN EDUCATION

Inaugural Watson Chair Symposium Explores Urban Education



Bernard C. Watson, PhD

Last fall nearly a hundred guests attended the College of Education's inaugural Bernard C. Watson Endowed Chair in Urban Education Symposium. Held in Walk Auditorium Sept. 25, the event featured insights from a wide array of voices in the field of urban education—including Watson's.

While at Temple, Watson was a principal founder of the College of Education's Urban Education Program, which has provided much-needed fellowships for future policy makers and leaders in urban education and has been a vessel of outreach for children and adults in North Philadelphia and throughout the Philadelphia region.

To honor Watson and further his commitment, in May 2008 the College of Education announced the establishment of the Bernard C. Watson Endowed Chair in Urban Education—the first endowed chair in honor of an African American in Temple University's history.

Following a warm welcome from Dean C. Kent McGuire, PhD, Watson opened the event by pointing out the vitality of education as a part of public policy.

Likening the importance of education in society to that of health care, Dr. Watson quoted President Lyndon Johnson, who said, "I'll go a hundred million or a billion on health or education. I don't argue about that anymore. I don't argue with Lady Bird about buying flour. You've got to have flour and coffee in your house. Education and health: I'll spend the goddamn money! I may cut back on some tanks, but I won't cut back on health or education."

Using Temple's class of 2013—the most highly qualified class in the school's history—as an example of the positive outcomes that result from effective early learning, Watson pointed at the audience of educators and spoke bluntly: "The future of this country relies on the kinds of people you create today."

The symposium's first panel, consisting of Dean McGuire, Michael T. Nettles, PhD, senior vice president at the Educational Testing Service in Princeton, N.J., and Wade Boykin, PhD, a professor and director of the department of psychology graduate program at Howard University, tackled several broad educational topics, including the cultural achievement gap that plagues childhood education in America.

Conceding that the issue "defies easy and conventional solutions," Boykin believes that the gap, and the factors perpetuating its presence, are much more complex than simply the availability of resources.

Later, lamenting the widespread paradigm that finds urban schools kowtowing to bureaucratic testing, rather than embracing more personal forms of education, Boykin stated, "the testing tail cannot wag the educational dog." He called for a number of "transactional" approaches to educational reform, such as schools investing more in human capacity building, teachers maintaining active roles as adult learners, and parents participating as informed advocates for the betterment of their children.

Focusing on the culture of the classroom, the second panel featured Jacqueline Leonard, PhD, associate professor of mathematics education, and Temple doctoral students Joy Barnes-Johnson, of the Department of Educational Leadership and Policy Studies, and Robert M. Hobbs, of the Curriculum, Instruction and Technology in Education Department.

When an audience member questioned the distinction between a "highly qualified teacher" and a "highly effective teacher," Barnes-Johnson responded by referencing the essential shared humanity that binds both teacher and student: "Teachers go through the same identity issues as our students. Efficacy comes from embracing those similarities rather than the dynamic that suggests 'I'm the expert and you're the student.'"

Michael Smith, PhD, of the Curriculum, Instruction and Technology in Education Department, Temple undergraduate student Jessica Reed and Temple alumna Abigail Reikow, currently a graduate student studying social work and public policy at University of Pennsylvania, made up the third panel, which focused on the importance in the classroom of “the three Rs” — rigor, relevance and relationships.

The fourth panel, which focused on gender in the classroom, consisted of James Earl Davis, PhD, professor in the Department

of Educational Leadership and Policy Studies, York Williams, PhD, assistant professor of special education at West Chester University, and Temple doctoral student Camika Royal of the Department of Educational Leadership and Policy Studies.

During the question-and-answer session that concluded the symposium, an audience member asked about the roles that relationships and cultural identity play in education. The question generated passionate insights for half an hour from Smith, Reed and six audience members.

One spectator referenced her own difficulty being a white woman from Philadelphia’s suburbs and struggling each day to relate to young children of varying ethnic backgrounds living in the inner city. Panelist Jessica Reed responded by speaking of her own cultural identity as a black woman from Anchorage, Alaska, and pointing out that everyone comes from his or her own unique background and that race does not equal identity.

—Andrew T. Allmond

INSTITUTE FOR SCHOOLS AND SOCIETY

Collaborating to Train Aspiring Principals for Schools in Need

Philadelphia high schools in need of improvement will be getting the principals they need to make them successful thanks to a new project involving the College of Education’s Institute for Schools and Society.

The ISS is collaborating with the National Association of Secondary School Principals, the School District of Philadelphia and Lehigh University’s Center for Developing Urban Educational Leaders under the Philadelphia School Leadership Project. The initiative — created by the School District of Philadelphia via a \$3.1 million grant from the U.S. Department of Education — is one of 22 similar projects nationwide to support the development, enhancement or expansion of innovative programs to recruit, train and mentor aspiring principals and assistant principals for schools in need.

The ultimate goal is to provide the School District of Philadelphia with highly qualified and committed principals for high schools that have been designated for School Improvement or Corrective Action under the federal No Child Left

Behind law. The project is seeking out exceptional teachers with leadership potential from such schools, says Girija Kaimal, EdD, co-principal investigator of a study within the program and senior research associate at ISS.

Candidates take courses in urban school leadership at Lehigh University and participate in a yearlong mentored internship at a host school. Upon successfully completing the program, newly minted principals and assistant principals will continue to receive support and coaching for two years.

