Reaching Out To...
- Ed Hoffman's Acres of Diamonds in Kensington
- Children with Autism
- Latino Immigrants
CURRICULUM, INSTRUCTION AND TECHNOLOGY IN EDUCATION (CITE)

Our work with preservice teachers, inservice teachers and doctoral students is grounded in the belief that education is a primary mechanism for social mobility and social justice. As a consequence, we seek to conduct research and to prepare doctoral students to do research that has the potential to improve learning and teaching, especially of historically underserved populations. We seek also to provide our inservice and preservice teachers with deep understandings of research and theory that will help them become reflective practitioners who are committed to serving diverse students and to becoming educational leaders and agents of change in whatever setting they teach.

UNDERGRADUATE TEACHER CERTIFICATION PROGRAMS
- Early Childhood—Elementary Education (ECE) Program: Grades PreK–4
- Middle Grades Education (MGE) Program: Grades 4–8
- Secondary Education Programs: Grades 7–12
- Career and Technical Fields
  - Business, Computer, and Information Technology Education
  - Industrial Education
  - Marketing Education
- Special Education 4+1 Program

CERTIFICATE & CERTIFICATION PROGRAMS
- Board-Certified Behavior Analyst (BCBA)
- ESL
- Postbaccalaureate Teacher Certification
- E=mc² a transition to teaching program

MASTER’S PROGRAMS
- Applied Behavior Analysis (ABA) (MSed)
- Board-Certified Behavior Analyst (BCBA)
- Graduate Teacher Certification
- MSE Program in Accomplished Teaching
- TESOL

DOCTORAL PROGRAMS
- Curriculum, Instruction & Technology in Education (EdD)
  - Science and Math
  - Language and Literacy/TESOL
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DEAN’S MESSAGE

As a professor in the College of Education since 2000, an associate dean from 2004 to 2006, and chair of the Department of Educational Leadership and Policy Studies since May of 2010, I thought that there was little I didn’t know about the college.

Yet since I became the interim dean last November, I’ve been struck by how hard our faculty and staff work, and how dedicated and committed they are to preparing highly skilled teachers—and a lot of that is unsung.

The college is clearly a much different place than when I first arrived, and a significant amount of credit for transforming the college’s culture and raising its profile and reputation should go to our departed dean, C. Kent McGuire, PhD. Both personally and professionally, it has been a tremendous experience to work with and be mentored by him.

The college has become more focused and primed to take advantage of the dramatic changes that are occurring in the roles to be played by colleges of education. It is, it seems to me, excellently positioned to take advantage of
our growing brand regarding such issues as local and national educational reform, urban education, and the quality development and preparation of teachers.

During Kent’s seven-year tenure about a third of our current faculty was hired, and those hires have set a high bar for appointing strong faculty actively engaged in cutting-edge research—a template that we continue to follow in our current faculty recruitment efforts.

Indeed, while we await the results of a national search to replace Kent McGuire as dean, we are not standing passively by. The senior management of the college, under the leadership of James P. Byrnes, PhD, our vice dean, recently began to review our mission and vision strategically. The initial draft is now being vetted by a faculty steering committee of the Collegiate Assembly, the college’s community-at-large.

One priority so far identified will be a growing emphasis on Science, Technology, Engineering and Mathematics (STEM) education. Building on such programs as TTeach and E=mc² (see update on page 25) and our newly revised curriculum (see page 24), we want to galvanize individual faculty efforts regarding science, technology, engineering and mathematics education into a more cohesive whole. This initiative will enhance both the training and development of STEM teachers and STEM-related faculty research.

That’s just one example of our efforts to be clear and sure about who we are. It’s a vision that we believe will provide a strong foundation for the new dean to build upon as the college’s exciting upward trajectory continues.

To learn more about where we are and where we are going, I encourage you to get to know us better through the college’s website or by visiting us. And if you have any thoughts about how we are doing, please contact me.

James Earl Davis, PhD
Interim Dean

James Earl Davis, PhD

Signature

James Earl Davis, PhD
Interim Dean
RUSSELL H. CONWELL
MIDDLE MAGNET SCHOOL:

Ed Hoffman’s
Acres of Diamonds

Shortly before 6 a.m. Ed Hoffman, ’70, MEd ’72, lifts a steel security grate at the front of the only home he’s ever known—the three-story brick home that also used to house his parents’ flower shop. Bidding goodbye to his 92-year-old mother, Irene, he heads north on Kensington Avenue on the most familiar walk of his life.

In the shadow of the rumbling Frankford El’s elevated tracks, Kensington Avenue a block south of Allegheny Avenue is a gray canyon of wall-to-wall security gates guarding dollar stores and the like. When the 62-year-old Hoffman was growing up, the “Avenue,” as he calls Kensington Avenue, was a thriving commercial district anchored by S.S. Kresge and Woolworth’s stores. “You could buy anything on the Avenue,” he remembers. “There were men’s shops, shoe stores. The Villa clothing store used to be Levin’s, which covered half a block and sold everything from furniture to jewelry.”

“Now the stores just come and go.” Wracked by drugs and violence, it’s a far tougher neighborhood than when Hoffman grew up. With more than 230 murders in the past 10 years, the square mile surrounding “K&A” is the deadliest in the city. The grade school from which he graduated in 1960, the same school he heads towards when he turns east on Clearfield for half a block, certainly isn’t immune to such urban pressures. Witness the graffiti that constantly has to be scrubbed off the walls of what is now the fifth- through eighth-grade Russell H. Conwell Middle Magnet School. Or the prostitutes who use the rear window wells—adjacent to the same paved recess area where he used to play as a kindergartner—to turn their tricks on weekends. Or the fact that, according to Hoffman, Kensington has the highest rate of child abuse in the country.
But Conwell, named after Temple University’s founder and a cooperating school that receives Temple student teachers, is indeed a diamond in the rough. With 84 percent of the students economically disadvantaged and 88 percent minorities, it is still one of the highest-scoring middle schools in the Philadelphia School District and ranks in the top 10 percent of state public schools based on PSSA scores. And even though nearly 90 percent of the school’s 800 students ride the Frankford El, subways or buses from all over the city to get to Conwell, the average attendance rate is a stunning 95 percent.

That’s why, in the fall of 2008, Conwell was Philadelphia’s only middle school designated a No Child Left Behind—Blue Ribbon School by the U.S. Department of Education. Simultaneously Hoffman, a Conwell fixture who returned in 1980 as an English teacher and has been its principal since 2004, was the nation’s only middle school principal to be awarded the Terrell H. Bell Award for outstanding school leadership. Last year he also received Marcus A. Foster Award, which the Philadelphia School District gives annually to a top administrator.

“They called it a Cinderella story in Arlington,” says Hoffman, a 2009 College of Education Gallery of Success honoree who has also been the school’s dean of students and assistant principal. “But it’s not about me. I’ve got great teachers. I’ve got great students.

“And although I’ve been telling everyone I’m normal, I guess I’m really not. We do things differently here.”

As a magnet school, Conwell’s admits students from the 70th percentile and above of their elementary schools. They have above-average academic, attendance and behavior records. But Hoffman readily accepts siblings regardless of their academic level, and he’ll even take kids who’ve been suspended, as long as they pledge to work hard. “We take kids between the 50th and 60th percentiles and in four years they shoot through the roof,” he says.

That is borne out by PSSA test scores. When they first entered Conwell as fifth-graders, last year’s eighth-grade graduates scored proficient or above at a 73 percent rate in reading and 82 percent in math—but four years later 98 percent scored at or above proficient in reading, 94 percent in writing and 87 percent in math—six percentage points below the 2008 class’ record. But proficiency alone isn’t Hoffman’s aim: Since he became principal in 2004 the percentage of eighth-graders deemed advanced in reading rose from 29 percent to 77 percent, and in math from 13 percent to 67 percent.

“We take kids between the 50th and 60th percentiles and in four years they shoot through the roof.”
Technically it is a magnet school, but if you look at the entrance requirements the children aren’t necessarily exceptional,” says Heidi Ramirez, the former director of Temple’s Urban Education Collaborative who spoke several years ago at a Conwell graduation. “It’s more like a charter school, with performance levels all over the place, but parents are making a choice for their children to be there.

“Ed’s not super charismatic, just a hard worker with high expectations. His students love him, I think, because he believes in them and shows respect for teachers and students.”

Renee Singletary, an assistant to the principal and a performing arts teacher who has been at Conwell for 10 years, agrees. “It’s wonderful that Mr. Hoffman lives right around the corner,” she says. “He also thinks all the children can succeed and we, as teachers working with him, believe the same thing. We work diligently with our students to help them be the best they can be.”

Up at 5:30 a.m. and responding to emails at 4 a.m., by 6 a.m. Hoffman is inside the three-story school greeting other early staff arrivals, including librarian and classroom assistant Maryjane Andrews and facilities manager Emmett Smith. En route to his first-floor office, he walks past several trophy cases that double as a history museum of the school, which opened in 1928. The cases contain a copy of Conwell’s Acres of Diamonds book and two photos of Hoffman with his classmates on the school steps: one from third grade, another from sixth grade. That’s the year when he first overcame a speech impediment, captained the school safety and edited the school paper. He’s easy to spot in that 1960 photo—he’s the one with the Pat Boone-like white bucks on his feet.

Like Mr. Rogers putting on a comfortable sweater, once inside his office he exchanges his leather jacket for a black sports coat, one of the old-fashioned polyester coats he stores in his closet. Out of his desk he fishes a clip-on tie—“They don’t choke my neck”—and begins preparing for the day. That begins in earnest shortly after the 7:56 a.m. opening bell, when a procession of students begins to file in. Most have either failed to bring a note explaining an absence or failed to bring in required homework. “Tomorrow,” he tells most of them. “Have a nice day.”

One young boy has failed to complete a math vocabulary project.

