

EDUCATOR

TEMPLE UNIVERSITY COLLEGE OF EDUCATION

WINTER 2010

Better Teachers, Better Students

BILL DAGGETT: RELEVANCE, RIGOR AND RELATIONSHIPS
ARE YOU AS GOOD IN THE CLASSROOM AS YOU THINK YOU ARE?
TESOL PROGRAM: PROMOTING BILINGUALISM

COLLEGE OF EDUCATION
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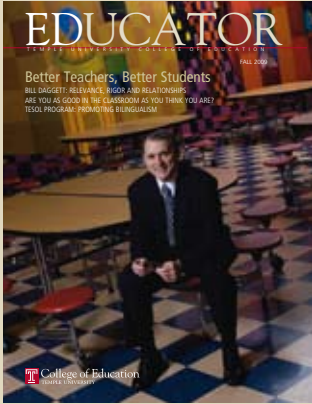
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We greatly appreciate the generosity of the alumni, faculty, staff and friends who have established and contribute to the College of Education's Commencement Awards.

All College of Education scholarships and awards are made possible through the generous support of our alumni, friends, parents, faculty and staff.



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DEAN'S MESSAGE

Since my arrival just about six years ago, the College of Education has made major improvements in several key areas. With considerable investment in new technologies, we have significantly enhanced the college's infrastructure, with smart classrooms, new science labs and a new student center all enhancing our efficiency.



As we've outlined in previous editions of *Educator*, to increase capacity we've also made significant investments in recruiting new, distinguished faculty and staff. Having achieved both greater efficiency and capacity, the college's main focus has turned to creating new programming that produces even better teachers and better educations for this nation's school children.

NEW PROGRAMS TO MEET NEW EDUCATIONAL CHALLENGES

We highlighted two such programs in the last issue: TUteach, which recruits science and math students to obtain secondary teaching certificates along with their BS degrees, and $E=mc^2$, which trains mid-career and early-retiree math and science professionals to become middle school teachers in high-need schools. This issue features another

example: our Center for Teaching Excellence, which is just one of four university-based programs statewide dedicated to producing master teachers who qualify for the prestigious National Board of Professional Teaching Standards' certification. Improving our children's education is the goal of Willard Daggett, EdD '74, one of our impressive graduates profiled in this issue.

Currently we are undergoing a complete rethinking of our undergraduate teacher education offerings. We're doing so partly in response to changing state standards. But this restructuring also is the result of changes in our views about what will be needed over the next decade or so for teachers to meet the needs and demands of American education.

This substantial revision will result in a completely new program in early childhood education through grade 4, as well as new offerings in grades 4 through 8, beginning in the fall of 2010. Changes are also being made to our secondary education programs (9–12)

to increase attention to field experience and the education of diverse learners. These revisions will reflect both state-imposed higher content standards and our own efforts to make sure that the offerings are sensitive to and support the needs of diverse learners.

In addition—and this might be of particular interest to alumni—we are developing programs customized to the needs and time constraints of working professionals. This fall we will be offering certification, master's and doctoral programs that will combine a greater use of online offerings with weekend and summer sessions. In other words, the programs will be the educational equivalent of an executive MBA format. Please check our web site at www.temple.edu/education to receive the most up-to-date information.

Finally, we salute the accomplishments of our students, staff and faculty for their outstanding work this past year. Please take a moment to look at the list of student award recipients, who more than deserve the accolades they have received. We would also like to

acknowledge the following faculty and staff for their achievements:

Dr. Patricia J. Louison
Undergraduate Academic Advising
Award 2009

Dr. Frank H. Farley
AERA Fellow 2008

Dr. Glenn E. Snelbecker
AERA Fellow 2008

Dr. Christine A. Woysner
Great Teacher Award 2008–2009

We are also proud to report that we had more than 30 faculty and student participants in the 2009 American Educational Research Association annual conference.

As you can see, the College of Education is moving forward with exciting things to come, and we again thank you for all of your continued support!



C. Kent McGuire, PhD
Dean

Relevance, Rigor and Relationships:

BILL DAGGETT'S THREE R'S FOR AMERICAN SCHOOLS

Willard “Bill” R. Daggett, EdD ’74, is telling several hundred principals from the School District of Philadelphia about Jack, his 6-year-old grandson in North Carolina who recruited his grandfather to play touch football.

In the huddle, the school improvement consultant couldn’t believe what he was hearing. “Go out 20 feet and cut 25 degrees to the left,” Jack, his team’s quarterback, instructed one of his friends. Daggett realized his grandson had made a slight mistake — he should have told his friend to cut 90 degrees — but he was stunned that these first-graders were using percentiles: a sixth- or seventh-grade math concept.

“Where’d you learn that?” Daggett asked afterward. “From our first-grade teacher,” Jack replied. Intrigued, Daggett met Jack’s teacher, who told him that — after learning Jack and his friends loved football — she invited the local high school football coach to teach her students pass plays.





“For students, we needed to be able to answer a really simple question: ‘Where will I ever use what I’m being taught today?’”

A prime example, Daggett tells the principals, of his academic Rigor/Relevance Framework that has become a cornerstone of many school reform efforts throughout the country. And then there is the fact that Jack’s teacher knew enough about the boys’ interests that she realized a visit from a football coach would engage and focus their minds.

“Until you have a relationship with kids you can’t tell what’s relevant for them, and it is relevance that makes rigor possible,” says Daggett, winner of one of the College of Education’s prestigious Gallery of Success Awards in 2007.

Daggett has given a similar talk hundreds of times to educators and education stakeholders in all 50 states and abroad since founding the International Center for Leadership in Education in 1991 in Rexford, N.Y., near Albany. He has assisted and consulted in all 50 states and hundreds of school districts regarding their school improvement initiatives — many in response to the No Child Left Behind Act and its adequate yearly progress (AYP) provisions.

He currently has a staff of 38 full-time employees (half of whom consult) and more than a 100 independent contractors, teachers and educational administrators throughout the country who act as additional consultants in spreading Daggett’s school improvement gospel. Reaching across all demographics, his firm has worked with Louisiana’s 34 lowest performing high schools and the

worst performing high schools in Los Angeles, as well as affluent schools from Georgia to Hawaii.

“I love what I do,” says Daggett. “We see schools that are so dramatically outperforming where they were five or 10 years ago. Brockton High School in Brockton, Mass., has more than 4,000 students, more than 70 percent of whom are minorities. After working with them for three years they’ve become one of the highest performing high schools in the state.

“Everybody said it couldn’t be done, but it can be. Why? Because the kids are excited about school.”

Daggett also has collaborated with the National Governors Association and advised educational systems in Canada, Argentina, Great Britain, Germany, Hungary, Russia, Japan and Saudi Arabia. The Successful Practices Network, a related nonprofit established by Daggett and his wife, Bonnie, received a grant from the Bill and Melinda Gates Foundation to enable 600 schools to share their best practices. The Gates Foundation is also funding a five-year effort in collaboration with the Council of Chief State School Officers to identify 75 of the highest performing high schools and analyze the best practices they are employing that would be most effective in the 600 Successful Practice Network schools.

Says Raymond J. McNulty, Daggett’s senior vice president who formerly was both a senior fellow with the Gates Foundation and Vermont’s education commissioner: “To improve public education, many funders such as the Gates Foundation are looking for great, replicable models of schools that appear to be beating the odds. For example, schools whose students are 90 percent minorities who are achieving at the 90th percentile.

“For years Bill has been finding these great schools and sharing his findings with others.”

Now in its 17th year, the International Center’s annual four-day Model Schools Conference draws more than 6,000 educators, and an annual three-day symposium for school districts draws 2,000 more. “We do no advertising and we have no natural constituency like national principals associations, yet we outdraw most major conferences in the country,” says Daggett. “People are voting with their feet because they love to see these successful schools.”

Daggett developed his Rigor/Relevance Framework over more than two decades during an educational career that included brief stints as both a high school business teacher and soccer coach and as an assistant professor at two different colleges. While earning his doctorate at Temple, he spent a year each as a teaching associate at Temple and Russell Sage College in Troy, N.Y.



He was attracted to Temple's doctoral program because of its emphasis on vocational education — not in the traditional sense of educating students for trades such as carpentry or plumbing but by bringing theory to practice in order to educate students for mid- and senior-level jobs. "It was a junior version of Harvard's MBA program," says Daggett, "a case study approach."

At Temple the seeds of his rigor and relevance concept were first planted. "In most universities you have silos, one called academic education and the other called professional schools, and they usually never may they meet," he says. "But the Temple program really integrated a lot of academics and case-study approaches to business."

Daggett was particularly influenced by two professors, William Sassaman, EdD (deceased), who chaired his doctoral committee, and Marvin Hershfeld, the chairman of the Vocational Technical Department and Distributive Education. "Marv was great on practice and Bill was really good at theory," recalls Daggett. "Trying to meet both of their needs while defending my dissertation forced me to think deeper and harder about how to bring practice and theory together."

After earning his doctorate in 1974, Daggett became an associate in business education for the New York State Education Department — the first of four state posts that over the next 17 years would include chief of the Bureau

of Business Education, chief of the Bureau of Occupational Education Department and finally director of the Division of Occupational Education Instruction.

His initial task: "For students, we needed to be able to answer a really simple question: 'Where will I ever use what I'm being taught today?' It sounds crazy, but a lot of teachers can't answer that question, other than saying you can use it on the test, which is not what the students are asking us. They're really asking, 'How does this relate to the world beyond school?'"