Since effective urban school leaders are hard to find, especially for low-performing high schools, this grant could contribute to real progress for students in these schools according to Will Jordan, PhD, director of ISS.

“Quality leadership has been found in many research studies to be one of the key factors to turning around low-performing schools,” he says.

Lehigh and the School District of Philadelphia are handling instruction

and training, while ISS is evaluating program implementation and impact. If successful, the project could yield a cost-effective and most importantly, sustainable model for providing low-performing urban schools around the country with much needed educational leaders.

During the first year of the project, which runs through September 2013, a total of 14 participants were selected from among 34 applicants. Ten of the 14 were female. Eleven of the 14 were African American and one was multiracial, far exceeding the program’s goal of 40 percent minority participation. The ultimate goal is to train 75 new educational leaders by the time that the grant ends.

INSTITUTE ON DISABILITIES

New Program Develops Leaders with Disabilities

A unique new Institute on Disabilities training program pairs established leaders in a variety of fields—human services, education, performing arts—who have disabilities with individuals with disabilities who are potential leaders.

Last year 10 such teams participated in the program, "Competence and Confidence: Partners in Policymaking, Emerging and Established Leaders (C2P2/EEL)." Over a series of five weekends during a six-month period, each pair worked together to develop skills during sessions that focused on such topics as leadership and diversity, sharpening team building efforts and community building. It culminated with each emerging leader working in an internship.

One of the graduates of the program, which also is being offered this year, is Christine "Christie" Thomas, a 29-year-old youth leader at Freedom Valley's

Center for Independent Living in Newtown Square, Pa.

"Christie is bright, vivacious and, as she stated in her application, loves trying new things," according to Celia Feinstein, assistant director of the institute and the director of the C2P2/EEL program.

Thomas attended C2P2/EEL to improve her leadership skills and thereby make a difference for others with disabilities. She was paired with Carol Marfisi, an instructor at Temple University and a longtime employee of the Institute on Disabilities, for two of the five C2P2/EEL sessions. "Carol Marfisi is a wonderful woman," Christie says. "I know I wouldn't have gotten what I did out of the training if it hadn't been for Carol being picked as my established leader!"

Following her training, Thomas worked during a summer internship at Philadelphia Coordinated Health Care Corporation

under quality manager Denise Brown. She worked with others to create a training module for young adults about the importance of health care and accessing health care as an adult. Because of time constraints, they were unable to finish. However, Brown intends to ask Christie back. "She was as reliable any employee here—not only punctual, but considerate of others and always ready to work."

Also, since it was difficult for Christie to swipe her ID card and then open the office door, a doorbell was installed. "Christie's time here has been a tremendous experience for everyone and has resulted in unforeseen benefits for our office, such as the doorbell, and other, not so tangible benefits, because of her spirit and intellect," says Brown. "She has been a great addition to our office."

GALLERY OF SUCCESS

Edward Hoffman and Grace Jones 2009 Gallery of Success Honorees

Edward Hoffman, '70, MEd '72, the principal of Russell Conwell Middle Magnet School in Philadelphia's Kensington neighborhood and **Grace Jones, MEd '89**, a mathematics professor at Valley Forge Military College, are this year's College of Education Gallery of Success honorees.



Named after Temple University's founder, Hoffman's school embodies Conwell's Acres of Diamonds concept. Finishing in the top 10 percent of Pennsylvania middle schools in the PSSA tests, the culturally diverse 2008 No Child Left Behind-Blue Ribbon School recently hosted the National Middle School Conference. In May 2008 Hoffman received the prestigious Obermayer Award, presented to a Philadelphia School District graduate for dedicated service to improving public schools. At a U.S. Department of Education national conference, he was the

only middle school principal to be awarded the Secretary of Education Terrell Bell Award for outstanding school leadership. Hoffman, who has lived all his life a block away from the middle school he himself attended, also has been very involved in giving back to the Kensington community.



Jones, who began her career as a secondary education school teacher in Johnstown, Pa., has impacted the lives of thousands of young people for more than 35 years. In 1985 she began what she calls her second career, teaching prison inmates how to read, and has coordinated the efforts of hundreds of adult volunteers in programs such as Philadelphia Youth-at-Risk, the End Violence Project and numerous efforts through VFMC. Since 1995 she also has been involved as a student, teacher and facilitator in the Landmark Foundation, which teaches people how to maximize their potential.

LATINO STUDENTS

Underperforming and Underutilized



Pat DeCarlo (left), deputy director of the Norris Square Civic Association, and Lucy Feria Rodriguez, superintendent of the Philadelphia School District's North Region, speaking during the panel discussion.

In honor of Hispanic Heritage Month last October, the College of Education held a panel discussion on the local strategies for addressing national challenges in Latino education.

The discussion covered both data indicating Latino students are significantly underperforming compared to their peers, and the fact that Latino school children, in part because of their bilingual skills, are an untapped resource in local schools.

Moderated by Dean C. Kent McGuire, PhD, the panel included Pat DeCarlo, deputy director of the Norris Square Civic Association; Andi Perez, executive director of Youth United for Change at Kensington International High School; and Lucy Feria Rodriguez, superintendent of the School District of Philadelphia's North Region and a doctoral student in urban education at the College of Education.