“Chris, you’re barely passing math and if you don’t do this project you’re going
to fail,” Hoffman lectures him. “If you fail math you’re going to sit in summer school. It’s a lot of days, it’s hot and it reflects badly on me.”

“I have 41 words done.”

“Okay, you need nine more. Please do them tonight.”

The front of Hoffman’s desk is covered with marbles and small polished stones. “I have 800 diamonds in my backyard,” he had explained earlier, quoting Russell Conwell’s iconic essay, “You can travel the world searching for treasures only to find acres of diamonds in your own backyard.”

An eighth grade girl, one of his last early morning visitors, admires the stones and asks, “Where did you get these?”

“At Wal-Mart, in the aquarium section,” he says. “One of these is you. Would you like to take one?”

She selects a green cat’s eye marble and walks out of Hoffman’s office with a delighted look on her face.

“It’s a gimmick,” he shrugs, “but it works.”

At Conwell, Hoffman’s recipe for success includes:

**IN-DEPTH LESSON PLANNING**

Before each class teachers post the lesson objectives, related to the state standards, and at the end of each class assess outcomes to determine how well the students achieved advanced-level work.

To monitor this, Hoffman periodically calls down students and tells them: “I’m your mother. Write down what you learned today in math, reading, science and social studies, and what homework you have.”

**DIFFERENTIATED INSTRUCTION**

Each class has 33 students and all include children of varying abilities—English Language Learners and special education students—with the goal being that each student succeeds at his or her level. “There are no honors classes, no special classes” says Hoffman, who in 1976 earned his principal’s certification at Temple.

“Kids this age don’t want to be singled out, they want to be part of the group.”

**COLLABORATIVE LEARNING**

“One of the biggest things I did six years ago was replace single desks facing the teacher in most of the classrooms with tables so that the kids work cooperatively in groups and support each other,” says Hoffman. “Since then I’ve been begging the teachers to talk less, to give less direct instruction, except when presenting new material.”

So instead of one student reading a social studies story out loud to the class,
“There’s 100 percent student engagement,” says Hoffman, “and there’s a lot of interaction between students and teachers, not just memorization.”

everyone at each table has a different role: One might read the story, another looks for vocabulary words to define, another looks for key points and a fourth might take notes of what everyone else is doing.

“There’s 100 percent student engagement,” says Hoffman, “and there’s a lot of interaction between students and teachers, not just memorization. They’re drawing charts and Venn diagrams, coming up with justifications for not just one example but three. You’ll see them challenging each other over the answers and reaching a consensus.”

BEST PRACTICES
“If I see a magnificent lesson,” says Hoffman, “I’ll tell the teacher. ‘You need to share that with the staff’.”

For example, “There’s always something interesting going on in this class,” he says when he leads a visitor into Mike Rocco’s mid-morning eighth-grade social studies class. Recently Rocco captivated his students with a homemade video featuring his young daughter crossing a ravine like a Super Mario character on a tight rope and descending into a coal mine—all part of a lesson on the Wild West. Hoffman also was initially dismayed when he found Rocco showing an animated film, Madagascar II. “Mr. Hoffman,” one boy explained, “we’re learning about the animals of Africa. There’s a rare baboon!”

“That’s how you get 95 percent attendance,” says Hoffman. “Kids want to come for that.”

This day, Rocco’s class is learning about the rise of big business and monopolies created by such titans as Andrew Carnegie and John D. Rockefeller Sr. by actually playing Monopoly. Before they could start buying and swapping properties, each of the class’ four-student teams first had to earn money by correctly completing topic-oriented worksheets.

“This is amazing,” Rocco tells Hoffman as the teams take turns sending a representative to the board to roll the dice. “Every teacher said it wouldn’t work, but it’s working so well.”

A former journalist now in his fifth year of teaching and his fourth at Conwell, Rocco, ’98 Communications, acted on his wife’s suggestion after none of the activities in the textbook’s teacher edition inspired him. “We were either going to fail or succeed, but we were going to play Monopoly,” he says of the game, which subsequently lasted six days.

It’s the kind of innovative risk-taking Hoffman encourages. He’s pushed, so far unsuccessfully, to get the school district and his school advisory committee to approve teaching Chinese, as well as Spanish. He also wants to eliminate the computer lab and integrate computers into every classroom in order to offer robotics and flight simulations to supplement the instruction of math, whose scores haven’t improved as much as reading scores have.
Before the morning was over Hoffman also would mediate a dispute between two mothers and their daughters over a missing iPod; tour a significant number of classrooms in both the school’s main building and the nearby fifth- and sixth-grade annex; and deal with a staff member’s apparent use of abusive language to a mother.

At about 11:30 a.m. he takes a short lunch break—potato salad at his desk—and calls his mother to check on her and agree on their dinner: cheese steaks, extra fried onions and cheese fries he’ll pick up from a corner steak shop on his way home after the 3 p.m. dismissal.

An hour of his afternoon involves a meeting with his three school counselors, Marlena Benson, Sharon Cohen and Beata Lisa. The agenda includes discussions of teacher and staff mentors for two dozen of the school’s most troubled students and a peer-mediation program for which students are being trained. The family baggage some students bring to school can be oppressive.

For example, Hoffman knew earlier that morning that the mother of one of the students sent to his office was battling a drug addiction.

“How’s your mom?” he had asked.

“Good,” replied the boy, who came to talk about a music player a teacher confiscated.

“Is her boyfriend leaving you alone?”

“I live with my uncle now. My mom set it up. It’s better.”

“Some kids are upset because their parents scream at each other,” Hoffman said afterwards. “A lot of kids resent their mothers’ boyfriends and the family structure often has broken down, especially with dads. Some are in jail, some kids don’t know where their father is, which sometimes is actually for the better.

“Some say I should retire, but this is why I’m here. Every day I have to make a difference in someone’s life.”

At their afternoon meeting he and his counselors also discuss lateness and absentee issues. It’s a major concern of Hoffman’s, who began teaching in 1970 and has not missed a day of school for the past 24 years. He knows that a significant number of absences or late arrivals can bar his graduates from admission to the school district’s best high schools. By mid-April, one eighth-grader has been late 26 days. “He won’t get into a special missions high school,” laments Hoffman.

“But he’s a good student,” adds Cohen.

“Some parents take their other kids to other schools first, and then bring the older ones here late.”

Then there’s the girl who has been absent six times—all on Mondays. “I called her 25-year-old sister who’s taking care of her,”

Above: Reviewing the daily attendance report with his assistant, Renee Singletary.

Below: Helping Robert Fitzgerald, instrumental music teacher and orchestra conductor, conduct a rehearsal of the Cornell Orchestra.

Next page: Escorting students after the final bell down Clearfield Street to Kensington Avenue.
“Some say I should retire, but this is why I’m here. Every day I have to make a difference in someone’s life.”

Hoffman’s last task of the day is to evaluate Singletary, the assistant to the principal who also directs the school vocal and hand-bell choirs and ballet program. Singletary believes the school environment Hoffman has nurtured that his granddaughter, Imani, is now a seventh-grader here.

Singletary is in the auditorium prepping the choir for an annual spring musical program that will also include the school orchestra, string ensemble and band, as well as piano and accordion solos. They’ll also combine with two other schools in a ballet performance at LaSalle University under a Pennsylvania Ballet training program. Despite the emphasis on test scores on core subjects, Hoffman believes a strong extracurricular program—sports, music, drama, dance, art, student council and yearbook—is essential.

“It’s a matter of getting kids involved in something other than their classes,” says Hoffman as he sits down to listen. “It develops leaders and can give some kids another reason to come to school. And you can hold it out as a carrot. You’re either well behaved or you’re not in the choir or playing softball.”

With music teacher Marc Jenkins accompanying on piano, Singletary rehearses several songs, including an uplifting tune, “Hold Fast to Your Dream,” and a Spanish-language song.

Initially the mostly female choir sounds lackluster—until Singletary scolds them: “I don’t believe you.” As if Singletary has flicked on a switch, the students quickly begin to believe in themselves, and their voices begin to jell in a strong, beautiful unison. Then they launch into the Spanish song’s two-part harmonies with gusto.

“I feel like dancing,” says a beaming Hoffman, extremely pleased with the way his day is ending. “Imagine, I get paid to do this.”

Note: Just prior to this issue going to press, Ed Hoffman decided to retire after 41 years with the Philadelphia School District in order to take care of his mother. “I’ve loved every minute of it but I didn’t want to risk not giving my all to Connell,” says Hoffman, who retired July 1. “My mom will be 93 and she is in failing health. I need to take care of her as she has taken care of me.”
TACKLING AUTISM

APPLIED BEHAVIOR ANALYSIS IS THE LINCHPIN FOR TEMPLE’S SUMMER AUTISM INSTITUTE

The 7-year-old girl in Niffari Poorman’s autistic-support kindergarten-through-second-grade class was low functioning and completely nonverbal. Disruptive, she wandered around the classroom at the Martha Washington Academics Plus elementary school at 44th and Aspen streets in West Philadelphia scratching and hitting others. But within just a few weeks, the girl was sitting in a circle with other students for math and reading skill sessions.

ILLUSTRATIONS BY JON KRAUSE
Poorman credits the rapid transformation to the positive reinforcement of a so-called penny board. When the girl wanted a piece of candy, she would point to a picture of candy, and whenever she did Poorman placed a penny on the board. When her student repeated the process five times, Poorman removed and counted the pennies out loud while the girl gave her the photo of candy—and Poorman gave her a piece of the candy that she wanted.

"It gives her lots of concrete things to focus on: the pennies are concrete reminders, and the photo is a visual reminder, of what she is working towards," says Poorman. "It gives her a way to not only get what she wants but also trains her to build on behaviors that are keys to success with academic tasks."