One conundrum facing the state: only 43 percent of high school seniors were passing the rigorous N.Y. State Regents Exam, a voluntary test that qualified the students for reduced tuition at any state university. About a quarter of the remaining 57 percent took the exam and failed, but Daggett says about 40 percent never even tried. State educators were debating whether all students should be forced to complete the kind of rigorous academic program that would enable them to pass the test, or should they be given what Daggett calls a "watered-down program and call it vocational or occupational education?"

He believed focusing on just academic rigor for the 43 percent high achievers and on just job skills for the other 57 percent were both doomed approaches. Instead, give both types of students rigorous, relevant education, and most will become life-long learners with the critical skills

“Everybody said it couldn’t be done, but it can be. Why? Because the kids are excited about school”

necessary to forge a career, not just be trained for a job that technology could rapidly transform.

The debate hit close to home for Daggett, who graduated 39th in his high school class of 43 seniors and never tried to earn a Regents diploma. “I never attempted it because I didn’t think school was really relevant,” he recalls. “All I wanted to do was play sports, which I had more time to do if I didn’t work very hard academically.”

But then he got his military draft lottery number: 4 — a guarantee that, as the Vietnam War was being waged, he would be drafted into the U.S. Army. “That was a lot of motivation,” he says candidly. “I didn’t want to go to Vietnam.” So he earned deferments by first earning associate and bachelor’s degrees — he graduated both times magna cum laude — and then by teaching.

With the N.Y. State Education Department, Daggett was responsible for both monitoring and technical assistance; when budget cuts forced the department to reduce its technical assistance services, Daggett took a six-month leave without pay to provide such services. “I knew within a month that I would never go back,” he says, “because I was booked for a year and could see that there was a huge demand for what I wanted to do: Provide technical assistance to

help teachers answer that basic question from students: ‘Where will I ever use what you’re teaching me today?’”

As for the No Child Left Behind Act, Daggett says, “It was a strong concept flawed in its implementation in that it cut off application of knowledge. Schools began to drop arts programs and career and technical education programs in order to double kids up in academics, and the test became the end line rather than the starting line of what we should be doing.”

Nonetheless, under President Obama, Daggett believes the NCLB concept will endure. “Originally No Child Left Behind was sponsored by Sen. Ted Kennedy,” he notes. “A lot of people forget it wasn’t as partisan as it ended up being.

“I think you’ll see a relaxation in how school districts and states can define how students are achieving basic academic skills, but I don’t see a backing off of the commitment to that goal.

“I also think the present economic downturn will lead to a major focus on workforce development-related programs and a much heavier emphasis on the integration of academics and career and technical education for kids.”

The NCLB concept strikes a particular chord with Daggett and his wife because two of their five children are disabled. At the age of 11 their son Paul was struck by a car and, after a coma of five months,

was left with severe speech and hearing loss. But today he is a college graduate with a good job, a wife and two young children. “I often say that the U.S. is the only country in the world in which that could have happened,” says Daggett.

Meanwhile their daughter Audrey, in her mid-30s, suffers from mental retardation, autism and epilepsy. “Daily life for Audrey is a struggle,” he says, “but since pre-school she’s been supported by the Wildwood Programs in the Albany area, a group we volunteer with that provides marvelous support and services for children and adults with severe disabilities.”

Daggett’s children have underscored his belief that the appropriate rigor and relevance for each child is different. “You should never presuppose, as in Paul’s case, that someone can’t be independent, but you also can’t be so naïve to think that every child, such as Audrey, can make it on his or her own.

“It has helped us understand, in a very personal sense, this need to make sure all kids are enabled to become all they are capable of being.”

RIGOR/RELEVANCE FRAMEWORK

KNOWLEDGE TAXONOMY

EVALUATION 6	Quadrant C / ASSIMILATION Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Quadrant D / ADAPTION Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.			
SYNTHESIS 5					
ANALYSIS 4					
APPLICATION 3	Quadrant A / ACQUISITION Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Quadrant B / APPLICATION Students use acquired knowledge to solve problems, design solutions and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.			
COMPREHENSION 2					
KNOWLEDGE/AWARENESS 1					
	1 KNOWLEDGE IN ONE DISCIPLINE	2 APPLY IN DISCIPLINE	3 APPLY ACROSS DISCIPLINES	4 APPLY TO REAL-WORLD PREDICTABLE SITUATION	5 APPLY TO REAL-WORLD UNPREDICTABLE SITUATION

APPLICATION MODEL

Proven Improvement of International Center Client Schools

PASADENA (TEX.) INDEPENDENT SCHOOL DISTRICT

51,000 students

70% economically disadvantaged

74% Hispanic, 14% White, 8% African American, 4% Asian

43 different languages, 27% students limited English proficient

Texas Recognized School District 7 consecutive years

Each of the district's five high schools has its own ICLE consultant

Vicki Thomas, deputy superintendent:

"We've been partnering with Dr. Daggett for the last four years in an aggressive effort at systemically reforming pre-K through 12. In our high schools we have seen our failure rates dramatically decrease in our core subjects. Our attendance has improved, our discipline referrals have declined and so has the percentage of our students passing their advanced placement exams. In just one year the number of students taking AP exams went from about 300 students to 1,800.

"And our discipline referrals have declined. That's because, in addition to rigor and relevance, Dr. Daggett promotes working on relationships with students to make sure they have a significant support system on campus."

KENNESAW MOUNTAIN (GA.) HIGH SCHOOL

9-year-old suburban high school.

66% white, 18% African American, 8% Hispanic, 4% Asian, 3% other

Mimi Dyer, the school's academy director and an independent ICLE consultant:

"We started out with Bill Daggett's rigor and relevance framework as our mantra. You can't have rigor without relevance and you can't have either of those two without relationships. They are pieces of twine braided together. It's all about trying to put that relevance piece into the relationship. If you can't relate to the kids it doesn't matter how smart you are or the value of the information you have.

"And it's non-negotiable that students achieve high standards. It's cool to be smart here. Currently 56 percent of our students are enrolled in honors or advanced placement courses, and the pass rate on AP exams is 77 percent."



NBPTS mentor Bayyinah Abdul-Aleem and one of her mentees, NBPTS-certified special education teacher Darlene Schaffer, at Samuel H. Daroff Elementary School in West Philadelphia.

AN UNCOMPROMISING LOOK IN THE MIRROR:

Are You as Good in the Classroom as You Think You Are?

College offers national board certification

With 10 years teaching experience, a master's degree and more than 30 credits under her belt, Nicole Foley, who teaches English for speakers of other languages (ESOL) at Gotwal Elementary School in the Norristown (Pa.) Area School District, thought she was doing a good job of reaching each of her students. But then she saw a video of herself in the classroom and realized she could do better by focusing more attention on her students who need more help while simultaneously not ignoring those students who are progressing well.

It's like the Oscars for teachers.

Special education teacher Darlene Shaffer, another 10-year teaching veteran, had a similar video moment. “I realized when I was facing one student I wasn’t seeing what was going on elsewhere in the classroom,” says Shaffer, who teaches at Samuel H. Daroff Elementary School in West Philadelphia. “I found that I needed to try even more various strategies to reach some of my students who I thought I was reaching sufficiently but wasn’t.”

These skilled, seasoned teachers experienced such revelations thanks to the National Board of Professional Teaching Standards program, a rigorous teaching standards and voluntary assessment process created to develop master teachers. Last December, 44 teachers in schools between Philadelphia and Harrisburg earned their NBPTS certifications—the first teachers to do so with the aid and support of the College of Education’s Center for Teaching Excellence (CTE).

“It’s like the Oscars for teachers,” says Gail Tillery, a 2002 board-certified British literature high school teacher from Cumming, Ga. Last year she mentored two successful Temple program candidates and this year is mentoring Foley, who is also the mother of two young children. “It’s a most strenuous undertaking,” says Tillery. “People with PhDs who went for the national boards have told me they’d rather do a PhD.”

“I cried a lot because it is beyond hard, but the impact on your kids is indescribable. I’m a completely different teacher, light-years ahead of where I was when I started this process. I *get* how to get them to understand it.”

There can be a significant financial benefit—almost all school districts pay certified teachers additional monies, with the average bonus about \$2,000 per year. The Philadelphia School District pays an additional \$3,500 annually and the private Milton Hershey School, a relatively small school with an impressive roster of 16 nationally certified teachers, pays \$5,000.

But, financial incentives aside, the chief reasons for putting yourself through what amounts to a combined pedagogical Marine boot camp and therapy couch session is to significantly improve yourself and your students. In elevating the teaching culture, the program has a powerful impact on both the board-certified teachers and their students. Four of the last eight national teachers of the year hold board certification. Also, congressionally mandated research released by the National Research Council of the National Academies last summer indicates students taught by national board-certified teachers score higher gains on achievement tests than those taught by non-certified teachers.



Created in 2006 through a grant from the Pennsylvania Department of Education, Temple's CTE is part of the Urban Education Collaborative in the College of Education. In addition to Temple, three other universities—Duquesne, Gannon and East Stroudsburg—offer NBPTS programs in other regions of the state.

Three years ago Gov. Ed Rendell launched the program as part of his education initiative. Compared to other states, Pennsylvania has a paucity of NBPTS-certified teachers. There are nearly 74,000 nationwide—representing just 2 percent of all teachers—but only 496 in Pennsylvania. That total includes the 44 Temple program candidates who received certification in December, along with 78 successful candidates supported by the other three Pennsylvania universities—an 80 percent increase in Pennsylvania teachers achieving certification annually thanks to the creation of the four NBPTS programs. This academic year alone more than 170 candidates are attempting to achieve certification through Temple's CTE program.

How, you might be wondering, does NBPTS certification differ from the master's-plus-30 credits you might have?

“With college courses or professional development sessions, someone is talking to you and giving you information that may or may not apply to your teaching,” says Christine Sadjian-Peacock, Temple's regional coordinator for the program and a retired Philadelphia high school principal. “A lot if it you'll never use.”