Following introductions by the dean and Heidi Ramirez, PhD, director of the

college's Urban Education Collaborative, the panel discussed what is needed to enhance Latino education. The group agreed that teachers need: to be able to learn and pronounce Latino names; to enhance their understanding of Latino communities and culture; and to have a more sophisticated understanding of strategies to teach and assess progress of students who either have limited English-speaking abilities or for whom English is a second language.

These needs are clear. Among the data Ramirez discussed:

- Latinos in Philadelphia public schools are less likely to be enrolled in mentally gifted programs (2.1 percent) or to participate in advanced placement courses (10 percent) compared to other ethnic groups.
- By the end of high school, Latino students' math and reading skills are virtually the same as those of white middle-schoolers.

- About 40 percent of Latino males graduate from high school in six years: 10 percent fewer than African-American and white males, and 15 percent fewer than Asian males.

- About half of Latinas graduate in six years: 15 percent fewer than African-American and white females, and 25 percent fewer than Asian females.

However, said Ramirez, Latino students also represent underutilized resources into which public schools need to tap. "So many Latinos come to us proficient in more than one language," she says. "When they meet with teachers, parents and doctors they do simultaneous translations that not only capture the dialogue word for word but also make adjustments because they are acutely aware of cultural differences.

"So these students are not only serving as bilingual translators to help parents, teachers and doctors communicate well with each other, they also are serving as cultural interpreters. How brilliant are these children to be able to do that? Yet our system doesn't tend to use, build upon or celebrate that skill set."

Ramirez was excited by the fact that a total of 65 College of Education students, alumni and teachers attended the panel discussion. "It started a real conversation here at Temple about thinking of the needs of Latinos and English-language learners," she said. "More folks want to keep that conversation going regarding how we train our teachers."

STUDENT-TEACHING SEMESTER

College Establishes Much Needed Scholarship Fund

Joan Hand should have been teaching math to urban children last fall. Instead, she was student-teaching Algebra I at the Philadelphia High School for Creative and Performing Arts—a full year after she had qualified to do so.

Why the delay? Like many College of Education seniors, Hand was a non-traditional college student. At 33, the art college graduate and mother of a 10-year-old daughter had to delay student-teaching for a full year until she figured out how she could afford to student-teach without otherwise working for a semester.

Until then Hand had been supporting herself while going to Temple by working as a server in fine restaurants. But she knew that wouldn't be possible while she was student-teaching because of the tremendous time demands that semester requires—including student-teaching, in-class and preparation responsibilities, Temple's senior portfolio assessment and job placement interviews. "Student-teaching is like two full-time jobs in one," says Hand.

To eliminate this final roadblock, the College of Education is seeking financial support to establish a scholarship fund

for student teachers and is seeking donations of all sizes. "We often take a 'mutual fund' approach to these types of funds: We combine small and large gifts to make awards to well-deserving students," says Valerie Gay, assistant dean of Institutional Advancement for the College of Education. "It's a great way for individual donors with like interests to join together for a common and often larger goal. Of course, we'd love to have one or two large donors help us, but we want everyone to know we appreciate their support."

"A large percentage of College of Education students receive financial aid, about half transfer from community colleges and many of them are adult learners," said Patricia Louison, EdD, who until recently was the director of Undergraduate Studies/Student Services. "So a great many of our students are nontraditional students for whom student-teaching becomes a huge conundrum—for them and us."

"They are right on the cusp of going into their dream field and they are hitting a barrier where they can't student-teach because of their family and personal obligations to put food on the table and

a roof over their head," added Louison, now the senior assistant dean of student services at Georgetown University.

A scholarship fund would have been a godsend to Hand. "I was devastated," she says of her 2008 dilemma. "I was all set to go at CAPA. I tried everything: borrowing money, private loans, asking my parents, which was a stretch since they're still paying for my art school loans."

Fortunately, last fall Hand was finally able to student-teach thanks to several grants from PHEAA and Temple University, subsidized and unsubsidized Stafford loans to cover her living expenses and also thanks to her live-in boyfriend, an executive chef at a Center City restaurant. "Luckily it worked out," says Hand, "but a scholarship fund would be great."

If you would like to support the College of Education Student Teacher Fund, please go to myowlspace.com and click on the Giving to Temple link, or send a check, with "Student Teacher Fund" in the memo portion, to:

College of Education
P.O. Box 827651
Philadelphia, PA 19182-7651

MIDDLE STATES ACCREDITATION

Caldwell Co-chairs Temple's Steering Committee

Corrine Caldwell, PhD, is co-chairing the group of 55 employees who make up Temple's Middle States Steering Committee, as faculty, administration, staff and students prepare for the reaffirmation of the university's accreditation, a process of voluntary self-analysis and regulation that assures the quality of American colleges and universities.

Every 10 years, a team of higher-education professionals at peer institutions belonging to the Middle States Commission on

Higher Education—an association of 519 schools located primarily in the Mid-Atlantic region—completes a comprehensive assessment of Temple's programs. The reaccreditation process has two critical components: a rigorous self-study prepared by Temple last summer and fall, followed by a site visit by a team of peer evaluators between Feb. 28 and March 3.

Caldwell's co-chairs are Michael Sitler, EdD, professor of kinesiology in the

College of Health Professions, and Robert Stroker, dean of Boyer College of Music and Dance.