Poorman related that success story during this past summer's second annual Autism Summer Institute at Temple. The five-day institute, which was held at the university's Ft. Washington campus, drew 40 participants who either work with or are interested in working with children with autism spectrum disorder—special education teachers, teachers and teaching assistants, language pathologists, applied behavior analysts, psychologists, graduate students from Temple and elsewhere, and parents of such children.

Temple's Summer Institute is the only program of its kind in the Delaware Valley that brings together researchers and professionals who work with children with autism spectrum disorder. The institute's faculty all teach in—and two were involved in the founding of—Temple University's Interdisciplinary Master's Program in Applied Behavior Analysis, which is administered through the College of Education's Curriculum, Instruction and Technology in Education Department (CITE).

The burgeoning program now has about 30 students and a faculty of five. When it was launched in the early 1990s by Saul Axelrod, PhD, professor of special education in CITE, and Philip N. Hineline, PhD, professor of psychology in the College of Liberal Arts, the master's program was the first of its kind in the Delaware Valley.

"This is a great time to be in this field," Axelrod told institute attendees as a preface to his presentation on analyzing verbal behavior, a key component of the theory underpinning the institute's curriculum—applied behavior analysis (ABA). "The parents of children with autism are the most educated laity. They are knowledgeable and relentless and have become a model for how to get things done in education.

"You're working with other good, very enthusiastic teachers who are teaching the way research says we should be teaching these children. And there is good research being conducted that, when the geneticists figure out the genetics, should help crack the code for autism and beyond autism."

Besides the Summer Institute, the master's program—as well as the College of Education's new special education curriculum and a five-year bachelor's/master's degree special education program currently under development—are all based on ABA, which was first developed and described by renowned psychologist B.F. Skinner. In particular, the institute...
Temple’s Summer Institute is the only program of its kind in the Delaware Valley that brings together researchers and professionals who work with children with autism spectrum disorder.

focuses on young children, both preschoolers and children up to seven years of age, because research has demonstrated that is when ABA is most effective.

“That’s not to say there isn’t substantial support for ABA with older children,” says Matt Tincani, PhD, BCBA-D, the institute coordinator and an associate professor of special education and applied behavior analysis programs within CIITE. “There is a lot of research that indicates using ABA with older children with autism can improve their social skills, increase their communication and language skills, and reduce some of the repetitive behaviors characteristic of autism.

“But research on the best outcomes for ABA has focused on preschool populations. We know that when these kids get intensive ABA as soon as they are diagnosed with autism up until the age of maybe six or seven years old, that’s when they have the best chance of maximizing their potential.”

So Temple’s Autism Summer Institute and educational programs focus on early intensive intervention coupled with discrete trial instruction—a form of repetitive practice. Working one-on-one with a therapist or teacher, for example, a child with autism spectrum disorder might be asked to touch his nose. When he does, the therapist would deliver a reinforcing reward—words of praise, for example, something edible or a token that, when enough are accumulated, could be exchanged for a reward. The next step involves basic vocal imitations to encourage such children to begin talking and ultimately develop more complex language skills.

Other approaches to reach children with autism, including educational- and relationship-based therapies, have been proposed, but none have been supported by research as strongly as ABA. It has been considered the gold standard for teaching such children ever since O. Ivar Lovaas, PhD, a clinical psychologist at the University of California–Los Angeles, published a seminal paper in 1987. He demonstrated that, with intensive ABA training over several years, about half of affected children can reach normal IQs and academic performance by the age of six.

The percentage of children identified as suffering from autism spectrum disorder has climbed significantly during the past 20 years. “Four years ago the Centers for Disease Control and Prevention reported that the prevalence was one in 150 eight-year olds,” says Tincani. “Last year the CDC indicated the prevalence had jumped to one in 60.”

Noting that the criteria for being classified as autistic have expanded, Axelrod is skeptical that the actual incidence rate has climbed. Nonetheless, he says, “Society has become more sensitive to the issue of autism and it is very scary for parents and grandparents.”

What causes autism spectrum disorder? According to Tincani, autism is mainly thought to be a genetic disorder with a neurological basis that involves about 100 different genes. “We know that it is at least partially inherited,” says Tincani, “but it may involve the interaction of genes and different environmental factors.” Such research, he adds, is in the early stages, and is focusing on being able to identify—through either genetic ties or behavioral screens—children with the disorder at just six months of age, when intensive ABA can be most effective.

There is, adds Tincani, no scientific evidence to support the claims that childhood vaccines have been responsible for the explosion in the number of children with autism. In fact, the initial study that proposed vaccines as a cause has proved to be fraudulent and has been withdrawn from the journal in which it was published.

“Many parents and fringy professionals still believe this stuff but it’s not that much different than the response years ago to patent medicines,” says Tincani. “When there is a condition and it’s not known what causes it, people will come up with all sorts of theories.
With intensive ABA training over several years, about half of affected children can reach normal IQs and academic performance by the age of six.

“For children with autism, all sorts of whacky cures and remedies have been proposed: hugging, swimming with dolphins, vitamins, six-month injections. If that doesn’t work, they try something else.”

Regardless of the underlying causes of autism, with more children being identified with autism spectrum disorder and more such children requiring special education, the pool of qualified teaching professionals has, in Tincani’s view, really lagged behind the demand. In addition, despite the enthusiasm Axelrod correctly touts, there’s a need for solid training to help staunch high staff turnover. In research yet to be published by Temple’s autism research team that compared the effectiveness of several ABA approaches, of 105 students studied only two-thirds worked with the same teachers and staff for a full year, only a quarter had the same staff for two years, and only seven children benefited from working with the same staff for three years.

“We anticipated that we could track the progress of students in relation to their teachers and staff members who worked with them, but we found that for a variety of reasons—illnesses, pregnancies, promotions and teachers going to graduate school—staff switched around incredibly quickly,” says Hineline. “Though that result was totally unplanned, I think that’s our most important finding, for it confirms the need for staff training to be thorough and ongoing, not just confined to a person’s initial period of employment.”

Mark Robinson, RN, a school nurse at both a public elementary school in West Oak Lane and a charter high school in East Falls, attended the institute as an elective towards his College of Health Professions nurse practitioner master’s degree. “In my capacity as a nurse I see a lot of children and the key point I took away was the importance of an early diagnosis, of listening to parents so you don’t miss these kids,” he says. “With therapy and a lot of help, you can save these kids’ lives.

“But if they aren’t diagnosed until they are eight, nine or 10, which can easily happen in the inner city, these kids could face an irreversible problem down the road.”

Another institute participant was Mary Worthington, the elementary education coordinator for the Bucks County-based Network of Victim Assistance. Since 2007 Worthington, who provides personal safety education for schoolchildren, has pioneered a curriculum designed specifically for children with autism to help them avoid sexual and physical abuse. Among the strengths of the institute program, she says, is the stress on analysis of verbal behavior. “If someone hurts a child,” says Worthington, “one of the most important things that child needs to do is to feel that they can tell someone in some way so they can get the help they need.”

Indeed, says Abbi Campbell, MSED ’09, a graduate of Temple’s master’s program,
one of ABA’s strengths is its ability to allow many children with autism to increase their ability to communicate significantly.

“The world we live in is entirely communication based, but because many students with significant autism have really limited abilities to communicate, the world isn’t accessible to them,” she says. “Gaining even a little bit of communication skill, so that you are able to say when you want a drink or something to eat or to use a restroom, really opens doors to independence. It enables them to interact with other people and to have their needs met, to access the community to a greater degree, without engaging in behavior that could be harmful to them or others.”

Now a special education consultant based in Riverton, N.J., Campbell taught 8- to 11-year-old students, many of whom were nonverbal, before earning her master’s degree. With ABA they progressed from such problem behaviors as aggression, self-injury and general noncompliance to being able to express their wishes through such learned techniques as standard American Sign Language or using pictures or picture books—as with Nifari Poorman’s student. ABA has also proved effective in a program Campbell is involved in which students with autism up to 21 years of age were able to develop enough communication skills to be able—with special training—to enter the workforce.

“I actually wished I’d gone through the ABA program before I began teaching,” says Campbell. “In the school where I taught 8- to 11-year-olds, we were only provided minimal training as we taught the children. The master’s degree program put things in perspective in terms of the research and rationale for what I was doing and why I was doing it.”

The principles of ABA, say Campbell, apply to any level of learning—and living—for all of us.

“For example, what do you get out of being a writer?” she asks. “They get some self-satisfaction and some social attention when they write a good story. It’s the same for students. When they make progress they gain some self-satisfaction and some positive public attention.

“Likewise, we have all learned socially, for example, the people to avoid because they make rude comments and the people who we like to be with because they are fun—it’s all steeped in behavioral analysis.”

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Iris Cavallo, Member of the Board of Visitors Endorses Behavior Analysis and Funds Scholarship

For Iris Cavallo, behavior modification proved to be a godsend during her first teaching experience decades ago. Her first assignment: a sixth-grade class in Patterson, N.J., with students between the ages of 11 and 17, including some special education students.

“They were so out of control that there is no way I could have lasted a day without using behavior modification techniques to help them behave and learn,” she recalls.

That is why, after 31 years as a special education teacher, the retired Cavallo—a member of the College of Education’s Board of Visitors—is so impressed with the college’s Summer Autism Institute and the university’s Interdisciplinary Master’s Program in Applied Behavior Analysis.

“Every district’s teachers could use this kind of instruction,” says Cavallo. “We can either educate these children so they can become a part of society or they can end up lost in their own worlds. We have a responsibility to them.”

Cavallo also believes graduates of Temple have a responsibility, if they are able, to help fund scholarships for tomorrow’s teachers. Recently she and her husband, George Cavallo, a 1974 graduate of Temple’s College of Engineering, completed funding a $25,000 scholarship endowment fund in their names to support an engineering student each year in perpetuity.