Christine Sadjian-Peacock,
Temple's NBPTS regional coordinator

Achieving National Board Certification

To qualify for national board certification, candidates must provide evidence of accomplished teaching in the following ways:

Submission of a portfolio that includes four entries that demonstrate how the candidate meets the national board standards:

- Two entries, including videotapes of selected portions of lessons, and written analysis of those lessons demonstrating the ability to meet the needs of each child in the class

- One entry that demonstrates the candidate's ability to analyze student work over time

- One entry that demonstrates the candidate's ability to work with parents, community members and colleagues—as a lifelong learner, leader and collaborator—and evidence of how those efforts impact student learning

Responding to six timed, open-ended online prompts that demonstrate the candidate's depth and breadth of content knowledge in any one of 25 different subject content areas.

This process makes you stop and reflect on why you are doing what you are doing.

“But the NBPTS process is similar to a doctor getting board certification. You basically spend an entire year analyzing your own teaching practices, showing evidence of how you meet the rigorous NBPTS standards, reflecting on what you do and determining how your teaching impacts student learning.”

It is a demanding process that takes between 200 to 400 hours over the course of a year to complete. Nationally, less than 40 percent of first-year candidates achieve certification—although candidates have three years to achieve certification. While a minimum of three years’ teaching experience is required, most candidates have between five and 10 years of experience.

While teachers can attempt to qualify for certification on their own, CTE provides workshops, supervised workshops, mentoring and other assistance. In Pennsylvania the \$2,500 certification fee currently is completely covered by federal and state grants.

The process begins with the first of eight voluntary CTE workshops that begin in the early summer and extend through the following April. The workshops focus on issues pertinent to passing board certification, including such subjects as

analyzing student work and writing with both in-depth analysis and reflection on your own teaching practices. Then, beginning in the fall semester, teachers begin working on four portfolio submissions—including two that incorporate video-taped class sessions—that demonstrate their ability to meet the national board’s high standards for teaching practice and reaching each of their students. The final component is an online examination that measures competency in any one of 25 content areas.

One portfolio submission requires a 15-segment lesson plan that demonstrates you both meet NBPTS practice standards and documents your students are reaching achievement goals. That can be measured in a variety of ways. For example, says Sadjian-Peacock, if you were teaching a writing concept you could select three students who represent the range of your class’s abilities and present two writing samples for each child—one as a baseline example before the lesson began and another sample after eight weeks of teaching that particular writing skill.

As a result of the process, certification candidate Amy McKelvey, a 10-year teacher in the Central Dauphin School District who teaches elementary school band and orchestra, is heightening her awareness of her students’ likes and dislikes “to help them with their success by focusing on things they are enjoying.” She had her students list their personal interests and then had them match up with their peers with similar interests. She thus discovered a lot of her students loved rock music and others were interested in movie themes, so she’s charted





some music for each genre and is having them play it.

Foley, the Norristown ESOL teacher whose students are all Hispanic, is also concentrating on trying to bring her students' families and even the outside community together in a collaborative effort to support her students by helping to establish both an after-school program for homework help and a parents' resource center.

Critical to this process are the volunteer mentors—educators who have already received NBPTS certification and are willing to work closely with one or more candidates to help them achieve certification. Providing both friendly support and a critical eye, approximately 40 mentors are currently mentoring the CTE's 170-plus candidates this year.

Each Monday, for example, Tillery e-mails Foley, asking how she is doing and suggests ways to enhance written portfolio materials she has sent to Tillery for her review. "I don't know a thing about ESOL," says Tillery, "but if she can make me understand her practice, make me see what she's doing with her kids, a NBPTS reader will see it as well.

"Last Monday I was critiquing her entry and wrote: 'Nicole, you're losing me in paragraph 10. Pull back and answer the question: What are you doing here?'"

"Gail is fantastic," raves Foley. "The process," she adds, "really makes you push yourself to look at instructional data and see which students are getting what you're teaching and which aren't. 'I've tried this, it's not working, what do I do next?'"

Repeatedly, both mentors and candidates talk about the reflective nature of the process as the hallmark of the program. "Sometimes it's uncomfortable to really examine what you are doing and discover it's not going the way you think it would, but it's also nice to get positive reinforcement for things you are doing that do work," says McKelvey. "We think we

know where our strengths are, but this really allows you to take a microscope to what you are doing in order to really see where your strengths and weaknesses are," adds Schaffer, who earned certification this past December.

Even her mentor, Bayyinah Abdul-Aleem, a teaching coach in the Philadelphia School District with a quarter century of teaching experience found the process enlightening when she achieved certification three years ago. "The whole practice of engaging students, presenting materials and upholding standards of instruction becomes so ingrained in your day-to-day practice that you do them unconsciously," she says, "but this process makes you stop and reflect on why you are doing what you are doing.

"I'm a better mentor of new teachers now."

While it is possible to obtain board certification without going through the CTE program, Schaffer can't imagine doing it without the program's support or Abdul-Aleem's mentoring. "She was very supportive and nurturing, and even met me at my school several times. It's a unique process. Without her support I probably wouldn't have made it."

Ready to take your teaching to the next level?

If you want to enrich your teaching, improve your students' success, become a leader in education and elevate the teaching profession, please contact:

Temple University's Center for Teaching Excellence

Pennsylvania Department of Education

Chris Sadjian-Peacock

Regional Coordinator

E-mail: csadjpea@temple.edu

Phone: 215-204-0557/0372

For more information on the program, go to:

www.temple.edu/education/CTE.



Amy Roat, ESL-certified teacher at the Feltonville School of Arts and Sciences.

TESOL PROGRAM: Promoting Bilingualism in an English-speaking World

Joey Vento, the owner of Geno's Steaks in South Philadelphia, gained notoriety several years ago by posting a sign indicating "*This Is AMERICA: WHEN ORDERING Please 'SPEAK ENGLISH.'*" That viewpoint has a long history, particularly in Philadelphia, where about 250 years ago one wag complained: "Why should Pennsylvania, founded by the English, become a Colony of Aliens, who will shortly be so numerous as to Germanize us instead of our Anglifying them, and [who] will never adopt our Language or Customs, any more than they can acquire our Complexion?"

Thus spoke Benjamin Franklin.

“Having English as a second language, being bi- or trilingual, shouldn’t be thought of as a deficit, but as an asset.”

Surprisingly, both Vento and Franklin have something in common with many Teaching English to Speakers of Other Languages (TESOL) programs — the belief that, to be truly American, immigrants to this country should abandon their native tongues for English.

Temple’s College of Education TESOL program disagrees.

“Many other programs focus exclusively on teaching English as a form of assimilation,” says Aneta Pavlenko, PhD, professor of linguistics and head of the Curriculum, Instruction and Technology in Education Department’s TESOL program. “We strongly believe in promoting bilingualism and maintaining immigrant languages.

“What we know from research is that the first language always affects the learning of the second language, just as learning of a second language affects performance of the first language. To assume that you are teaching in some kind of *tabula rosa* background, to assume that learning English from scratch without any other language background, is problematical.”

In fact, says Jill Swavely, MEd ’94, EdD ’02, a graduate of the Language Arts doctoral program who now heads its teacher

certification program, it is advantageous today to be multi-lingual: “Linguistic and cultural diversity is an asset. Having English as a second language, being bi- or trilingual, shouldn’t be thought of as a deficit, but as an asset.”

The demand for this concept and for Temple’s TESOL program, which recently doubled its faculty size from two to four full-time professors, continues to grow.

For example, a 2006 Pennsylvania Department of Education survey found nearly 46,000 students who speak languages other than English in schools across the state. That represents an increase of about 50 percent in just five years. Currently 14,000 ESL students are enrolled in schools within the School District of Philadelphia, which currently offers 140 ESL programs. Because Pennsylvania schools are mandated to implement programs for these students upon enrollment of the first student in the school, the number of ESL programs is also increasing statewide.

And it’s not just an urban phenomenon limited to major cities such as Philadelphia and Pittsburgh. ESL enrollments are increasing in districts across the state. The Lancaster and Reading

school districts each have more than 2,000 ESL students. Locally, Norristown, Upper Darby, Coatesville and even higher-income suburban school districts such as North Penn and Council Rock have large and increasing ESL student populations.

In addition, it’s not just school children who are clamoring to learn English. With adult ESL classes proliferating throughout the area, Temple’s TESOL program offers a wide range of educational programming, including:

DOCTORAL PROGRAM: Currently 10 students are enrolled in a program whose graduates have gone on to teach at such universities as Temple (Swavely), California State-Northridge and Rowan, with another in a post-doctoral program at the University of Pennsylvania. Some also return to teach in public schools.

MASTER OF SCIENCE AND EDUCATION IN TESOL: Approximately 50 students; half are Americans interested in teaching adults or working abroad, the other half are international students, primarily South Koreans, interested in becoming better qualified English language teachers. Students have come from a wide range of countries ranging from Chile to India, Russia, the Ukraine and Albania.





ESL CERTIFICATION: This program for local teachers draws 20 to 30 students per year.

UNDERGRADUATE PROGRAM: Beginning the fall semester of next year, four courses will be offered to allow teacher-certification students to meet a new state mandate requiring three credits of ESL instruction.

The program also provides a wide range of services to the university. These include graduate students who teach ESL sections of freshman writing courses. English is not the native language of more than 4,000 Temple undergraduates, about 11.5 percent of the undergraduate student body. According to the most recent available data, in 2007 incoming freshmen spoke nearly 90 non-English languages in their homes ranging from Afrikaans to Wolof and Yoruba. The 15 most common languages were Spanish (98), Korean (76), Chinese (73), Vietnamese (62), Russian (61), Gujarati (49), Arabic (38), Malayalam (37), Hindi (34), French (29), Creole (26), Urdu (26), Cantonese (24), Tagalog (17), and Polish (16).