Curriculum, Instruction and Technology in Education (CITE)

Seal Asafiro, PhD, professor of special education in the College of Education, was honored by his alma mater, Florida State University, as the Distinguished Alumni Educator for 2009.



Matthew Elvis Wagner, EdD

Jacqueline Leonard, PhD, received a grant from the National Science Foundation to conduct a national conference in conjunction with Arcadia University. The conference, "Beyond the Numbers: Celebrating the Best of How Teachers Teach and African American Students Learn Math," was held at Arcadia University Feb. 26-27, with a reception at Temple Feb. 26.

Matthew Elvis Wagner, EdD, was awarded a grant from the Educational Testing Service valued at approximately \$104,000 over two years. He is conducting a validation study of the use of Test of English as a Foreign Language internet-based test speaking and listening scores for international teaching assistant placement. The

study will investigate optimal TOEFL cut scores—or minimally acceptable scores—by using undergraduate students' teaching evaluations of their ITAs, as well as independent observers' evaluation of ITA teaching efficacy, to explore the role oral proficiency in English has on teaching efficacy.

Christine Woysner, EdD, attended the National Council for the Social Studies meeting in Atlanta in November where she presented three papers: "Studies of Women in U.S. History Textbooks: Who Is Missing from the Picture?" co-authored and co-presented with Temple graduate Jessica Schocker; "Social Education in Segregated Schools: The Unintended Consequences of an Imposed Curriculum in the

American South, 1912-1919"; and "Dreams and Deeds of Women in History: Teaching with Images."

Educational Leadership and Policy Studies (ELPS)

Steven Jay Gross, EdD, gave a workshop, "School Reform and Turbulence Theory at the School Leadership Seminar," Oct. 22 in Jamaica that was sponsored by the Creating Centres of Excellence Project. In November, Gross was Temple's plenum representative at the annual convention in Anaheim, Calif., of the University Council for Educational Administration. Gross chaired the symposium "The New DEEL Goes to School. Innovative Curriculum

FACULTY PROFILE

Shapiro Receives Prestigious UCEA Master Professor Award

Joan Shapiro, EdD, professor of educational administration, was named the 2009 University Council for Educational Administration Master Professor. She is only the seventh professor to receive the national award since its inception in 2005.

According to the award criteria, UCEA Master Professors: have sustained records as outstanding teachers; are outstanding advisors and mentors of students in research projects that address the needs of K-12 educational systems; have taken leadership roles at their institutions; have provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs and curriculum in the field of educational leadership/administration; and have provided outstanding public service through participation in public or private agencies, or both bodies that contribute to PK-16 partnerships and to improving the quality of PK-16 education.

Throughout her career Shapiro has focused on ethics, gender and diversity issues in education, as well as participatory evaluation and feminist assessment. "I encourage students to reflect on their own experiences and through them derive meaning from

what they have learned," she says of her teaching philosophy. "My aim is to empower students and practitioners so that they will in turn empower others."

To forge a link between teaching and scholarship, she encourages students to present portions of their final paper from her Analytics Studies: Ethics graduate course at an annual international ethics conference. She also allowed her graduate students to publish their work in her newest book, *Ethical Leadership in Turbulent Times: (Re)Solving Moral Dilemmas* (2008), which she co-authored with her Temple ELPS colleague, Steven Jay Gross, EdD. Her previous ethics book, *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas* (2001, 2005 2nd ed.), which she co-authored with Jacqueline Stefkovich, EdD, JD, a professor of education at The Pennsylvania State University, won the Willower Award of Excellence as the best professional ethics book.

She and Gross also are leading an educational leadership reform movement they call the New DEEL (Democratic Ethical Educational Leadership)—a movement away from emphases on high stakes testing



Joan Shapiro, EdD

and accountability in K-12 education toward the development of critical, intelligent and caring students who will become outstanding citizens. Twenty research universities and practitioners from Australia, the U.K., Canada and Taiwan attend the annual New DEEL conferences on Temple's campus.

Shapiro is a former associate dean of the College of Education (1991-1996, 2000-2001) and former chair of the Department of Educational Leadership and Policy Studies (2001-2004).

Between 1984 and 1988 she also co-directed the women's studies program at University of Pennsylvania.

FACULTY PROFILE

Sloan Green Wins Women's Athletics Lifetime Achievement Award

Former Temple women's lacrosse coach, Temple Athletics Hall of Fame member and professor emerita Tina Sloan Green, MEd, was one of just five women honored by the National Association of Collegiate Women Athletics Administrators with a 2008 Lifetime Achievement Award.

The only Temple coach to have won three national championships, in 18 seasons as women's lacrosse coach she compiled a 207-62-4 record and led the Owls to 11 consecutive NCAA Final Four appearances. Sloan Green also holds the distinction of being the first African-American head coach in the history of women's intercollegiate lacrosse. In addition, she also coached the field hockey team for five years and elevated that program to national prominence.

Along with her success on the field, Sloan Green's work off the field may rival any of her athletic achievements. While a professor of sports and culture in the College of Education, she served as co-principal investigator of Sisters in Sports Science, an initiative funded by the National Science Foundation, and as director of the Temple University National Youth Sports Program. In 1992, she co-founded the Black Women in Sport Foundation. She has also co-authored two books, *Black Women in Sport* and *Modern Women*.