Now they have agreed to honor the memory of one of Iris’ late teaching friends, Beverly Ellenport, by setting up a similar $25,000 scholarship fund for College of Education students. “Some people might think that’s too much of a commitment, but you don’t have to do it in one lump sum,” says the Marlton, N.J., resident. “We’ll be paying into it over five years, and some employees will match your contributions so it doesn’t have to be as expensive as you might think.

“It’s an honor to be able to do this for somebody else,” she adds. “It’s wonderful that these scholarships will go on forever, and you just get a great feeling when you meet the students you’re funding.”
America Can Be Hazardous to the Mental Health of Some Latinos

The chances of Latino immigrants developing mental health disorders, such as depression, vary greatly based upon from where they have emigrated.

That's because, according to research by Margarita Alegria, PhD '89, there are significant service disparities for immigrants coming to the United States. In addition, the chances of developing a mental health disorder or suffering from substance abuse appear to increase the more immigrants adopt U.S. culture.

Alegria is a professor of psychology in the Department of Psychiatry at the Harvard Medical School and the director of the Cambridge Health Alliance's Center for Multicultural Mental Health Research in Somerville, Mass. Her research has punched holes in what is commonly called the "immigrant paradox." That's the long-held belief that, despite the stressful experiences of discrimination, lower social status and poverty often associated with immigration, Latino immigrants experience less anxiety and substance abuse than U.S.-born Latinos or non-Latino whites.

Alegria's groundbreaking research demonstrates that both the country/region of origin and what kind of culture immigrants embrace after they arrive have a lot to do with their subsequent mental health. For example, while Mexican immigrants continue to experience far less depression, anxiety and substance abuse, Puerto Rican immigrants are no different than the majority of non-Latino white Americans when it comes to suffering psychiatric disorders or substance abuse.

Researchers by Alegria, the 2010 College of Education Certificate of Honor winner, has also concluded that a significant disparity exists between racial/ethnic minorities and non-Latino white patients regarding access to and quality of depression treatments. Alegria knows intimately about such immigration journeys. Born in Puerto Rico, she visited New York many times with her parents when she was young, then came to live in the continental U.S. for the first time in 1974 to attend Georgetown University in Washington, D.C. Majoring in psychology, she graduated summa cum laude four years later. "From very early on I knew I was either going to be a psychologist or a psychiatrist," says Alegria. "I really like interpersonal contact and have always been interested in emotional dimensions. How people react differently to things in their lives is at the core of who we are."

After earning a master's degree magna cum laude from the University of Puerto Rico in 1982, she held various positions with the Department of Health Services Administration within UPR's Graduate School of Public Health during the next 20 years. While with UPR she embraced an offer from the Temple University College of Education. She was one of 10 professors at the university with master's degrees whose desire to...
Alegria's groundbreaking research demonstrates that the mental health of immigrants after their arrival is influenced by both their country or region of origin and what kind of culture they embrace.

Earn a doctorate was being thwarted by the fact that there were no PhD school psychology programs available on the island. The Temple solution: The college would accept their master's degrees and bring professors to San Juan to offer accelerated doctorate classes and training.

"I give credit to the people at Temple for being such visionaries," says Alegria, who had just given birth to the second of her three children. "Most of us had families and children so we couldn't leave the island. This was an incredible opportunity Temple offered us, to get great, very comprehensive training from a wonderful, very talented group of professors."

According to Alegria, excellent professors such as Ralph Blanco and Joseph Rosenfeld, with whom she defended her thesis, were very demanding and challenging because they wanted to be sure—despite the accelerated nature of the program—that the doctoral candidates would graduate with the background and skills necessary to be competent school psychologists. Among the topics covered were child custody cases and cutting-edge discipline issues. She also did clinical internships in Philadelphia, at Temple, and at a children's inpatient unit in Puerto Rico. One priority her professors stressed: the importance of performing quality psychological assessments.

"They stressed how to make sure you do a good assessment when English was not the primary language of the patient, and they were very sensitive to issues regarding poverty and the marginalization of populations," recalls Alegria. "We got fantastic training. It was very hands-on learning, so once I left with my doctorate in 1989 I felt very competent in performing my job."

After earning her doctorate, for a dozen years Alegria taught at UPR's School of Public Health and maintained a small private practice as a school psychologist. Eventually rising from instructor to full professor, she also served as the program coordinator of the graduate school's Evaluation Research Program (89–95) and directed the university's Center for Evaluation and Sociomedical Research (88–02).

In those positions she conducted a significant amount of cross-cultural research on Latino and Asian populations. "I am a big believer in context," she says, "and culture shapes how you think about mental health, how people respond to mental illness, and how willing they are to accept mental health and substance abuse treatments."

That research led to an enticing offer to create and become the director of the Cambridge Health Alliance's Center for Multicultural Mental Health Research. Early on, reports of the so-called "immigrant paradox" intrigued her. Her conclusion: Overall, Latinos who immigrate to this country do have lower rates of mental illness and substance abuse—as do, as a matter of fact, non-Latino white immigrants to the U.S.

She discovered, however, that for Latinos the protective immigrant paradox only holds true if you view Latino immigrants as a single group. Alegria was the first to report that lower mental illness rates are "mainly the result of a strong Mexican effect." When she disregarded the mental health rates of Mexican immigrants, the picture changed. Even though Puerto Ricans, Cubans and other Latins from the Caribbean, Central America and South America are mentally healthier than Americans while living on their native soils, once they immigrate to America they become more like most residents of the U.S., which has some of the world's highest psychiatric disorder rates.

Why are Mexican immigrants less prone to depression and substance abuse than immigrants from other Latino countries and areas? There may be several factors, Alegria suggests. Since in their homeland Mexicans demonstrate strong resiliency to relative deprivation and inequality, those who emigrate may be less likely to be demoralized and therefore resign themselves to similar situations in the U.S. She contends that Mexican immigrant families also provide a stronger sense of belonging. Because Mexican immigrants tend to arrive in high numbers and remain
in ethnic enclaves, they might be less likely to intermingle with non-Latinos. This decreased exposure to other cultures could reduce their chances of experiencing discrimination and alienation.

And consider expectations. Mexican immigrants apparently are not as quick to adopt the higher living standards to which the general U.S. populations, as well as Puerto Rican immigrants, aspire. Finally, adds Alegria, the Puerto Rican experience is more closely aligned with mainstream Americans and have received adequate care. In a study on which she was the lead author that appeared in the November 2008 issue of Psychiatric Services, Alegria and her co-authors concluded that in the previous year nearly 69 percent of Asians, nearly 64 percent of Latinos and about 59 percent of African Americans suffering from depression—compared to just 40 percent of non-Latino whites—did not access any mental health treatment. One possible reason, according to Alegria's study: "Populations reluctant to visit a clinic for depression care may have correctly anticipated the limited quality of usual care.”

The racial and ethnic minorities Alegria studied had much higher rates of poverty and lower rates of health insurance than non-Latino whites. Factors contributing to the poor access of mental healthcare identified by Alegria and her colleagues include:

- Minority families appear less likely to recognize depression or may feel they can adequately handle it without formal mental healthcare.
- Because of the type of jobs duties—including unstable and temporary employment, often in low-wage jobs—many minorities don’t have the flexibility of taking time away from their jobs for treatment sessions.
- Despite medical information privacy rules, many minorities don’t access needed care because they are fearful their employers might learn, for example, of substance abuse or mental health problems.
- Transportation difficulties to inconveniently located clinics.
- Previous mistreatment by mental health professionals.
- Language barriers and stigma.
- Lack of health insurance or mental health coverage.
- Limited medical workforce and insufficient funds for servicing publicly insured patients.

In addition, says Alegria, measured by the frequency of visits to mental health providers and whether or not they took antidepressant medications for at least a month, most minorities—particularly African Americans—do not receive adequate care.

To overcome these barriers and challenges, Alegria is currently exploring a number of measures to improve the delivery of needed mental healthcare to minorities—such as providing evidence-based mental healthcare over the phone and testing its effectiveness.

Other work includes encouraging both what she calls "patient activation" and “patient self-management.” Of the latter, she says, “We’re exploring how to better link minorities with the mental healthcare they need.” As for patient activation, she says, “We’re working a lot on how to help patients better introduce their agenda and advocate for what care they want and how to negotiate such treatment.”

Racial minorities, she notes, also tend to drop out of care rather than work on changing their negative interactions with their providers. “Overall,” she says, “we now have a great opportunity to completely alter how we provide mental healthcare to ethnic and racial minorities and to offer high quality and effective services.”

Margarita Alegria (center) discusses her research results with clinicians who serve Latino clients at the Martha Eilot Health Center, a community health center in the Jamaica Plain neighborhood operated by Children’s Hospital Boston.
Letter to the Editor

Great articles in the last edition of Educator. The comments by the student teachers can be an eye-opener for educational solutions to some of the problems with education today. Yes, many supervisors and principals are not supportive of their staffs. Nor do they offer constructive advice or guidance. Maybe this is one of the reasons that 50 percent of new teachers leave teaching in three years. What can we do?

Some possible solutions:

- Have staff and student teachers give private evaluations of their principals and supervisors. They would be given quarterly and reviewed by a qualified educational committee.
- Private evaluations of master teachers by student teachers. In my senior year at Temple, I had a master teacher who constantly belittled me in front of the children. Maybe TV cameras in the classrooms of master teachers. This will also show how to help student teachers who are floundering.
- Hire retired “great” teachers to work a few hours a week with new teachers. The first year is the most difficult and this is professional hands-on guidance. Encourage the new teachers to consult with and contact their mentors. Wow! This just might stop the educational bleeding…turning novices into great educators.
- Have motivational speakers at teachers’ meetings. Invite teachers from other schools and districts who have been responsible for positive results.
- Never, ever, publicly criticize a teacher. Look what happened in Los Angeles recently when a dedicated teacher was named in the Los Angeles Times for having low test scores. He committed suicide.
- And of course, increase the salaries of teachers. Each classroom is a major corporation.