In addition, the International Teaching Assistance (ITA) program trains international graduate students who have teaching assistantships. About 90 students per year are assessed for the program and about 30 per year receive full training, including conversation partners, before they enter university classrooms.

Pavlenko — who briefly taught English to children in an Italian refugee camp after fleeing the Ukraine and the Soviet Union's institutional anti-Semitism in 1989 — and her faculty colleagues are all passionate about the need for ESL. "It's an issue of human rights," she says, "helping immigrants integrate into and become fully fledged members of this society. Without having the ability to speak English they wouldn't be able to take advantage of all of their rights and opportunities."

Swavely agrees. "There's a lot of anti-immigrant discourse, a lot of misconceptions about culture and language learning," she says. "But we need to have teachers who understand and address the

needs of K-12 students or these students won't have access to the same educational opportunities as their peers.

"And some of our graduates teach in community colleges where they focus on reading and writing, providing their students with crucial skills for getting an associate degree or taking courses that allow them to get into a four-year program. Other graduates end up teaching adult ESL students, giving them access to various economic opportunities."

Mariele Flores, 36, a master's TESOL student from Brazil who came to the U.S. and began learning English 15 years ago, understands the challenges immigrants of any age face. "It's a very difficult situation to be in because people think you are dumb and you're not," she says. "You just don't have the language skills to convey the meaning of what you are intending, so it's difficult to be perceived as a competent person."

Each of the TESOL faculty brings a strong yet different background to the discipline.

Pavlenko, who began teaching English in Kiev when she was 16, earned her Bachelor and Master of Arts degrees in applied linguistics from Ukrainian University. She, her mother and her son in 1989 fled to Vienna and then

to a refugee camp in Italy before finding their way to Reading, Pa. Soon she was teaching Russian at Lafayette College in Easton and Spanish at Alvernia College in Reading; by 1995 she had earned both her master's degree and doctorate in general linguistics from Cornell University. Her prolific written output on bilingualism includes *Emotions and Multilingualism*, a 2005 book published by the Cambridge University Press, and editing two textbooks.

Swavely got interested in the field while earning her master's degree in English education. As a teaching assistant she taught introductory reading and writing courses to freshmen at Temple, then after earning her master's degree she taught ESL sections of freshman writing courses. "I was amazed at what these students, who were from Kuwait, Puerto Rico, Vietnam, Cambodia and China, were capable of after learning English in just a short period of time," says Swavely. She focuses on the challenges that both undergrad and graduate students face in learning how to write English that is not only grammatically correct but also successful in terms of presenting coherent positions and views.

Elvis Wagner, EdD, an expert on teaching, testing, assessment and listening comprehension, coordinates the foreign



language education program for secondary education majors planning on teaching modern languages. As a Peace Corps volunteer he taught English in Poland. Returning to the U.S., he earned three degrees from the prestigious Teachers College of Columbia University: master's degrees in TESOL and education and a doctorate in applied linguistics.

Japanese native Yasuko Kanno, PhD, was a tenure-track assistant professor at the University of Washington's English Department when she was lured to Temple by the opportunity to teach TESOL in an education college and to work with Pavlenko. A bilingual education expert, she works with local schools and researches how immigrant students make the transition to college.

She was placed in what she describes as a "sink-or-swim" English-speaking environment when, at the age of 16, she earned a scholarship at an international boarding school in Wales. Her first book, 2003's *Negotiating Bilingual and Bicultural*

Identities: Japanese Returnees Betwixt Two Worlds, dealt with the significant readjustments Japanese children faced after moving back to Japan following several years in Canada while their fathers worked there. "That was essentially my own experience, returning to Japan after two years in Wales," says Kanno, who earned her doctorate in education from the University of Toronto.

Her 2008 book, *Language and Education in Japan: Unequal Access to Bilingualism*, is a critical ethnography of bilingual education in Japan. She explores the contradictory roles schools there play by encouraging Japanese students to become bilingual while encouraging immigrants to drop their native language in favor of just speaking Japanese.

That mindset is also prevalent among immigrant parents in the U.S. "Often parents want their kids to learn English as fast as possible and often don't spend a lot of time or energy maintaining their kids' first language," she says. "That clearly has to do with the intensely monolingual orientation in this country.

“I’ve had 10 different languages in one class, so obviously you can’t speak all of those languages. And that’s a good thing. The English language becomes the lingua franca.”

“If you get the message that English is the only thing that counts, why would immigrant parents strive to get their kids to maintain their first language?”

One common misconception many people have is that, in order to teach English to someone with another native language, you must also be able to speak that native language. “That’s not the case,” says Wagner. “Literally millions of people teach a language to people who don’t have the student’s native language in common.”

Wagner, who taught English at a United Nations language program, begins simply with nonverbal gestures, easily understood concepts that can be demonstrated physically. Then the English language itself becomes the common glue.

“I’ve had 10 different languages in one class, so obviously you can’t speak all of those languages,” he says. “And that’s a good thing. The English language becomes the lingua franca. To communicate, students have to use the target language. It’s called the communicative language teaching approach. The idea is that you have to use the language to communicate, and in doing that you will learn the language.”

Graduates of the TESOL program are furthering bilingual education in a variety of roles. These include:

Sara Hutcheson, MEd ’02: After earning her master’s degree she coordinated the Philadelphia YMCA’s adult literacy volunteer program. She is currently a consultant with The Welcoming Center for New Pennsylvanians, a job placement program for immigrants with limited English proficiency. She has also worked as a transcriber at the Linguistic Data Consortium at the University of Pennsylvania and completed several lengthy assignments for the Educational Testing Service in Princeton.

“I love meeting and working with adults from all over the world,” she says. “They have a lot of family and personal pressures that kids typically don’t have, but they also come with learning strategies and personal motivation to get a job and support their families.”

Maryellen McGovern Fitzpatrick, MEd ’98, EdD ’05: The Haddon Township, N.J., resident works part-time for the Temple University Writing Center and is an adjunct professor at Rowan University in Glassboro, N.J., where she teaches both undergraduate education

courses and graduate courses on language and bilingualism. For Rowan she also conducts workshops for regular content public school teachers — ranging from math and science to phys ed teachers — who have ESL students in their classes.

Amy Roat: While working as an elementary school teacher, the mother of two from the Northern Liberties neighborhood of Philadelphia earned her ESL certification through Temple’s TESOL program two years ago. Now an ESL teacher at the Feltonville School of Arts and Sciences middle school, she says, “I loved being at Temple. It helped me be a very good first-year ESL teacher. I have a long way to go but I feel I can really do this.”

Roat, who earned her MEd from the University of Pennsylvania, teaches “entering and beginning” students, primarily Latinos, who know very little English.

“My grandfather was an immigrant from Ireland who was blessed because he knew English,” she says. “Immigrants are the lifeblood of our country and as soon as people come here their children deserve education and the best education we can give them and in order for that to happen, they need ESL.”





Dr. Bill Cosby's Fireside Chats: Getting real in talking about urban education

The young eighth-grade literacy and social studies teacher in South Philadelphia had had a very bad day, and she was telling Trustee Bill Cosby, EdD, and more than 100 College of Education students, graduates and area teachers about it. One of her male students had punched her and shoved her into a desk when she tried to break up a fight during class. Perhaps even of more concern, she felt she was not reaching her students the way she had when she taught in an inner city school in Cincinnati. Disheartened, frustrated, she was searching for better strategies.

Thus went one of the seven candid and unvarnished Fireside Chats Cosby has hosted over the past two academic years. After comforting the young teacher with a hug, Cosby unraveled her story with his inimitable blend of probing questions, humor and tough love. After the fight the teacher, who often has her students write to her if something seems to be bothering them, told the boy she and he would both “write down together how we both could have handled the situation better.”

“No, no, no!” Cosby objects. “Why did *he* strike authority? And what did he say that made you frustrated and angry enough that you lost it?”

“He said it was an accident,” she responds.

Among the advice she receives: Don't physically intercede to try to break up fights among students. One member of the audience also suggests that she try to gain better control by pairing up her students with kindergartners to help with the latter's reading skills. “What if they don't know any better?” Cosby counters. “What if they have not been taught at home and they bring what I'll call their natural behaviors to that classroom? How do you put people like that in charge of little ones? It almost sounds fantasy-like.”

Another audience member, a woman who recently retired after 38 years of teaching, asks if the teacher intends to discuss the fight with her students the next morning.

“Yes, we will reflect on it, set goals and talk about how they can meet them,” she says.

“You have to say not what *you* can do better but what can *they* do better to make the community in your classroom,” advises the retiree. “The meat of that discussion is that you want those kids to work because you know it’s in them.”

Following up, Cosby moves into a chair in the audience, and pointing around him, tells her, “This is your class. We want to know: ‘Why we gotta know this?’”

Most of her students, she says, want to be an actor or football or basketball player and she repeatedly tells them to achieve these goals they first must do well in school.

“That’s not an answer,” Cosby retorts. “Why are you *standing . . . up . . . there?* Because if you can’t tell me why you *love* what you’re teaching, it’s not going to come here,” he says, gesturing toward himself and her hypothetical class. “It’s the easiest out for any kid if you can’t answer, ‘Why I got to know this?’”

“Because if you want to achieve what you want to do, you’ve got to know this,” she says.

“That’s not an answer.”

“That’s what I give them.”

“Why?”

“Really, I don’t know,” she admits.

“Then,” Cosby says, “it’s not going to happen.”