Since its founding, the Black Women in Sport Foundation has exposed between 15,000 and 20,000 6- to 15-year-old urban



Professor/Coach Tina Sloan Green, holding the championship award, celebrates the 1988 NCAA Women's Lacrosse Championship with her players in May 1988 at Haverford College.

girls in Philadelphia, Washington, D.C., and elsewhere to a variety of sports, including such nontraditional sports as tennis, golf and fencing. "There's a great need," says Sloan Green, who retired in May 2006 after teaching at Temple for 32 years. "With decreases in physical education in public schools and decreases in funding for our recreation centers, our urban kids deserve exposure to a variety of sports early on."

That's important, she says, for girls to continue to stay active in sports; to reduce urban violence and childhood obesity; and eventually to create a pool of African-American women and women of color

who are viable candidates for coaching and administrative positions. For example, her daughter, Traci Green, who earned a master's degree in sports management at Temple University, now coaches tennis at Harvard University—the first African-American female head coach at Harvard.

"There are a lot of Traci's out there if given the opportunity, support, proper knowledge and financial backing," says her mother.

Also a member of the West Chester University, Lacrosse and Women's Sports Foundation halls of fame, Sloan Green competed on the U.S. women's lacrosse (1969-1973) and field hockey (1966) teams.



Vivian W. Ikpa, PhD

Design Issues for Democratic Ethical Educational Leadership Programs," and delivered a paper on the design and implementation of a graduate course on exemplars of democratic ethical leadership. Gross also co-chaired a session called "The New DEEL: Reflecting on Innovative Partnerships between Researchers and Practitioners."

Vivian W. Ikpa, PhD, has co-authored a new book, *Narrowing the Achievement Gap in a (Re) Segregated Urban School*

District: Research, Practice and Policy, with **Dean C. Kent McGuire, PhD**.

The authors assert that the June 2007 U.S. Supreme Court decision, *Parents Involved in Community Schools v. Seattle School District*, signaled a reversal of the landmark 1954 *Brown v. Board of Education* decision. They further contend that, given demographic shifts, globalization, economic instability and ideological shifts, the reversal was somewhat expected. The book presents

quantitative analyses of test gaps between minority and non-minority students. Ikpa and McGuire examine how changes in school characteristics such as racial composition, school composition, school expenditures and the socioeconomic states of neighborhoods influence achievement gap trends. The authors also shared their research findings at the annual conference of the Association for the Advancement of Educational Research, in November in

Palm Beach, Fla. Additionally, their paper, "Ethical Standards and Education Policy: Improving Student Performance in Urban Schools," was presented in November at the One Voice Institute of Elemental Ethics and Education Conference in Tarrytown, N.Y.

Psychological Studies in Education (PSE)

Frank Farley, PhD, was cited in an article appearing in the Oct. 26 issue of the *News-Press* of Fort Myers, Fla. The article, about the psychology behind people enjoying horror movies, cited the former American Psychological Association president's theory that some people simply have a "type T"—or thrill-seeking—personality.

Farley was also quoted in a Jan. 4 CNN.com article about the seduction of playing the lottery. "It can be exciting checking those winning numbers," Farley said. "It gives you a sliver of hope that you could turn your life around."

Urban Education Collaborative (UEC)

Neil A. Ramirez, PhD, director of the UEC, was the keynote speaker at the Nov. 22 Pennsylvania Statewide Latino Graduate Conference. The Philadelphia conference was organized around the 2010 Census. The approximately 200 attendees included students, civic leaders and professionals from across the Commonwealth. Ramirez' keynote address was titled "Latinos by the Numbers: Why the US Census Matters for Urban Education."

Ramirez also participated in an Oct. 29 panel and technical assistance workshop titled "Turning Around Chronically Low-Performing Schools." The event was organized by the Mid-Atlantic Regional Educational Laboratory.

OTHER

Academic Strategic Compass Grant Recipients

The Office of the Provost has awarded seed grants to 11 interdisciplinary research projects under the auspices of the Academic Strategic Compass initiative. The grants, which seek to move Temple further in the direction of research excellence, total as much as \$50,000 each. Several faculty members from the College of Education are among the 30 scholars taking part in the projects:

Ellen Linky, EdD, associate professor in the CITE Department and director of clinical education for the Urban Education Collaborative, has partnered with **Girija Kaimal, PhD**, research associate in the Institute of Schools and Society, and theater professor **Roberta Sloan, PhD**, to undertake a research initiative: "Interdisciplinary Collaboration on Teacher Preparation in Arts Education."

Catherine Fiorello, PhD, associate professor and coordinator of school psychology in the PSE Department, has partnered with **S. Kenneth Furman, PhD**, professor of special education in the CITE Department, and **Kim Curby, PhD**,

assistant professor of psychology, to undertake a research initiative titled "Training the Developing ADHD brain: Does a lab-informed working memory training intervention translate to real-world benefits in the classroom?"

Novella Z. Keith, PhD, associate professor of urban education and program coordinator of ELPS, has partnered with English professor **Eli Goldblatt, PhD**, to undertake a research initiative titled "The Center for Community-Based Learning and Collaboration."

Matthew Elvis Wagner, EdD, associate professor in the CITE Department, has partnered with assistant Spanish professor **Paul Toth, PhD**, to undertake a research initiative titled "Assessing the impact of inductive versus deductive instruction in high school Spanish classes."