This is from my viewpoint as a dedicated educator and business consultant. Well-conceived lesson plans are the flip side of the strategic business plans I prepare for my clients. We know that educators are the builders of our future leaders.

Naomi Finkel
BSEd ’52

Message from Valerie Gay
Assistant Dean, Institutional Advancement

The people featured in the main stories in this issue of Educator all have something in common. Edward Hoffman, ’70, MEd ’72, the principal of Russell Conwell Middle Magnet School; Margarita Alegria, PhD ’89, a Harvard professor and the director of the Cambridge Health Alliance’s Center for Multicultural Mental Health Research; and the Temple professors and graduates of our Summer Autism Institute are making a difference in either the lives of their students or, in Margarita’s case, in the lives of the minorities who she researches.

Now, thanks to our evolving Making a Difference Project, you too can make even more of a difference in students’ lives.

At our Making a Difference web page, www.temple.edu/education/MAD now you can:

- Volunteer your time and expertise based on your interests
- Request volunteer or financial help for your class or school
- Make a financial contribution to the College of Education

To illustrate Making a Difference’s power consider this: A large percentage of the Philadelphia fourth-grade class of an alumna who received take-home standardized test prep books that her students could write in and highlight scored either proficient or advanced in their PSSA tests—all thanks to an anonymous College of Education donor who generously provided the prep books.

Contributions to our scholarship funds for needy College of Education students—including a scholarship you might want to establish in someone’s honor—are also welcome. We appreciate donations of any amount. After all, a full 5 percent of the annual U.S. News & World Report rankings are attributable to the percentage of alumni who contribute, regardless of the size of their gifts.

So check out our new Making a Difference web page to see how you can make even more of a difference. And always feel free to contact me at 215-204-4649 or valerie.gay@temple.edu. I would love to hear from you.

Valerie V. Gay, CFP
Assistant Dean, Institutional Advancement

Office of Institutional Advancement
Here to Serve You

Susie Suh
Assistant Director of Development and Alumni Affairs

Pamela Mickles
Clerical Coordinator

Did you know U.S. News & World Report ranks the Temple University College of Education graduate programs among the nation’s top 50?
Celeste Malone, MS, MEd
School Psychology doctoral student, New York, N.Y.

I grew up in Harlem and, even though my parents sacrificed to send me to a parochial school, I know about the difficulties my friends had in public schools with few textbooks, disinterested teachers and crumbling buildings.

I want other urban students to have access to the same opportunities I had. To me, school psychology is about creating environments that are conducive to student learning and their mental health.

My doctoral research focuses on multicultural competence in school psychologists. I’m also running a group in a Philadelphia public school for students with behavioral problems, teaching them alternative strategies to use in difficult situations rather than fighting or verbally lashing out.

For the past two years I’ve also served as president of a student organization, the Temple Association of School Psychologists. And I serve on the local planning committee for the annual convention of the National Association of School Psychologists in Philadelphia next year, and on the graduate student affiliate convention committee of the American Psychological Association.

I think it’s important to develop a deep knowledge of issues that school psychologists are facing and learn how to have an impact on the field.

Abigail Saeger
Senior, Elementary Education and Special Education, Coopersburg, Pa.

Since I came to Temple I’ve had a lot of valuable experiences that will definitely influence my future career. Among the best has been my special education practicum this past spring semester at Grover Washington Jr. Middle School with a phenomenal, passionate teacher, Miss Sybil Gabay, and her life skills class. I’ve never seen such a diverse classroom of kids flow so fluidly.

I’m also the president of the College of Education Student Council, which I helped found three years ago. We regularly do community service and each year hold an appreciation day for our professors. We’ve gotten great support from the dean’s office in addressing such student concerns as advising issues and the curriculum changes.

After I graduate in December I definitely see myself teaching a life skills class in Philadelphia. I like the challenge of working with students with severe intellectual disabilities. I like the sense of accomplishment we both feel when they achieve something, the look they get in their eyes when something clicks.
State Department of Education Approves Significant Curriculum Changes for Early Childhood and Middle Years Degree and Certification Programs

Responding to a state mandate with a flourish, the College of Education has significantly overhauled its undergraduate curriculum for students interested in early childhood (pre-K through fourth grade) or middle years (fourth through eighth grade) education. Approved by the Pennsylvania Department of Education last spring, the curriculum changes place greater emphasis on:

- literacy,
- differentiated instruction for diverse learners, especially special education students and English-language learners,
- math and science education in middle schools.

In fact, the state Department of Education reviewers were so impressed with the ways the middle years curriculum supports literacy development throughout content areas, including math and science, that it awarded Temple's proposal a special designation for being "a promising model of innovative practice."

“I love the changes,” says James P. Byrnes, PhD, interim vice dean of the College of Education. “When we presented all the new great program features to students and their parents during orientation sessions, both said, 'Wow!'”

“Over an 18-month period, our faculty did a phenomenal job designing excellent classes, syllabi and activities. Students who go through this program are going to be very good teachers and we are very proud of it.”

Faculty committees created 21 brand-new early education classes—every one that will be offered—and 15 new middle school classes. First implemented during the past fall semester, 363 students are already following the new curriculum, which will be phased in over the next four years as the old curricula are phased out.

Early Childhood Education

“This represents a huge ramp-up in special education training,” says Byrnes. “Previously, if you had one class on dealing with children with disabilities, you were lucky. We were mandated to offer three such classes but we are actually requiring four.”

In addition, the college is launching a five-year dual bachelor's-master's degree program in early childhood education and special education. Students who pursue this option will earn a bachelor's degree in early education, a master's degree in special education and state certification in both disciplines. “Because of the shortage of special education teachers, those degrees and dual certification should make our students highly marketable,” notes Byrnes.

Likewise, while students might have been required previously to take one literacy course, they now will take four classes that deal with language as the foundation for reading, reading itself, and assessing and dealing with problems faced by children who have reading disabilities.

Middle Years Education

To address the shortage of trained, qualified math and science teachers at the middle-grade level, the curriculum changes will now require middle school education majors to earn dual certifications in one of the following combinations:

- math and literacy
- science and literacy
- math and science

“English and social studies have been the two most popular certifications for middle school,” explains Byrnes, “but there is a glut of those people and a shortage in math and science.”

Once again, Byrnes believes the changes, which also include middle school special education classes, will make Temple students more marketable. "If you want to be an English teacher, you will be qualified to teach that,” says Byrnes. "But you will have two career options because you will also be able to teach math or science."
Producing More Math and Science Teachers

Two Temple programs launched in 2008 to address Pennsylvania’s critical need for qualified math and science teachers—one geared towards math and science undergraduate students, the other towards mid-career professionals—have begun to bear significant fruit. Both programs are run by the college’s Urban Education Collaborative in conjunction with the university’s College of Science and Technology (CST).

Currently 102 students are enrolled in TUtch, which recruits CST’s science and math majors to earn—in addition to their BS degree—secondary teacher certification in math or science. The program is funded by a five-year NMSI grant of up to $2.4 million, underwritten by ExxonMobil.

“I wasn’t sure about being a doctor,” recalls Delaware County native Jim Richards, ’11, a biology major who is one of four students from the first cohort to graduate this May or August. “TUtch is great because they throw you into the classroom right away so if you hate it, you hate it. But it is awesome. It feels natural to me and now I’m hoping to teach in the city.”

“It was rewarding to be able to teach fourth-graders math my first semester,” agrees math major Laura R. Szmidt, a junior from Blackwood, N.J. “Because of that, I’ve felt more confident teaching high school students inquiry-based lessons. I feel very comfortable with the program and where it is going.”

The burgeoning TUtch program now has a student club a studio loaded with teaching supplies that has become a gathering place for students, and a volunteer program that includes mentoring Benjamin Franklin High School students.

“The students spend a lot of time working with each other, practicing lessons and helping each other with assignments,” says Doug Baird, the CST program co-director. “The studio has become a focus of community building among the students, and the juniors in particular are all strongly committed to teaching.”

Meanwhile 27 mid-career and early-retiree mathematics and science professionals have participated in E=mc² (Educating Middle-Grades Teachers for Challenging Contexts) in order to transition into middle-grade math and science teaching positions in high-need schools in the Philadelphia, Chester-Upland and Harrisburg school districts. So far nine of the 14 participants completed the program, which is being funded by a five-year, $3 million U.S. Department of Education grant. Last September another nine candidates began the 15-month certification program.

One of the first graduates of E=mc², former chemical engineer Chris Fornaro, is now teaching eighth-grade math and science courses at the John B. Stetson Charter School in Philadelphia.

“I just love it,” says Fornaro, a Brigantine, N.J., native who has seen the number of his students who test proficient and advanced increase dramatically. “I push them more than they’ve ever been pushed before and at the end of the day, I’m a lot more tired than I felt when I worked as a chemical engineer but I feel like I’ve really accomplished something.”

Bristol Township native David Sanchez, who earned a BS in business administration at Temple in 2006, found his accounting job unfulfilling. Thanks to E=mc², the father of three is now teaching seventh-grade math classes at the Carnell Middle Years Academy in Northeast Philadelphia.

“It was stressful when I had to quit my job and live off tax return money to complete my student teaching,” he says. “But working with the kids is great and this is a step forward in my life. I’m happy I did it.”
CURRICULUM, INSTRUCTION AND TECHNOLOGY IN EDUCATION (CITE)

Giving Local Needy Preschoolers a “Jumpstart”

About 40 percent of the five dozen Temple students involved in a nonprofit pre-literacy program called Jumpstart for Young Children Inc. are College of Education majors. Working with nearly 300 low-income, high-risk preschoolers at five nearby Head Start and pre-kindergarten sites, the Temple students work 12 to 14 hours a week.

The Jumpstart sessions include small group activities and at least four hours per week of unique one-on-one reading and bonding time between individual corps members and their young mentees.