“He’s very good at drawing out firsthand observations of what people have experienced,” says Michael Colón, a Class of 2009 secondary education math major in attendance that night. “It helps me prepare for and know what to expect when I begin teaching.”

Sometimes the evenings have a theme — student engagement and safety, creating success in the classroom,

relationship building, succeeding in alternative school environments—and sometimes the audience dictates the direction the discussions take.

Guest speakers also often accompany Cosby. November’s guest, Nikki Johnson-Huston, is an assistant city solicitor in the City of Philadelphia’s law department. After flunking out of St. Joseph’s University, the daughter of a West Coast drug addict who was homeless at the age of nine regained her scholarship, earned a business degree and then, in 2004, became one of the first students in the history of Temple University to receive JD/MBA/LLM in Taxation degrees in the same year.

Other guests have included Robert Gregory, principal of the American History High School in Newark, N.J.; Rose Ford, director of academics and partnerships with Project Forward Leap in Philadelphia; Sister Mary Scullion, founder of Project HOME in Philadelphia; Malvine Richards, headmistress of Sarah Pyle School in Wilmington, Del.; Deborah Kenny, PhD, CEO of Village Academics in Harlem, N.Y.; Philadelphia School District principals David Baugh of George Meade Elementary School and Lois Powell-Mondesire, principal of Strawberry Mansion High School; and Tricia Jones, PhD, who heads the College of Education’s pioneering CRETE (Conflict Resolution Education in Teacher Education) program, which focuses on pre-service teacher training.

The one constant is Cosby and his ability to make the discussion real and to create a communal environment in which all in attendance feel a shared mission to educate America’s children — regardless of the daily personal, socioeconomic and institutional challenges that must be overcome to achieve that goal.

“What’s interesting,” Cosby said at the beginning of the November chat, “is that when most of you decided you were going to teach you also felt you were going to save people. And then you meet people and they didn’t appear to want to be saved. As a matter of fact, they look at you as if you were some sort of evil thing,

“You’re in your twenties, you’ve had Psych 1, Psych 5, abnormal psychology, and after your first day you go home and cry because you let a 6-year-old kid put you in the toilet.

“Your parents say, ‘Why are you crying?’

“A little kid didn’t like me and I wanted to kill him,” Cosby blubbers.

“These chats are designed to hopefully give you alternatives other than becoming sad or flat-out angry with a student.”

Students are responding. “He’s not on a big stage, not Bill Cosby the comedian or Bill Cosby the actor, he’s Bill Cosby, a guy right in front of you,” says Heather Williams, BSEd ’08 (Elementary/Special Education), from Allentown. “He’s like an uncle who is very real and open and, unlike in a classroom where everyone might not feel free to speak their mind, it’s not so formal and people are more comfortable participating in an open forum.”

“Dr. Cosby encourages us to come up with our own pedagogical solutions to real world problems and promotes the fiery passion for teaching we all desire,” says Michel Andrews Pfannenstiel, an early education major. “These experiences benefit not just the graduating student but allow an open forum discussion that links pre-service and veteran teachers to have a conversation about what they love most: To teach by learning from each other and celebrating differences and overcoming challenges together.”



OUR STUDENTS SPEAK



Ryan M. Moore, '09 January Commencement Address

“Going to school in Philadelphia has allotted us all with a certain unique perspective. We have seen the success of so many individuals at its highest and its lowest. Walking throughout Center City, we are surrounded by lucrative corporations, nationally renowned firms and the pinnacle of the arts. But only steps away from our own classrooms and our own nostalgic freshman dorms, we can vividly see the world of the not-so fortunate; the trappings of the not-so lucrative. Therefore, I believe that we have a certain duty resulting from our experiences in Philadelphia. We must remember that each one of our students has the potential to end up in either theater. Each one has the ability to succeed past their wildest expectations, and each has the undeniable ability to fail. And sometimes it might be more than math, more than science or literature that guides them to create their groove toward success.

“As important as benchmarks might be, as much as standardized tests and curriculum should mean to us all, the greatest teachers in our lives are often those who teach us more than mathematical theorems or the Preamble to the Constitution. I would encourage you all to think about what message you would like to leave with your students — what you really hope that they take away from your classroom. I know I can tell stories of my favorite teachers and what they did to help me structure my life; and I promise you, they all deal with very extracurricular activities . . .

“Above all, though, I would call for you all to remember one thing. And that is that no matter where you end up teaching—whether it be in Detroit or in Pasadena — every student is the same. They all have the same opportunities and they all have the same possibilities, each with an equal opportunity for success

and grandeur in their lives. I call on you all to make it your personal goal to ensure that this remains as even more true tomorrow than it does today. Only a handful of days ago, something miraculous happened in this country, something that only a few decades ago would have been thought impossible. I guarantee you that the educators of this country had a very large part in making that possible, and I guarantee that we will all make many more extraordinary things just as possible for the lives of our own generations of students, no matter the color of their skin, who their parents were, where they grew up, their sexual orientation or their religion.”

OUR STUDENTS SPEAK

Abigail Reikow, '08 May Commencement Address

"I see here in front of me a class of prospective educators. Many of you have become my friends as well as my classmates. Many of you I would be pleased to have teach my own children some day.

"But I have also listened to a number of conversations expressing fear and hesitation about teaching in an inner-city school system such as the one we have in Philadelphia. While I can't guarantee that working in Philadelphia will ever be easy, that you will always have necessary supplies, that you will always have full administrative and parental support and involvement, I still boldly ask you to reconsider your career choices in whatever educational setting you enter. I would hope that none of you entered this program so that you could relax during the summers, while collecting a paycheck, or because you like to hear yourself talk—which obviously is the reason I chose this

major. I would hope that you came into this career with similar convictions to my own: that a fully developed and critical mind is the most powerful tool we can possess to dig ourselves out, that through taking an active role in young people's lives maybe we can even begin constructing a world where digging out is no longer necessary.

"I recently chose a tattoo on my wrist to serve as a continual reminder of such possibilities. It is an equal sign—a symbol of hope. Educational opportunities are not equal. I know that there are schools, both in and outside this city, very different from the one in which I completed my student teaching. That in these schools 90 percent of the student population is not eligible for free lunch, that these schools have the funds to send their students home with textbooks and that students at these schools have stable homes to which they return each day.

"But for those of us who choose to work in schools where these are not the conditions we face, where we remain the one constant for students whose lives are often too embattled and embittered to see otherwise, I know that it will be the investment of teachers, like me, like you, that will help to balance out a social equation that still favors some, while leaving many others behind. I wear my tattoo, then, as a mark of hope: to bring into reality the meaning it symbolizes."



Message from Valerie Gay
Assistant Dean, Institutional Advancement



Since 1919, the College of Education has been working with its students and its graduates to prepare teachers and improve schools. Ninety years later, these goals still remain our focus.

Look at the stories in this issue of *Educator* that illustrate that commitment. From our Center for Teaching Excellence's master teacher certification program to Dr. Bill Cosby's popular Fireside Chats, from the important work Willard Daggett, EdD '74, is doing across the country to promote rigor and excellence in education to the true difference our Making a Difference Project and its network of alumni volunteers are effecting, it's clear that the College of Education and its graduates believe that our schools can be and are being improved.

But this effort doesn't happen in a vacuum. It can happen more quickly if we all join together. As educators, consider the college to be a resource for you. Likewise, be a resource for the college by staying in touch with us so that, together, we can tackle the challenging issues faced by educators today.

In that regard, we would like you to suggest story ideas for future issues of *Educator*. We want to highlight the efforts of College of Education alumni who exemplify the difference our graduates are making in education in this country and throughout the world. So, whether your story eventually becomes an alumni note or a full-blown feature, we want to hear what you're doing. And please, nominate other graduates whose stories you feel are worth telling. After 90 years of preparing educators to make a difference in their students' lives, we know there are many such stories.

Please contact me at 215-204-4649 or valerie.gay@temple.edu.

Valerie V. Gay, CFP
Assistant Dean, Institutional Advancement

Office of Institutional Advancement
Here to Serve You



Tiffany Tavarez
Assistant Director
of Alumni Affairs



Pamela Mickles
Secretary

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 e-mail address in case we need to contact you to clarify any information. Send your Alumni Notes submission to:

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NEWS IN BRIEF

SATELLITE CAMPUSES

Harrisburg campus expanding graduate-level and certification programs

Energized by new program offerings and a successful fall radio advertising campaign, the College of Education's Harrisburg campus has nearly 100 students in its graduate-level and certification programs — its highest enrollment in years.

"We feel our program offerings are pretty robust," says Thomas A. Stapleford, EdD, JD, the campus coordinator of graduate education programs. "We've been focusing on expanding our enrollment in all of our programs, and overall we've been very successful in doing that.

"We have some interesting niche programs, particularly for school administrators, and as a consequence in some ways we really have the field here in central Pennsylvania to ourselves."

The pilot six-week advertising campaign on two radio stations was so successful that, according to Stapleford, the College of Education is considering adapting the campaign for Main Campus.

Among the new program highlights:

Administration Development

Program: Last fall Temple's Harrisburg campus, in a competitive process, was the first university in Pennsylvania to receive approval from the state Department of Education to offer staff development programs to school administrators, both principals and superintendents, throughout the commonwealth. The school is currently developing partnerships with school districts and school district consortiums and will begin offering programs this spring.

Play Therapy Certification: In a joint program with the School of Social Work, the campus is now offering a new graduate certificate in play therapy.



The School of Social Work shares two floors and 15 "smart" technology-laden classrooms with the College of Education at 234 Strawberry Square, the same building that houses the offices of the Pennsylvania attorney general and the state Treasury Department. The staff includes Stapleford, Clifford Smith, who handles graduate student services, and a dozen adjunct professors.