TEMPLE HONORS FACULTY AND STAFF FOR SERVICE MILESTONES

20 years of service:

Adora F. Hatten, coordinator of the Supported Leadership Initiative

Zona D. Jackson, project assistant for Pennsylvania's Assistive Technology Lending Library

Nancy D. Kolenda, director of the Center for Frontier Sciences

Veronica Norris, administrative assistant for the College of Education

40 years of service:

Geraldine Ball, office manager for Psychological Studies in Education.

Linda B. Pryor, graduate secretary for the Student Resource Center.



Catherine Fiorello, PhD

IN MEMORIAM

Glenn E. Snelbecker, PhD

Glenn E. Snelbecker, PhD, professor in the Department of Educational Psychology and a faculty member at Temple since 1967, died Jan. 24. Dr. Snelbecker published more than 60 articles and wrote or edited more than 20 books or chapters. He is perhaps best known for his 1974 book, *Learning Theory, Instructional Theory and Psychoeducational Design*. It is often cited as one of the seminal works in the area of instructional theory.

This work led him into the field of instructional technology, where he was one of the first researchers to investigate the use of computers and other forms of educational technology in classroom settings.

A memorial fund has been established in Dr. Snelbecker's memory. Donations can be made online at myowlspace.com (with "Dr. Snelbecker Memorial Fund" in the

field that asks for other fund designations). Checks should be made payable to the College of Education (with "Dr. Snelbecker Memorial Fund" in the memo portion) and sent to:

Valerie Gay
Temple University, College of Education
PO Box 827651
Philadelphia, PA 19182-7651

ALUMNI NOTES

Message from Gaylord J. Conquest President, Board of Directors College of Education Alumni Association



Greetings to the 40,000 plus alumni of the College of Education. As Temple University enters its 126th year, the College of Education is commemorating 91 years of preparing teachers, counselors and school administrators.

The purposes of the College of Education Alumni Association are to promote interest for support of the college's mission and to serve as the coordinating organization of alumni activities for the college. Our Alumni Association is headed by a Board of Directors, which has 33 active members and meets four times each year. We work closely with the Dean's Office and plan activities for the Board and the Alumni Association. Each of Temple's 17 schools and colleges has its own alumni association and board of directors that sends a representative, the association's president, to a larger entity, the Temple University Alumni Association. All 17 board presidents meet several times a year.

One major project that the College of Education brought to fruition this academic year was the planning and awarding of a grant for student teachers entitled College of Education Alumni Mentoring Program. Its primary focus was to connect alumni mentors with student teachers who were teaching in the fall of 2009. A series of workshops enabled the mentors to work individually with their student teachers on topics suited to each student. Several members of the Board of Directors, including myself, were involved with this project.

Lastly, if you have any interest in becoming active in the Alumni Association or serving on the Board of Directors, please contact Valerie Gay at valerie.gay@temple.edu.



Gaylord J. Conquest
President, Board of Directors

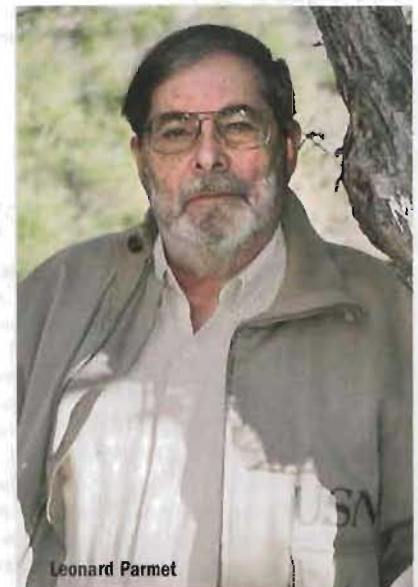
The 1950s

Leonard Parmet, BSEd '56, stepped down after 40 years as a board member with the West Yavapai Guidance Clinic in Prescott, Ariz. During his tenure, the nonprofit clinic grew from a staff of three with an annual budget of \$25,000 to 310 employees and a budget of \$28 million. Parmet was honored with the 2008 Leta Glancy and Cecil Lockhart-Smith Award from the Northern Arizona Regional Behavioral Health Authority.

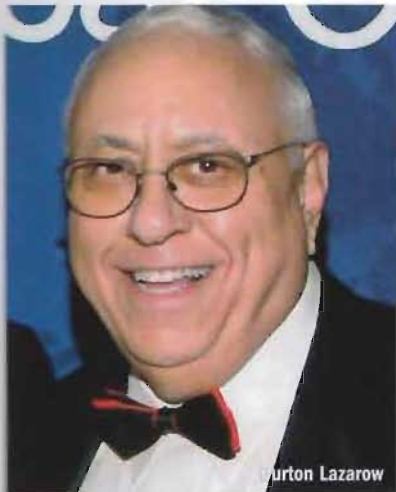
The 1960s

Bill Cosby was announced the recipient of the 2010 Marian Anderson Award. For the first time, the Philadelphia-based award will be given to someone raised in Philadelphia. Cosby, a comedian, Temple graduate and university trustee, not only grew up in Philadelphia but returns regularly. The Anderson Award is for entertainers with a social conscience, and in recent years, Cosby has spoken out against gun violence and for changing attitudes to strengthen families and support education. In a statement following the award announcement, he referenced the Daughters of the American Revolution's 1939 refusal to allow Anderson to sing in Constitution Hall. In the statement, Cosby said: "I am humbled. The clarity of viewing racism from Marian Anderson's DAR rejection proves that racism is a waste of time, precious time."