Since the program, which is offered nationally as a part of AmeriCorps, was launched at Temple in 2004, more than 250 Temple students have participated. One attraction: After serving 1,000 hours, the corps members earn a $1,000 AmeriCorps award for their educational expenses. Clearly, however, there are other benefits—for both Temple participants and the preschoolers.

“It’s a very structured way for Temple students to be involved in service activities and to bond together as part of a team or network of other Temple students,” says director of Temple’s program, Jaymynn S. Sanford-DeShields, EdD, professor of elementary and early childhood education in the Curriculum, Instruction and Technology in Education Department.

“Parents have told me that the relationships their children have formed with other Jumpstart members have helped them be more comfortable here at Temple.

“And for education majors, any time you can practice what you are learning, to have field experience before you are even sent out into the field, is invaluable.”

Gillian Sharkey, a 2006 College of Liberal Arts psychology graduate, started with the program while she was an undergraduate when she became one of the first student team leaders. After becoming the program’s Philadelphia site manager in 2007, a year ago she became Jumpstart’s eastern region program manager based in New York City. “The children benefit from the unique one-on-one relationship they have with a Temple student,” she says. “They’re getting quality time and having the kind of significant conversations with an adult they need to learn.”

For participants such as Sharkey, the experience can be life-changing. Some Jumpstart participants have gone on to teach with AmeriCorps or join the Peace Corps, and each year several of the non-education majors become education majors. “They realize they are giving back to the community and are really making a difference in the life of a little child,” she says.

PSYCHOLOGICAL STUDIES IN EDUCATION (PSE)

Global Focus for AOD Symposium

Tom Fanarak, a master’s degree candidate and a Temple employee, was one of many participants at this year’s Adult and Organizational Development Symposium who placed pins on a on a worldwide map to indicate where they have worked around the globe. This year’s symposium theme was “Globalizing AOD.” The annual spring event, which brings together undergraduate and graduate students with professors and alumni, is supported by the Sylvia Kunreuther Memorial Fund.
Urban Education (ELPS)

Watson Endowment Funds a Best-Selling Civil Rights History

by Daniel R. Biddle and Murray Dubin, recounts the battle for civil rights by African Americans a century before the modern day Civil Rights Movement.

Octavius Valentine Catto was a second baseman on Philadelphia's best black baseball team, a teacher at the city's finest black school, an orator who shared the stage with Frederick Douglass and a civil rights activist. He was murdered during an election-day race riot in the city in 1871.

"One reaction we get from everyone is, 'I didn't know there was a civil rights movement in the 19th century,'" says Dubin, a former Philadelphia Inquirer reporter. He and Biddle, a Pulitzer Prize winner who is now the paper's politics editor, spent more than seven years working on the book.

It already is being used in two Villanova University history classes, it might be taught at Temple and TUP is preparing a high school-level curriculum guide. "It would be wonderful if we could get kids to realize black history is not just Martin Luther King Jr., Jackie Robinson and Rosa Parks, " says Dubin.

The grant from the College of Education, adds Dubin, came at a critical time, when he was not otherwise employed and Biddle was in the midst of taking several extended leaves: "Quite frankly, the money helped us live. And for the university to take some money connected to an important endowment and say, 'You can have some of this because what you are doing is worthwhile,' was a big emotional boost."

For more information, go to the authors' website, www.tastingfreedombook.com, or to Temple University Press online, www.temple.edu/tempress.

Institute for Schools and Society

ISS Program Impacting School Improvements Throughout the United States

A partnership involving the College of Education's Institute on Schools and Society (ISS) is elevating school performance and federal Title I compliance throughout the country with a web-based improvement system called Indistar.

Virginia piloted the program four years ago in 27 school districts, and within a year all but three of the districts were back in compliance. Since then the number of participating Virginia school districts has grown to more than 100. In a recent report, the Idaho Department of Education credited the program with not only improving its lowest-performing schools but with overall statewide improvements.

The school improvement program has now been implemented in 4,000 schools—both in 10 states from New Hampshire and Massachusetts to Alaska, and in Bureau of Indian Education schools on reservations in 23 different states.

The developer of Indistar is the Center on Innovation & Improvement (CII), one of five national content centers operating under grants from the US. Department of Education.

Temple's ISS is a partner of CII, and the grant is administered by the Academic Development Institute (ADI) in Lincoln, Ill.


The Virginia Department of Education then asked CII to work with it to develop a web-based professional development system incorporating those indicators. The result: a process that allows school districts or school improvement teams to inform, coach, sustain, track and report improvement activities for specific indicators.

"It's a very robust system that is totally customizable," says Murphy, "If a state such as Oklahoma has its own indicators of success, we can load those indicators into the program so that they are not restricted to any other state's indicators."

For more information, go to www.centerii.org.
INSTITUTE ON DISABILITIES

State Partnership Provides Training to Latinos with Disabilities

The Pennsylvania Training Partnership for People with Disabilities is a unique program that offers training to people with intellectual disabilities and their families statewide—training that is developed and provided by people with disabilities.

Vision for Equality is one part of the collaboration between Temple University’s Institute on Disabilities, ACHIEVA, Mentors for Self Determination and Self Advocates United as 1. Two programs within Vision for Equality are the Latino Training Project and Latino Translation and Interpretation. While Vision for Equality has been providing vital information for years to individuals with disabilities and their families, these programs help close the language gap and assure adequate care is being provided to people in need.

While one may think that funding would be the largest hurdle a non-profit like Vision for Equality encounters. Emilio Pacheco, advocacy and Latino project manager of Vision for Equality, says it is far from the only one.

“This is the first time that training is being offered in Spanish to people in need,” Pacheco says. The language barrier is being dissolved and Pacheco is optimistic about the results. He envisions developing a network of bilingual people who will be available as a resource for Spanish-speaking individuals seeking information.

The Partnership seeks to empower people who have disabilities by helping them to know their rights and to access accurate information that can improve their quality of life. To support Vision for Equality

Emilio Pacheco, manager for the Partnership Latino Training Project

and other programs in The Partnership, please contact:

Valerie V. Gay, CFP
Assistant Dean
vagay@temple.edu

INSTITUTE ON DISABILITIES

Second Criminal Justice System DVD Released

The Institute on Disabilities has released “Convicted: Understanding What Happens after Conviction in the Criminal Justice System”—a followup to the well-received DVD “Under Arrest—Understanding the Criminal Justice System in Pennsylvania.”

The first DVD and informational guide, “Under Arrest,” follows the criminal justice process from arrest through incarceration. “Convicted” expands the understanding of the criminal justice system by providing additional information on bail, presentence investigations, and the probation and parole processes.

Beverly Frantz, EdD, project director and criminal justice program coordinator at the Institute on Disabilities, says that the goal of both DVDs is to explain a complex and often confusing criminal justice system in a clear and concise format that is straightforward and easy to follow—especially for victims and offenders with intellectual and developmental disabilities. The DVDs can be helpful for individuals involved in the criminal justice system as well as their family members, educators, victim service providers, disability organizations and other groups.

The DVDs are accompanied by informational guides that include glossaries of terms and lists of resources.

Both DVDs and informational guides have been combined into one set that is available for $30 from the Institute on Disabilities at Temple University. Order online at http://disabilities.temple.edu/publications/ or email iod@temple.edu. In addition, both DVDs may be viewed on the Institute on Disabilities website at http://disabilities.temple.edu/programs/justice/ua_intro.shtml#video.

The “Under Arrest” and “Convicted” DVDs/Information Guide project is funded by the Pennsylvania Developmental Disabilities Council.
NEW DEEL CONFERENCE

New DEEL Conference Focuses on Educational Implications of FDR Economic Rights Address

PRESIDENT HART HONORED

Dr. Don Walter and Dr. Barbara Pavan, for whom two New DEEL awards are named.

The College of Education's fifth-annual New DEEL (Democratic Ethical Educational Leadership) Conference was held on Main Campus March 24 to 26. It featured lectures from Temple University President Ann Weaver Hart, PhD; William J. Mathis, managing director of the National Education Policy Center, University of Colorado at Boulder; and Cynthia Koch, former director of the Franklin D. Roosevelt Presidential Library and Museum. Other Temple-based lecturers included William Cutler III, PhD, professor of urban education/history; Frank Farley, PhD, Laura H. Carnell Professor of Psychological Studies in Education; Christine Woyshner, EdD, associate professor of elementary education/K-12 social studies; and Dean James Earl Davis, PhD.

President Hart spoke in recognition of her receipt of the Barbara Nelson Pavan Award, which honors the leadership of women in education.

The conference examined the educational implications of President Franklin Roosevelt's final State of the Union address in 1944, in which he proposed a second "economic" Bill of Rights: "We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence. . . . People who are hungry and out of a job are the stuff of which dictatorships are made."

DEPARTURE

Dean McGuire Now Heads the Southern Education Foundation

Late last year C. Kent McGuire, PhD, resigned as dean of the College of Education in order to become president of the Atlanta-based Southern Education Foundation (SEF).

"After seven years I felt it was a good time for me to leave. I believe I made some real headway in terms of strengthening the college compared to when I arrived at Temple in 2003," says McGuire.

Those issues included raising the college's research capacity, growing the pool of resources, such as sponsored research projects, grants and initiatives, achieving re-accreditation, increasing alumni participation, expanding giving and raising the profile of the college and, indirectly, the university, both locally and nationally.

Another priority was enhancing the faculty. "I'm pleased that most of the folks who we recruited have done well in terms of progressing through the promotion and tenure process, of securing research funding, and in becoming active citizens in the college and broader university."

"In the end, programs have been accredited, the faculty capacity has been enhanced, there are two endowed chairs, the national ratings have turned north and the budget is sound."

McGuire, who served as an assistant secretary of education during the Clinton Administration, was also intrigued by the opportunity to reenergize the SEF. "In terms of black and brown kids and immigrants from all over the world, the South is the closest thing the nation has to a natural lab for the future U.S., a place where we must figure out what it takes to give children the knowledge and skill to become engaged and productive citizens," he says. "If we don't, our ability to compete globally and sustain our economic advantage will continue to fade."