Besides placements in public schools, graduates and certificate holders are finding jobs in private schools and non-school positions, including behavioral management organizations for children.

Currently the Harrisburg campus offers the following programs:

Master's Programs

EdM, Master of Education, Educational Administration
MEd, Master of Education, Educational Psychology
EdD, Doctor of Education, Educational Administration

Certification Programs

Play Therapy
Graduate Teacher Certification Program, MEd (Curriculum, Instruction and Technology in Education)
Principal Certification Program in Education Administration (Educational Leadership and Policy Studies)
Superintendent Certification Program in Education Administration (ELPS)

MAKING A DIFFERENCE

Making a Difference Project: It takes two

One alumna, a retired Berks County elementary school teacher from the College of Education's Class of 1967, wanted to make a significant donation.

Another alumna, Diane Honor, '04, a fourth-grade special education teacher at the School District of Philadelphia's Overbrook Educational Center in West Philadelphia, had a need. She wanted to help her students do well in their upcoming Pennsylvania System of School Assessment tests. But her children could not highlight material or write in the prep workbooks the school district had been issued.

Enter the Making a Difference Project, which brings together graduates of the College of Education interested in making a contribution — either of their money or their time and expertise — to help school children and their teachers meet a particular need.

Thanks to a generous contribution from the 1967 graduate, who wishes to remain anonymous, since October each of Honor's 32 students has been able to personalize their own 100-page prep workbooks, one each for reading and mathematics.

"Before we got the books, they had to copy everything into their notebooks and it was a rather laborious chore," says

Honor. "Since we got the books I've been able to teach them how to highlight important information and words. That's the whole gig right there.

"I'm so grateful. This is so critical to my teaching and my students' learning and development, and I just couldn't afford to buy the books myself."

In the fall and early winter, Honor and her students used the books two to three times a week in both small group instruction and entire class presentations. Since returning from the holiday break she's upped that to three to four times a week in preparation for the spring test taken by every fourth, eighth and eleventh grader in the state. "I'm hoping to see a marked difference in their scores and perhaps make the case for everyone to have their own consumable workbooks in the future," Honor says.

Each of Honor's students sent a thank-you note to the donor of the books. "They were spelled right and real sweet," the donor says. "They were really charming talking about how they loved to be able to write in the books.

"Any time I can help kids I'm interested in doing it. I enjoy doing things with children."



Diane Honor, '04, a special education teacher at the Overbrook Educational Center in West Philadelphia, interacts with one of her fourth-grade students.

INSTITUTE ON DISABILITIES

Shattering the ‘Glass Staircase’

David Mitchell, PhD, the new executive director of the college’s Institute on Disabilities, wants to make Temple University the nation’s center of disability studies.

“The goal is to grow disability studies at Temple into the most significant and influential home for disability studies in the United States,” says Mitchell, who succeeded the institute’s longtime executive director, Diane Bryen, MEd ’71, PhD ’73, last July following her retirement.

Among his goals: creating a degree program that may ultimately lead to the second disability studies doctoral program in the United States. That could include, within the College of Education, creating a disabilities studies major, a department of disability studies and, ultimately, a PhD program.

Between 2000 and 2007 Mitchell was an associate professor at the University of Illinois-Chicago Department of Disability and Human Development, where he was the first full-time director of the university’s Interdisciplinary PhD in Disabilities Studies Program — the first and so far only such program in the United States. With his wife, Sharon L. Snyder, PhD, an assistant professor in disability studies at the University of Chicago-Illinois, Mitchell has edited two books, including the *Encyclopedia of Disability*, and written two others, including *Cultural Locations of Disability*.

A former English professor at North Michigan University, Mitchell has used a wheelchair for the past decade due to a congenital, chronically progressive neuromuscular condition. That personal experience prompted his wife to encourage him to explore teaching disability studies. “There’s something about your experience that needs to be explored, and I think you should do it within the university,” she told him 18 years ago. Mitchell’s disease was latent for the first 11 years of his life. “I didn’t know I had a disability until my first base coach yelled at me during a baseball game because I was so slow I couldn’t run out a single,” he recalls.

“I’ve lived a bifurcated life,” he adds. The slowly progressive nature of his disease allowed him enough time to earn his doctorate in American culture from the University of Michigan in 1993 “with enough functionality to pass as a typical student.

“Having a disability and being at the university at either the undergraduate or graduate level is an incredible obstacle because of all the assumptions and attitudes of faculty and your fellow students that comes with that.

“Almost by definition universities have not been places where people with disabilities matriculate because they are objects of study but not purveyors of knowledge. In general, the university environment has been a glass staircase.”



David Mitchell, PhD, executive director of the Institute on Disabilities

While it can improve, Mitchell believes Temple has done a better job than most universities in making the institution accessible and welcoming to those with disabilities. Still, he says, one of the challenges is to convince the 1,600 university students with disabilities to register with the Office of Disability Services in order to receive needed accommodations because “they believe the stigma will be greater than the benefit.”

During the spring semester Mitchell is teaching a graduate seminar, “Introduction to Disability Studies,” and last summer plans to head a graduate-level field placement course for students interested in gaining disability work experience. A big believer in viewing the subject of disability through the humanities, he also is currently lecturing on the subject of disability and the Holocaust in eight sections of general education Mosaic humanities seminars.

Mitchell, who now travels back and forth to Chicago to be with his wife and two children, was lured to Temple by what he calls the enormous amount of administration-level support for the discipline within the College of Education and the vibrant, active and powerful disability network throughout the Mid-Atlantic region and in the Philadelphia area.

One of 67 federally funded university-based disability studies institutes, Temple’s institute currently supports people with disabilities — including a technology lending library that allows disabled people to try assistive technologies before purchasing them — provides advocacy and offers leadership and access rights training. Praising the institute’s accomplishments under Bryen’s leadership, Mitchell says, “We will continue to reach out to the community, to professionals and service providers alike with training and education, technical assistance, information, research and service with the same energy and focus.

“Essentially,” says Mitchell, “the institute functions as an interdisciplinary think tank. One of my goals is to create further bridges for disseminating that expertise across the university.”

ACES PROGRAM

Enabling those who can't speak

If you've ever wondered what it would be like not to be able to speak, Diane Bryen, MEd '71, PhD '73, suggests that you try to communicate with others without speaking for a week.

"People will not talk to you and will avoid you," says Bryen, the former executive director of the college's Institute on Disabilities and the director emeritus of ACES (Augmentative Communication and Empowerment Supports) — a year-long augmentative communication and empowerment program she founded two decades ago to increase the communication effectiveness of adults with significant physical and speech disabilities.

The disabilities can be the result of developmental conditions, such as cerebral palsy and autism, intellectual disabilities, or acquired diseases such as ALS (Lou Gehrig's Disease), or strokes or traumatic brain injuries. Now emulated worldwide, ACES involves an intensive two-week summer session on Temple's campus and yearlong follow-up to teach participants how to use a variety of computerized voice output communication systems to enhance their ability to communicate. To generate speech, keyboards of up to 100 keys can be activated by the touch of a finger, nose, toe or a hat with a pointer, or via a laser beam or scanning switch. Software can enhance spelling and enable preprogramming of anticipated conversations, and in some cases pictograms can be used instead of individual letters to build words and sentences.

Among ACES' more recent success stories: a young Californian with cerebral palsy now majoring in computer science at Sacramento City College, and a Lehigh Valley resident now attending Lehigh University.

"It lets me make phone calls and send text messages, which is really great," the 22-year-old Californian said during a phone interview using his voice-generating device. "It opens up your world of conversation."



After attending an ACES session several years ago he became so proficient that he returned as a mentor last summer. "That made me feel great," he said.

"He's absolutely a new person," says his grandmother. "It's given him so much more independence. Before, people didn't understand him and turned him off, but now he's even making his own appointments."

Besides enabling participants to master their communication devices, the program also empowers them to dream of a brighter future and to figure out how to make those dreams into reality.

"It helped me to know what I want and to know how to get it," says the Lehigh University student who last summer volunteered at the Crayola Factory in Easton and is hoping to major in computer science with an emphasis on animation and graphics.

"It gave him the idea of looking at the bigger picture of his life," says his mother. "He knows a lot and when he is able to express it, people say, 'Wow, how do you know that?!' It's given him a way to share all of his knowledge."

Since the program started, about 180 people with significant disabilities and their support persons — friends or family members — have undergone ACES training, as have about 300 graduate students

and professionals from six continents. Similar programs are now operating in Australia, India and South Africa.

"Being able to communicate effectively," says Bryen, "is the ability to be independent, to be empowered, to be self-determined, to succeed in school, to manage your health care, to develop intimate relationships, to get a job, to marry and raise kids.

So I keep saying, 'what is the value of a voice?'"

Unfortunately, state funding through the Pennsylvania Office of Vocational Rehabilitation evaporated due to a budget cut and ACES is seeking funding to support a program during the summer of 2010. It costs approximately \$6,000 to train each student, and without private support Temple will not be able to continue the program. "What better way to invest in the future," asks Bryen, "than to ensure that people have a voice? Isn't that the intent of the First Amendment of our Constitution — freedom of speech?"

For more information about how you can donate to the ACES program, please contact Valerie Gay at 215-204-4649 or valerie.gay@temple.edu. To learn more about the program and view video and slideshow presentations of recent ACES graduation ceremonies, please visit www.disabilities.temple.edu/aces.

EXPERIENTIAL LEARNING

Hands-on history in Colonial Williamsburg

There's a significant difference between reading about history and living it — a disparity that a group of College of Education elementary education students and recent graduates quickly grow to appreciate during an intensive one-week session each summer at the Colonial Williamsburg Teacher Institute in Williamsburg, Va.