Burton Lazarow, BSEd '61, is presently serving as president and CEO of a developing new nonprofit, PATCHES (Parents'



Leonard Parmet



Burton Lazarow

Association for the Treatment of Children's Health in an Educational Setting). The purpose of PATCHES is to promote implementing a program in educational institutions that seeks a secure, healthy environment for all its physically and medically at-risk children, assures parents of these children receive timely information to empower them to make their own informed determinations, and educates the entire institutional community of the health-related issues of its at-risk children.

Edmund V. Cervone, MEd '66, EdD '74, an educational consultant and learning disability specialist, was presented with the Order of the Tower Award by The Pennington School in Pennington, N.J. The award is considered one of the school's highest honors.

Henry N. Tisdale, MEd '67, president of Claflin University in Orangeburg, S.C., has been conferred an honorary doctorate from Hofstra University of New York, where he recently delivered the Honors Convocation address. During his 15 years as president, Tisdale's reputation for accomplishment, generating momentum, demonstrating commitment and his strategic approach to advancing Claflin have established him as a prominent influence in higher education. Tisdale's inaugural pledge to place Claflin University among the premier liberal arts institutions in America was achieved in August 2008 when Forbes.com listed the university as the top historically black college or university in the country and ranked Claflin in the top 4 percent nationally in its first-ever rankings of *America's Best Colleges*. In September 2008 Tisdale's hometown, Kingstree, S.C., erected six highway markers proclaiming itself the "Home of Dr. Henry



Henry Tisdale

N. Tisdale, the Eighth President of Claflin University." Tisdale's other recent honors include the 2008 CASE (Council for Advancement and Support of Education) District III Chief Executive Leadership Award, the 2007 Milliken Medal of Quality Award, 2007 BellSouth Honoree, the I. DeQuincey Newman Humanitarian Award, the NAFEO (National Association for Equal Opportunity in Higher Education) Distinguished Alumni Award, Who's Who Among Black Americans and the NAACP Educator of the Year Award.

Linda Dubin Garfield, MEd '69, EdD '84, was elected in June to the board of directors of First Person Arts, a Philadelphia nonprofit organization dedicated to finding and fostering all forms of memoir and documentary art. Garfield is an award-winning professional printmaker and mixed-media artist. In 2005 she founded ARTsisters, a group of professional female artists who empower each other and the community through their art.

The 1970s

Ellyn Glassman Bloomfield, BSEd '71, received her MBA from Santa Clara University and has been named registrar at Lincoln Law School in San Jose, Calif.

Aliza S. Spector, BSEd '73, was spotlighted in the April 3, 2009, issue of the *Business Journal's* CEO File section. Spector is founder, president and CEO of Staffing Plus, Inc., a health care staffing firm in Haverford.

Dolores Szymanski, BSEd '74, MEd '76, was elected chair of the United Way of Burlington County's 2009 fundraising campaign.



Ellen Everett Hopman

Szymanski, superintendent of the Burlington County Institute of Technology for the past four years, actively supports United Way's campaigns both as a volunteer on the campaign cabinet and as a board member.

Lee Albert, BSEd '75, has become a partner at Murray, Frank & Sailer LLP in New York, N.Y. The practice handles securities, antitrust, consumer class action and drug mass torts. Albert is in charge of the mass torts department.

Kimberlee Brown, BSEd '75, has earned a PhD from University of Pennsylvania and is teaching statistics and research design at West Chester University. She currently lives in Downingtown with her son, Ben.

David Jonassen, EdD '77, was named a Curator's Professor at the University of Missouri. Curator's Professorships are prestigious positions, and only outstanding scholars with established reputations are considered for appointment. Johanssen is also co-principal investigator on a \$2.3 million Department of Labor grant to design, develop and implement a radiation protection curriculum for six community colleges around the U.S., helping to meet the projected need for roughly 90,000 new nuclear employees in the next 10 years. The curriculum is designed based on an analysis of technician activity, and is conveyed in online case-based learning environments.

Ellen Evert Hopman, BSEd '78, published two books in 2008: *A Druid's Herbal of Sacred Tree Medicine*, a nonfiction work on Irish tree lore, and *Priestess of the Forest: A Druid Journey*, her first novel.



Linda Tessler

Lynda Brown Clemens, MEd '79, PhD '85, has retired from Lockheed Martin Corp. and is now vice president of operations for Pragmaticus Inc., a training and consulting firm that supports talent management for recently hired employees.

The 1980s

Carol Kasser, EdD '82, now has a children's radio show, *Bubbie's World*, on WNJ 1360 AM, Saturdays at 11 a.m. The show can also be heard on WIFI 1460 and WNJ 1360.com.

Helen Hoffner, MEd '84, celebrated the publication of her fifth book, *The Rosary Collector's Guide*. The book helps the growing number of antique dealers and rosary collectors identify unique variations of the rosary. With over 180 color photos of rosaries, crosses, crucifixes and center medals, the book provides a great deal of historical background and insight.