Dean McGuire bids an emotional goodbye at his farewell luncheon.

"Quite frankly, I wouldn't trade my seven years at Temple for anything. But I didn't want to retire as a dean and I felt I needed to get outside the academy to use my energy and knowledge for social change."
FACULTY NOTES

Curriculum, Instruction and Technology in Education (CITE)

Matthew Elvis Wagner, EdD, assistant professor, 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 the Test of English as a Foreign Language, an internet-based exam that tests speaking and listening, for international teaching assistant placement. The study will investigate optimal TOEFL cut scores—or minimally acceptable scores—through student and observer evaluations regarding teacher efficacy.

Thomas J. Walker, EdD ’77, professor and director of the Center for Professional Development in Career & Technical Education, has been named the Outstanding Career & Technical Educator of the year by the Pennsylvania Association for Career & Technical Education. He was honored at the annual PACTEC conference in June 2010 and again at the Feb. 9, 2011, recognition breakfast hosted by the Bureau of Career and Technical Education, Pennsylvania Department of Education. He began his career in CTE as a vocational guidance counselor and came to Temple as a doctoral student. Upon graduation, he relocated to Indiana University of Pennsylvania. Returning to Temple 26 years ago as associate center director, he eventually

FACULTY PROFILE

Cromley Receives Prestigious Presidential Early Career Award

Jennifer G. Cromley, PhD, assistant professor in the Department of Psychological Studies in Education, was recently announced by the White House as a recipient of the prestigious Presidential Early Career Award for Scientists and Engineers.

Cromley has also received two National Science Foundation grants to continue her research, which includes three large research projects involving middle school, high school and undergraduate students. These studies examine the effects of modifying middle school science and biology curricula, explore different teaching methods for maintaining student interest at the high school level, and assess why undergraduates continue or opt out of chemistry and biology majors.

The Presidential Early Career Awards, established by President Clinton in 1996, are coordinated by the Office of Science and Technology Policy within the Executive Office of the President. Award recipients are selected for their pursuit of innovative research at the frontiers of science and technology, and their commitment to community service as demonstrated through scientific leadership, public education or community outreach.
rose to the position of center director. Walker has assumed numerous responsibilities during his tenure at Temple, not the least of which was CTE Department chair. In this capacity, he integrated some center activities with those of the College of Education. This effort led to upgraded educational requirements for CTE teachers, a clear benefit to their students. Walker also spearheaded Temple’s effort to recruit CTE teachers into undergraduate and graduate programs.

Educational Leadership and Policy Studies (ELPS)

Dean James Earl Davis, PhD, last November was a guest on NPR’s Talk of the Nation for a show that focused on the educational achievement gap between young black males and their white counterparts. Professor Davis discussed the issue and the role educational institutions play with Pedro Noguera, author of The Trouble with Black Boys.

Joan Shapiro, EdD, professor of educational leadership, in January gave the keynote address at the seventh International Conference: Leadership for an Intensive and Sustainable World, sponsored by the Learning Teacher Network in Berlin, Germany. Her speech, entitled “Ethical Educational Leadership: Decision Making,” featured the Multiple Ethical Paradigms she developed with former faculty member Jacqueline Stekovich. Both co-authored Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas. After releasing the book’s third edition last year, Routledge, an academic publisher based in both New York and London, honored Shapiro and Stekovich on its web page as its Authors of the Month in July 2010.

Department of Psychological Studies in Education

Frank Farley, PhD, Laura H. Carnell Professor of Psychological Studies in Education, has been appointed associate editor of the new international scholarly journal concerning cyberspace, International Journal of Cyber Behavior, Psychology and Learning. In January he joined the governing council of the American Psychological Association, the APA Council of Representatives, for a three-year term. Farley also spoke at the annual International Conference on College Teaching and Learning in April 2011 in Ponte Vedra Beach, Fla. The conference theme was risk-taking. Other speakers included Nobel laureate James Watson, co-discoverer of the structure of DNA.

Farley has been appointed to the editorial board of The Humanistic Psychologist, the official journal of The Society for Humanistic Psychology published quarterly by Taylor & Francis Publishers.

Farley was elected a fellow of the Midwestern Psychological Association for “significant contributions to the science of psychology.” MPA is one of the three major regional psychological societies in the U.S. He also was recently elected a fellow of the Eastern Psychological Association, one of the other two regional psychological societies.

Finally, in April he was quoted in a Time magazine article on internet privacy issues and in USA Today on happy marriages.

Career and Technical Education (CTE)

Chester R. Wichowski, EdD, associate director, cooperative education certification in CTE, and Joe DeFranco served on the Educational Testing Service Praxis Cooperative Education National Advisory Committee to revise the Praxis Cooperative Education specialty test. This three-day activity resulted in the development of a table of test specifications, the purging of bad questions from the old test, and the development of a set of recommendations for the drafting of questions for the new test. Further, the DACIEM Research Chart on the Role of the Work-Based Learning Teacher Coordinator developed through the Temple Center for Career and Technical Education (Wichowski, 2007) served as a content reference for the committee throughout this activity.

Wichowski also was elected president of the Pennsylvania Association of Career and Technical Education.

Wichowski and C. Gloria Heberley, EdD, Center for Professional Development in Career and Technical Education, delivered a presentation on Pennsylvania Cooperative Education Programs at the Association for Career and Technical Education (ACTE) annual convention in Las Vegas, Nev., last December. The presentation explained the two major categories of cooperative education delivery systems in Pennsylvania: capstone and diversified occupations. The instructional modules have evolved since 1994 when the Pennsylvania Department of Education’s Bureau of Career and Technical Education funded a project that resulted in the publication of the Capstone Activity Projects (CAPS). The CAPS instructional materials were revised and updated in 2003. The specific intent of the instructional materials is to serve the Capstone Cooperative Education Programs. The 37 instructional modules that comprise the CAPS materials have served as a valuable resource to cooperative education coordinators.

Institute on Disabilities

Colia Feinstein, associate director of the Institute on Disabilities, was awarded the prestigious Lifelong Achievement Award from the National Conference of Executives of the Arc of the United States (NCE) at the organization’s annual conference in Walt Disney World in Orlando, Fla., last November. She received the award in recognition of her “accomplishments and her continued work on behalf of people with intellectual disabilities and their families.” The award is given to an individual whose lifelong work has significantly contributed to the mission, core values and positions of The Arc.

Because of her work at the Institute on Disabilities, Ms. Feinstein is a nationally recognized and respected professional in the areas of program evaluation, quality assurance and monitoring of programs for people with intellectual and other disabilities, consumer surveys, evaluation of family support services, leadership development for people with disabilities and families, and waiting lists for people with intellectual disabilities. She has authored dozens of articles on these topics and is a sought-after speaker at conferences throughout the country.

Dedicated to the respectful inclusion of people with disabilities in America’s communities, Ms. Feinstein has developed many programs to help achieve that goal including The Pennsylvania Training Partnership for People with Disabilities and Families, better known as “The Partnership.” The largest statewide program of its kind and based at the Institute on Disabilities, The Partnership offers information, technical assistance and training on the mental retardation system from people with intellectual disabilities for people with intellectual disabilities.
Message from Diana L. Taylor  
President, College of Education Alumni Association

Getting Involved in  Your Alumni Association

Greetings, Alumni:

The Alumni Association is dedicated to helping you reconnect with and support the College of Education and its current students—and to help you in your current profession.

For example, this spring the Board of Directors cohosted a fascinating educational symposium with the Phi Delta Kappa (PDK) chapter of Temple University. Worth one continuing education credit, the symposium covered the “The Importance of Robotic Technology to Education” and “Robotics as an Alternative to Gaming and Internet Addiction.”

In addition, in mid-April we supported the College of Education’s university alumni weekend presentation: “Urban Education 360 degrees: It Takes a Home, School and Community to Educate a Child.” Sponsored by the Bernard C. Watson Endowed Chair in Urban Education, the free program featured presentations by professional educators, entrepreneurs and students on the current state of education in urban communities, and successful educational and community models.

We are also excited about the college’s evolving Making a Difference Project: www.temple.edu/education/MAD. The project allows you to volunteer your time and expertise to help students, request volunteer or financial help for your class or school, or donate to the College of Education.

For more information about participating in any of these activities or becoming active in the Alumni Association, please contact Valerie Gay, assistant dean for institutional advancement, at valeie.gay@temple.edu.

Diana L. Taylor  
President, College of Education Alumni Association

1950s

Leonard Parmet, BSED ’56, was honored with the 2008 Leta Glazey and Cecil Lockhart-Smith Memorial Award from the Northern Arizona Regional Behavioral Health Authority in Flagstaff. He was awarded for 40 years of service with the board of directors of the Prescott, Ariz.-based West Yavapai Guidance Clinic. Among other posts, Parmet has served on the committee of Prescott’s Boy Scouts of America, the Yavapai County Board of Adjustments and Appeals, and the allocation committee for the central Arizona chapter of the United Way.


1960s

Burton Lazarow, BSED ’61, is developing a nonprofit organization called PATCHES (Parents Association for the Treatment of Children’s Health in an Educational Setting). The organization’s purpose is to implement a program that helps at-risk children in educational institutions provide parents with information to empower them to make informed decisions, and educate peers and colleagues.

Maxwell Kushner, EdD ’62, was recently granted a certificate of appreciation for outstanding performance and lasting contribution from the College of Education at Florida Atlantic University by the Department of Curriculum, Culture and Educational Inquiry.

Henry N. Tisdale, MED ’67, was honored by the town of Kingsree, S.C. Six highway markers proclaim that Kingsree is the “Home of Dr. Henry N. Tisdale, the 8th President of Claflin University.” The markers were placed at U.S. Highway 52 North, Williamsburg County Highway, Sept. 14 was also proclaimed “Henry N. Tisdale Day” by South Carolina’s state legislature.