That's what happens when you spend a week living in colonial homes, eating colonial food and interacting with re-enactors in what was the Virginia colony's capital a quarter-millennium ago.

"We received so many priceless learning opportunities," says Nichole Turoff, BSED '07, from Richboro, Pa., one of five students and recent graduates who attended the 2008 session. She is now a teacher at the Center School in Abington, a private school for children ages six to 14 who have reading and language development difficulties. Recalling a re-enactor dramatizing Patrick Henry's "Give me liberty or give me death!" speech, "To actually hear the whole speech live left me at a loss for words. You could hear the passion in his voice."

This experience for Temple students and recent graduates is the brainchild of Lucien Trigiano, MD '52, a graduate of the university's School of Medicine who recently retired as a board-certified physician of physical medicine and rehabilitation. Now living in Easton, Pa., where he was born and raised, a

dozen years ago the 83-year old founded the Trigiano Foundation to support educational activities. His foundation's donations have included \$600,000 for financially needy students at the School of Medicine, where he is an original member of the school's board of visitors, and financial support for Easton and Indiana high school teachers at the Williamsburg Institute.

"Then I got the bright idea to send teachers who had just graduated to Williamsburg," says the history aficionado and Colonial Williamsburg supporter. "It's an experience they will never forget. I'm going to reach a heck of a lot more school kids this way than any other way I can think of."

Thanks to the generosity of Trigiano and his wife, Elaine, over the past four years nearly a dozen Temple students and recent graduates such as Turoff have attended the Colonial Williamsburg Teacher Institute.

In addition to an in-depth look at history and citizenship issues, among a number of virtual field trips Turoff was offered, she chose a podcast to show her students that focuses on colonial science and hand-made manufacturing processes. She hopes to have her students research a particular trade — such as blacksmiths making nails, or hatters and shoemakers making their products — and then have them teach their classmates how it was done. "Learning through a book is not the best learning style for all students," she notes.

COLLEGE OF EDUCATION IN JAMAICA

Jamaica Diaspora Foundation sponsors trip to Temple



Dean C. Kent McGuire, PhD (fourth from left), meeting with members of the choir of St. James High School of Montego Bay, Jamaica, during the students' visit to the Temple campus. The trip was sponsored by the Jamaica Diaspora Foundation's Education Sector whose co-chair, Trevor Sewell, PhD, is a professor of school psychology and the former dean of the College of Education.

2008 GALLERY OF SUCCESS AWARDEES

Nelson Bryen and Winokur Finkel



Diane Nelson Bryen, BS '68, MEd '71, PhD '73

A three-time graduate of Temple University, **Diane Nelson Bryen**, BS '68 (CITE/Elem Ed), MEd '71, PhD '73, has worked toward making the goals of independence, productivity, inclusion and full participation a reality for and with people with disabilities.

As professor of special education since 1973 and as executive director of Temple's Institute on Disabilities, Pennsylvania's University Center for Excellence, since 1992 through her retirement in 2008, Bryen has been a leader, mentor, advocate, teacher and friend in the disability community. Her vision is translated into action in a variety of ways. As a professor, mentor and advisor at Temple University, she has influenced the lives of thousands of undergraduate and graduate students. As a writer, she has published extensively, targeting both the academic and the disability communities. As director of Pennsylvania's University Center for Excellence, she has founded several unique programs that directly impact the quality of life of people with disabilities today and in the future.

As an advocate she has worked with local, state and national systems to secure needed services and supports so that people with disabilities can have the full opportunity to live, go to school, work and form meaningful relationships, just like their nondisabled peers. As a researcher, much of her work and that of her students has been consumer-focused, consumer-driven and policy relevant.

Bryen also served on several statewide, national and international boards. Her many contributions to improving the quality of life of and advocating equal justice for people with disabilities have been widely recognized. Her awards include the inaugural Temple University Great Teacher's Award, established in 1988 by the Board of Trustees; the 1996 Humanitarian Award from United Cerebral Palsy of Pennsylvania; the ACES Free Speech Now Award in 1992; two leadership awards from the Administration on Developmental Disabilities; the Temple University Stauffer Award for distinguished service in 2006; and the Distinguished Achievement Award from the Association of University Centers on Disability in 2007.



Naomi Winokur Finkel, BSEd '52

Naomi Winokur Finkel, BS Ed '52 (Early Childhood), taught in the School District of Philadelphia, the United States Air Force in France and the Los Angeles Unified School District. While teaching in Los Angeles she became an award-winning educational writer, creating film scripts and publications for many companies, including Disney Educational Media, Instructor Curriculum Materials and Prentice Hall. Two of her films won CINE awards. Talk about serendipity! An unexpected door opened when a parent of a student in her class asked her to write the product copy for his 32-page plastics catalog. He was very pleased and many referrals followed.

She soon had a growing, active side business writing collateral materials for companies while she was teaching. In 1982, Finkel founded Say It With Words, a marketing and advertising agency specializing in corporate communications. She is a business journalist, a marketing college instructor, a guest speaker and the author of *How to Get Big Business Exposure on a Small Business Budget*. She is also an active member of her Westlake Village, Calif., Rotary Club and the American Association of University Women. Finkel believes that, "Our training as educators gives us the ability to motivate, to guide, to teach and to encourage those whose lives we touch to build confidence in their ability to become our emerging leaders in all fields. What a gift!"

NEW FACULTY

The College of Education is pleased to welcome the following distinguished educators and administrators to our faculty and staff who have joined the College of Education community since 2007:



Julie L. Booth, PhD

PhD, Carnegie Mellon University
Assistant Professor of Educational Psychology
Psychological Studies in Education

Previous positions: Postdoctoral Fellow at the Pittsburgh Science of Learning Center

Research concentration: mathematical development; understanding and improving students' conceptual and procedural knowledge of math at different points of development

Why Temple?

I felt that it was a place where I could continue to be productive in my research while cultivating a love of teaching. I was excited about the vision for the college and saw a lot of potential for fruitful collaborations with colleagues around the college.



James E. Connell, PhD

Doctorate of Philosophy, Master of Arts, Board-certified Behavior Analyst, Bachelor of Arts
PhD, Louisiana State University
Assistant Professor, School Psychology Program
Psychological Studies in Education

Previous positions: School Psychologist in Salem, N.J., May Institute

Research concentration: response-to-intervention, positive behavior supports, curriculum-based measurement, applied behavior analysis.

Why Temple?

I chose Temple University after reading about Dean McGuire's commitment to urban education and the excellent clinical training model in the school psychology program in the College of Education. I also completed my baccalaureate degree at Temple University and thoroughly enjoyed the educational opportunities presented to me and the culturally diverse student and staff population. Finally, I believe in Temple's mission to offer and provide higher education opportunities to all individuals with the passion to learn.



Maia Bloomfield Cucchiara, PhD

PhD, University of Pennsylvania Graduate School of Education and University of Pennsylvania School of Arts and Sciences (joint degree in education and sociology)
Assistant Professor of Educational Leadership and Policy Studies

Previous positions: Research Consultant with Research for Action, a Philadelphia-based independent education research organization

Research concentrations: education policy, urban education, the intersection between public education and urban revitalization and economic integration of schools

Why Temple?

I came to Temple because I wanted to be a part of a university that values research and has a strong equity and social justice orientation. Temple is exciting to me because of its urban location and the diversity of students, faculty and staff. I see Temple—and the College of Education in particular—as representing the best combination of an academic institution that takes its intellectual work very seriously at the same time that it maintains a solid connection to the life of the city and a strong sense of service.



Annemarie Hindman, PhD

PhD, Combined Program in Education and Psychology, University of Michigan
Assistant Professor
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Head Start Teacher and Literacy Coach

Research concentration: I am interested in how teachers and families can, separately and in collaboration, promote the early literacy and learning-related social skills of young children, especially in under-resourced communities.

Why Temple?

I chose to come to the College of Education at Temple for many reasons, but I was most excited about the mission to prepare teachers to work in high-need settings. This is very resonant with my own interests and research, and I am really enjoying being a part of the college.



Yasuko Kanno, PhD

PhD, Ontario Institute of Studies in Education, University of Toronto
Associate Professor of TESOL
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Assistant Professor, Department of English, University of Washington; Visiting Professor, Monterey Institute of International Studies.

Research concentration: language and identity, bilingual education and critical ethnography

Why Temple?

I was very much attracted to Temple's commitment to urban education, since most immigrant English language learners are in urban schools. Also, the sense of collegiality in the college impressed me, and I am happy to report that so far people have been just wonderful.



Janice H. Laurence, PhD

PhD, Industrial/Organizational Psychology, George Mason University, Fairfax, Va.
Associate Professor
Adult and Organizational Development Program
Psychological Studies in Education

Previous positions: Director, Human Resource Development, Army Human Terrain System; Director of Research and Analysis, Office of the Under Secretary of Defense (Personnel & Readiness); Associate Professor, Naval Postgraduate School; Manager, Center for the Evaluation of Personnel Policy, Human Resources Research Organization

Research concentration: military psychology, diversity in organizations, leadership and culture

Why Temple?

As a long-ago Temple grad, I have always thought highly of Temple and am proud of the quality education I received here. I find the diversity a great plus and the Philadelphia area is wonderful.



Yoon H. Lee, EdD

EdD, Teachers College, Columbia University
Instructor
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Adjunct

Research concentration: early childhood

Why Temple?

Temple offers an early childhood pre-service program exclusively in an urban city.