Linda Tessler, PhD '88, announced the recent publication of her book, *One Word at a Time: A Road Map for Navigating Through Dyslexia and Other Learning Disabilities*. The book is Tessler's brave and honest account of her lifelong struggle with dyslexia. Her book is interspersed with compassionate advice and practical strategies, culled from her experiences as a licensed psychologist and scholar who specializes in learning disabilities and as the parent of a son who struggles with dyslexia. It can be purchased online at www.onewordatime.com or amazon.com.

The 1990s

Ajay Raju, BSEd '93, is global vice chair of the business and finance department and

office managing partner in the Philadelphia office of Reed Smith LLP, one of the world's 15 largest law firms. He also is the co-founder of the Global Indian Chamber of Commerce. Raju believes that the preparation he received at Temple has contributed significantly to his success. "One of the most remarkable things about Temple," he explains, "is the rich diversity of ideas you find among the school's students and faculty. I'm convinced that being exposed to such a wide range of backgrounds is important in preparing future lawyers for a profession in which everyone you encounter, from your clients to your colleagues, comes from all walks of life and seems to espouse every viewpoint under the sun."

Patricia Cullen, EdD '94, was honored by Gwynedd-Mercy College with the title of professor emeritus during the school's commencement held May 16, 2009. Cullen retired at the end of the 2007-2008 academic year after 25 years of full-time teaching in both the Associate of Science and Bachelor of Science in Nursing programs at Gwynedd-Mercy College. She also served as the director of the Bachelor of Science in Nursing program.

John Craig, BSEd '95, MEd '98, earned a doctorate in educational leadership from University of Pennsylvania.

Michael Noel, MEd '96, has accepted a position with Argosy University in Sarasota, Fla., as director of student services. He has been working in academia for nearly a decade and has started his EdD in higher education leadership with the intention of moving into a campus president position.

George Roesser, EdD '97, has been named the director of educational leadership at La Salle University.

Karen Overstreet, EdD '98, has been appointed executive director of Lippincott Continuing Medical Education Institute. The Lippincott CME Institute develops and offers continuing education activities to support health care professionals in practice-based learning and improvement. The institute, which provides more education than any other nationally accredited publisher in the U.S., is a business unit of Wolters Kluwer, a global information services and publishing company that reported \$4.9 billion in revenue for 2008. Overstreet is a board-certified editor in the life sciences and a fellow of the Alliance for CME and

was among the first cohorts to receive certification as a CME Professional.

The 2000s

Sean Casey, BSEd '01, participated in the 2008 Beijing Olympic Games on Ireland's Rowing team. Casey won a scholarship to Temple and was on the school's rowing team, winning medals at the USA National Championship. His team also took bronze at the Munich World Cup Regatta in 2006.

Jillian Baker, MEd '03, received her doctorate in public health from Drexel University in June 2009.

Michael Tutwiler, BSEd '06, received his MEd in technology, innovation and education from the Harvard Graduate School of Education, where he was awarded the Intellectual Contribution & Faculty Tribute Award.

Victoria DeLollo, MEd '07, along with her two roommates, completed a relay swim across the English Channel June 29, 2009. The idea came from a sports psychology seminar DeLollo attended at Temple and was inspired by a friend's recent diagnosis with multiple sclerosis. The swim, which took 11 hours and one minute, raised money and awareness for MS.

Jean Elouise Pugh, MEd '64

Jean Elouise Pugh, a retiree and devoted volunteer, died Oct. 1, 2009.

The lifelong Harrisburg resident was 99 years old. Prior to retirement, she enjoyed a long career as a grade-school teacher in the Harrisburg School District. Ever active in the community, she was a life member of Grace United Methodist Church, where she was church historian, and a member of the United Methodist Women and the Ladies Auxiliary. Since 1960, she was a volunteer, and eventually an honoree, of the Dauphin County Historical Society. Also a longtime election official at the polls, in 1993 she was elected a minority inspector by the Dauphin County Board of Elections.



CONNECT WITH FELLOW OWLS IN YOUR CITY!

TEMPLE REGIONAL ALUMNI CLUBS

Temple alumni clubs host a wide range of events across the United States throughout the year.

- Participate in cultural and intellectual events, from wine-tastings to expert faculty speakers
- Attend sporting events to cheer on your favorite Philly teams
- Catch Owls football and basketball at regional game watches

Visit myowlspace.com/groups and select the city nearest you to get involved today!

TEMPLE ALUMNI ARE ALWAYS ONLINE

Activate your account at myowlspace.com to search the online alumni directory, view Temple photos, and learn more about Temple University Alumni Association programs and events.

Interested in starting a new alumni group? Contact the Alumni Center at 215-204-7521 or alumrel@temple.edu.

 **TEMPLE UNIVERSITY**
Alumni Association



Why I Give

"I taught fourth and fifth grades in Palmyra, Pa., for 38 years and I earned my master's degree at Temple's Harrisburg campus while I was teaching. I liked the well-rounded liberal arts aspect of the degree program. Each of our seminar courses had professors from three different fields, such as a social scientist, a psychologist and an English professor.

"I was never on Main Campus for any classes and in fact the only time I visited there was when I graduated, but I've been giving to the College of Education for years. We really need new teachers, and I'm impressed with the education program, particularly the programs for inner-city children."

—Patricia Brandt, MEd '67, Palmyra, Pa.