1970s

Elen Evert Novelli Hopman, EDU ’78, has written two books: Priestess of the Forest: A Druid’s Journey and A Druid’s Herbal of Sacred Tree Medicine. In 1990,
Hopman graduated from the University of Massachusetts with a master's degree in education in mental health counseling.

Charles L. Lumpkin Jr., MEd '78, was inducted into the National Association of Black SCUBA Divers Hall of Fame. He is the director of an education program named the S.U.N. (Solar, Underwater and Nonviolence) Chaser Project and is a special projects consultant for the School District of Philadelphia's Health and Physical Education Department. Lumpkin also teaches physical education, aquatics and more.

1980s

Clarence C. Hoover III, EdD '88, was honored by Stockton College for his service as the school's chair of the board of trustees. Hoover has served in that post for two years and has been a board member for six years. He also is the superintendent of schools for East Orange Public Schools in East Orange, N.J.

1990s


Stephanie Coakley, EDU '95, recently was named a certified consultant by the Association for Applied Sport Psychology. Coakley is a performance-enhancement specialist with the Army Center for

ALUMNI PROFILE

Catie Cavanaugh Wolfgang Mobilizes the City

Fifteen years ago, Catie Cavanaugh Wolfgang, '85, relocated to Philadelphia to work as a full-time volunteer for the Jesuit Volunteer Corps, a domestic and international program that assesses the needs of local communities and organizes volunteer support. Through her work at Our Mother of Sorrows Catholic School in West Philadelphia, Wolfgang witnessed the true spirit of volunteerism: With limited financial resources, parents, church leaders and community members regularly joined together for service projects.

"Everyone was willing to go the extra mile," she says, noting that the experience inspired her career. Last year, Philadelphia Mayor Michael Nutter named Wolfgang the city's first chief service officer (CSO), a senior official committed to engaging the community in service.

“This position is the perfect opportunity for me to build on the experiences I've had in Philadelphia and further develop them," she says. Funded through a Cities of Service Leadership Grant from the Rockefeller Foundation, the post was created to establish service as a key strategy for problem solving. As CSO, Wolfgang aims to increase the number and impact of volunteers citywide. One of her first initiatives is the Graduation Coaches Campaign (GCC), a joint effort with the Office of Education. The GCC engages volunteers to support the high school students they know in their efforts to graduate high school and to attend college.

Education was Wolfgang's specialty at Temple: She was an urban education graduate student in the College of Education. "I worked with faculty members who were creative, open and supportive of my ideas," she says.

One such professor was Barbara Ferman, professor of political science in the College of Liberal Arts. Wolfgang and Ferman developed a "great partnership," she says, which for Wolfgang led to a position with the University Community Collaborative of Philadelphia (UCCP), a youth-based organization at Temple that was founded by Ferman. Through programs and technical assistance, the UCCP promotes youth leadership development.

From 2003 to 2009, Wolfgang served as UCCP’s associate director of youth civic engagement. There, she established different initiatives, including the Leadership Development Institute, which cultivates young people's leadership and decision-making skills.

"Looking back," Wolfgang reflects, "I am most proud of developing an infrastructure that allows youth to take on leadership positions in the organization."

The UCCP also demonstrated to Wolfgang the dynamics of volunteerism—a lesson she carries with her as CSO. "It made me understand that civic engagement is not about individual projects; it is about relationships and planning over time."

—Alison DiPaolo, SCT '05

To learn more about the UCCP, see "Voices for Change" in the winter 2009 issue of Temple Review at www.temple.edu/temple_review.
Enhanced Performance in Washington, D.C. She works with service members stationed at Walter Reed Army Medical Center, teaching peak performance principles and practices, including confidence building, goal setting, attention control, and energy management and imagery. Her specializations include sports career transition, injury and rehabilitation, positive youth development through sport and physical activity, and minorities in sports.

Gamal Sheriff, MEd '95, a high school biochemistry and history teacher at the Philadelphia School District's Science Leadership Academy in Center City, was awarded the Delta Education/Frey-Neo/CPQ Science Education Award for excellence in inquiry-based science teaching. This award, which is given by the National Science Teachers Association, recognizes three preK-12 teachers who have demonstrated the use of inquiry-based science to enhance the teaching and learning experiences in their classrooms. Sheriff has presented workshops on inquiry-based biology and chemistry curricula at a variety of conferences and has worked with the U.S. State Department, the National Institutes of Health and the Center for Teaching Quality.

2000s

Tamara Willis, EDU '03, '07, has joined the Steelton-Highspire School District in Pennsylvania as principal of its elementary school. She previously taught at the Milton Hershey School in Hershey, Pa.

Ruth R. Munson, EDU '08, worked for nearly 30 years as an X-ray technologist before she retired early to become a teacher. She graduated from Temple in May 2008 with a bachelor's degree in early childhood and elementary education. In 1999, prior to enrolling at Temple, Munson received an associate of science degree at Widener University in Chester, Pa.

What Are You Doing?

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

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

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

LETTER FROM AN ALUMNA

Temple University, Magnificent Alma Mater!

Such vision, such faith in the people of Philadelphia, and such great benevolence from this institution, Temple University, that I have been far too long in recognizing it. A precious gem, embodied in Temple's mission itself, was integral in the shaping of the lives of my family and of many others, all in accordance with its beloved founder, Russell Conwell.

In 1938, when the Philadelphia Normal School (PNS) closed forever, the graduating seniors from Philadelphia's high schools who had been accepted into PNS for teacher training were all accepted and given scholarships to Temple University. Among those scholarship recipients was my mother, who four years later graduated with her BS in education. She then was employed by the School District of Philadelphia, first as an elementary school teacher and then as principal, until she retired in 1981.

While my mother was teaching I entered Temple's College of Education. I was instructed, genuinely supported and believed in by the most dedicated professor with whom, in 50 years, I have ever been honored to be acquainted—Dr. Marciene Mattleman, the trust ambassador of Temple's mission. I suspect that, largely due to her, I received wonderful awards and gifts from Temple during my student teaching years, including the Emma P. Johnson Scholarship Award and the Chapel of Four Chaplains Award. Most importantly, she was genuine and she believed in her students.

Eventually, I, too, received a BS in education from Temple and taught in the School District of Philadelphia. But I think that I really did not want to be finished at Temple, because I continued studying for years after I graduated in January 1969. I may have the longest transcript in Temple's history. In addition, two years ago my son, John, graduated with a BA from the School of Communications and Theater.

Now that I am retired, I reflect a great deal on the meaning of the parts of our lives and how Providence has made sense of those parts. What I can see is the "who" and the "what" that was always there and that was always accessible "unconditionally," to repeat the term used in Temple's note of acceptance—a note I still hold and hold dear.

Beginning with my mother, me and then John, our family has experienced a long and winding journey at Temple, a wonderful alma mater that remains our greatest benefactor.

—Sady Archer, EDU '69
Note from the Editor
Since the last issue of the Educator, the College of Education has learned of the deaths of important members of our faculty and staff community. We extend our deepest sympathies to their families and friends.

FACULTY AND STAFF
Herb Isakoff, MEd
Herbert Isakoff, a long-term and beloved College of Education employee, passed away in August 2010 at age 82. Mr. Isakoff began a 50-year-plus relationship with the College of Education while earning a BS in education in 1956 and a MEd in secondary education in 1961. Following a long career teaching and serving as an administrator in the Philadelphia School District, he returned to the COE in 1988 as an advisor. Throughout his time at Temple Mr. Isakoff maintained a long-standing and jovial relationship with the College of Education. The Abington, Pa., resident is survived by his wife, Nina, and two children. Contributions in Mr. Isakoff's memory may be made to Temple University, College of Education, Isakoff Scholarship Fund, 1301 Cecil B. Moore Ave., Ritter Hall 245, Phila., PA 19122.

Leroy C. Olson, EdD
Leroy “Lex” C. Olson, who taught at the College of Education for 27 years, passed away in December 2009. Dr. Olson came to Temple University in 1965 as an associate professor of educational administration. Five years later he became a professor. Until his retirement as a professor emeritus in 1992, he also developed and directed an interdisciplinary university-wide graduate program for supervisory credentialing at Temple, and had numerous articles published in various academic journals and other publications.

After graduating from high school in 1944, the native of Kane, Pa., served in the U.S. Navy for two years in the South Pacific, where he earned five battle stars. Following his discharge in 1946, Dr. Olson earned a BS degree from Clarion State College and MEd and EdD degrees from Pennsylvania State University.

Mel Silberman, PhD
Mel Silberman, PhD, a professor emeritus who taught for 41 years in the College of Education’s Adult and Organizational Development program (previously the Department of Psychoeducational Processes), died early last year following a 13-year battle with lung cancer. Dr. Silberman was 67.

A winner of Temple’s Great Teacher Award in 2000, his passion was championing student active learning.

Dr. Silberman also was the author of 14 books on education and training, and rose to international prominence for his contributions to the field of training.

Dr. Silberman, who earned a BA in sociology at Brandeis University and his PhD in psychology from the University of Chicago, was also a founder of vibrant Jewish communities in Philadelphia, Princeton and Ocean Grove, N.J.

Dr. Silberman is survived by his wife, Dr. Shoshanna Silberman, three children and six grandchildren.

ALUMNI
Emanique Joe, EdD ’07
Emanique Joe, EdD ’07, passed away in July 2010 in Dexter, Mich., following a six-year battle with metastatic breast cancer. At the time of her death Dr. Joe, who earned her doctorate in Temple’s Urban Education Program, was a student in the University of Michigan’s postdoctoral education program.

Friends say that Dr. Joe committed her life to helping better the education and school readiness in children from low-income families. She is survived by her husband of 15 years, Dr. Sean Joe, and two children.