Ellen Linky, EdD

EdD, Educational Administration, University of Pennsylvania
Associate Professor
Director of Clinical Education
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Associate Superintendent, Office of Curriculum & Instructional Support; Assistant Superintendent, Office of Accelerated Learning; Regional Superintendent, North Region and District Seven; Principal, William Penn High School and Morrison School (K-8); Teacher, middle grades and elementary school gifted support, all School District of Philadelphia; Principal, Cherry Hill (N.J.) West High School Teacher, middle grades, School District of Cheltenham Township

Research concentration: using partnerships to link learning and organizational theories to results-based practices

Why Temple?

Graduates of Temple University's College of Education especially serve the schools in Philadelphia and the surrounding region as well as throughout the commonwealth. All of its programs provide students and faculty an array of opportunities for innovation to connect the university's Acres of Diamonds to pre-K-12 children and youth, their families and members of their school staffs.



David T. Mitchell, PhD

PhD, American Studies, University of Michigan
Executive Director, Institute on Disabilities
Associate Professor, Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Associate Professor, Department of Disability & Human Development, and Director, Interdisciplinary PhD in Disability Studies Program, University of Illinois—Chicago

Research concentration: disability studies: civil rights; inclusive education; policy; history; culture; literature, art and film; stigma theory; discrimination; criminal justice and political economy

Why Temple?

I sought an opportunity to augment the active participation of people with developmental disabilities in higher education. Temple's College of Education provides a diverse disciplinary opportunity to influence educational systems with respect to research, teaching and training about disability.



Erin Rotheram-Fuller, PhD

PhD, University of California at Los Angeles
Assistant Professor of School Psychology
Psychological Studies in Education

Previous positions: Assistant Research Psychologist, UCLA, and Adjunct Instructor, Phillips Graduate Institute

Research concentration: My overall research focus is on educational systems change. Within that focus, I am exploring factors improving the inclusion of children with autism into typical classrooms, improving dynamic classroom measurement and examining comparative educational systems.

Why Temple?

I chose to come to Temple University because of the incredible opportunities available not only within the university, but also within the local community. This is a period of exceptional growth within the college and university, and I am excited to have a part in that process.



Matt Tincani, PhD

PhD, Special Education, The Ohio State University
Associate Professor of Special Education
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Assistant Professor of Special Education, University of Nevada, Las Vegas; Director, Center for Autism Spectrum Disorders, UNLV

Research concentration: applied behavior analysis, positive behavior support, autism spectrum disorders

Why Temple?

I chose to come to Temple because of its active research communities, high quality programs and urban location.



Elvis Wagner

Edd, Teachers College, Columbia University
Assistant Professor
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Lecturer, Teachers College, Columbia University

Research concentration: second language listening comprehension, second language assessment, and second language pragmatic competence

Why Temple?

I came to Temple because of the palpable feeling of progress and momentum that surrounds Temple and the College of Education. I also came because of the strong and diverse student body.



Allison R. Walker, PhD

PhD, Special Education, University of North Carolina at Charlotte
Assistant Professor of Special Education
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Assistant Professor, Towson (Md.) University

Research concentration: examining ways to improve the transition of students with high- and low-incidence disabilities from high school to adult life, particularly examining the types of transition services provided and how these services are delivered in the classroom and community settings; exploring how teacher preparation programs train pre-service teacher candidates to provide transition services to students with disabilities; and identifying strategies to teach self-determination skills to students with disabilities, specifically self-advocacy skills to minority students with disabilities and variables related to their success in higher education.

Why Temple?

I chose to come to Temple University because of the strong collegiality demonstrated within the special education program. In addition, coming to Temple has enabled me to work toward one of my goals as a professor, which is to produce strong teacher candidates in special education who have a solid foundation in utilizing best practices when providing education and transition services to students with disabilities in the urban setting.

FACULTY NOTES

Curriculum, Instruction and Technology in Education (CITE)

Annemarie Hindman, PhD, assistant professor in Curriculum, Instruction & Technology, was awarded the Outstanding Dissertation Award from the AERA Family-School-Community Partnership SIG.

Diane Jass Ketelhut, EdD, assistant professor of science education, has been named secretary/treasurer of the AERA SIG Applied Research in Virtual Environments for Learning. She gave an invited opening keynote, "Making Learning Real: Turning Sim City into 'Sim Science!'" at the Educause Learning Initiative online Spring Focus Session in March 2008.

Kristie Jones Newton, PhD, assistant professor of mathematics education, is a co-investigator (with Bethany Rittle-Johnson from Vanderbilt University and principal investigator Jon R. Star from Harvard University) on a five-year study funded by a \$2 million National Science Foundation grant. The title of the study is "Helping teachers to use and students to learn

Journal, 45(4), 1080-1110.: The Abstract. This study was undertaken in order to better understand prospective elementary school teachers' motivations for working with fractions before and after taking a course designed to deepen their understanding of mathematics, as well as what instructional practices might be related to any changes detected in their motivations. Eighty-five education students were given a motivation questionnaire at the beginning and end of the semester, and observations were made of the nine days when fractions were taught. Three levels of teacher data were collected to understand instructional practices. Students' ratings of the importance and usefulness of fractions (value), self-concept of ability, and anxiety were near the center of the scale at pre-test, with only value in the desired direction. At post-test, value and self-concept of ability increased while anxiety decreased, but these changes differed somewhat by instructor. In particular, reform-oriented practices, such as engaging students in high-level discourse, seemed to be associated with lowered anxiety.



from contrasting examples: A scale-up study in Algebra I." The study builds on some work the investigators have done to promote flexibility in solving algebra problems. This study extends the work to training teachers to promote flexibility with their students, using instructional practices that prior research has shown to be effective.

Newton also published an article: Newton, K.J. (2008). An extensive analysis of pre-service elementary teachers' knowledge of fractions. *American Educational Research*

Jacqueline Leonard, PhD, associate professor of mathematics education, spoke at the 2008-2009 Colloquium Series at Arcadia University in November.

Leonard and **Brian Evans, BS '99, MEd '01, EdD '05**, co-authored a paper entitled, "Math Links: Building Learning Communities in Urban Settings" that appeared in the inaugural issue of the *Journal of Urban Mathematics Education* in December 2008.

Aneta Pavlenko, PhD, associate professor, TESOL program, has published an article, "I'm very not about the law part": Non-native speakers of English and the Miranda Warnings" in *TESOL Quarterly*, 42, 1, 1-30.

Pavlenko also published a new book, *Multilingualism in post-Soviet countries* (Multilingual Matters, 2008), dedicated to recent language and education reforms in the post-Soviet space, the area of her most recent research.

Joseph S. Schmuckler, professor of chemistry and science education, has had a number of recent publications in the field of science education. He has collaborated with colleagues, some of which are former doctoral students in the College of Education, on the projects, journal articles and textbooks that appear below:

Schmuckler, Frank Sutman (formerly of Temple University) and Joyce Woodward co-authored the textbook, *The Science Quest: Using Inquiry/Discovery to Enhance Student Learning* (Jossey-Bass Publishers). This book is based on eight companion doctoral dissertation studies completed over an eight-year period here in the College of Education's Science Education section of the CITE Department.

Schmuckler and **David M. Majerich, EdD '04**, continue with the analysis of their six-year study of the efficacy of using demonstrations in the teaching of chemistry (qua science). Their research shows that the chemistry learned and applied is significantly greater for students who were taught with the science lecture demonstration (SLD) method they developed versus a traditional lecture demonstration (TLD) method. The results of two years of their study, "Improving Students' Perceptions of Benefits of Science Demonstrations and Content Mastery in a Large-Enrollment Chemistry Lecture Demonstration Course for Non-science Majors," appeared in the *Journal of College Science Teaching*, May/June 2007, pp. 60-67. The paper was presented before the national meeting of the American Chemical Society in Salt Lake City in March 2008.

Schmuckler and Majerich also have published a research-based article, "Demonstrating Indigo Carmine Oxidation-Reduction Reactions: A Choreography for



Chemical Reactions," based on their SLD method. The reaction has been widely recognized as one that can demonstrate the many characteristics of chemical reactions. Their research and demonstration was presented in August at the National Conference of the American Chemical Society. The Indigo-Carmine demonstration was published in the *Journal of College Teaching*, March/April 2008, pp. 14-16.

The Gordon Research Conference, one of the American Chemistry Society's most prestigious conferences, provides an international forum for the presentation and discussion of frontier research. Schmuckler and Majerich were invited to present their research on "The Effects of a Science Lecture Demonstration Method: A Compensation for Students' Inattention Blindness" at the conference. It was held in June 2009 at Colby College, Waterville, Maine.

Schmuckler and Majerich presented a summary of their research entitled "Effects of a Research-based Science Lecture Demonstration Method: A Four-year Review" in August 2009 at the Research in Chemical Education—Active Learning Division of the 238th ACS National Meeting & Exposition in Washington, D.C.

Schmuckler, Majerich and **Kathleen Fadigan, BS '93, EdM '96, EdD '03**, co-authored a textbook, *Compendium of Science Demonstration-related Research From 1918 to 2008* (Xlibris publishing). The book highlights the empirical research focused on high school, college and university classroom demonstration use from 1918 to 2008, including a summary of the research-based SLD method. This research team also delivered a presentation entitled "What is Past is Prologue: Four New Research-based

FACULTY PROFILE

Stephen Jay Gross: A New “DEEL” for Turbulent Educational Times

The past quarter century has been a turbulent time for public education thanks to a political tug of war over the true meaning of school reform. Steven Jay Gross, EdD, professor of education administration, thinks that the turbulence schools are encountering is similar to the turbulence airplanes experience.

That concept has resulted in Gross’ turbulence theory, a widely accepted theory featured in four books Gross has published during the past 11 years: *Ethical Educational Leadership in Turbulent Times* (2007, co-authored with professor Joan P. Shapiro, EdD), *Leadership Mentoring: Maintaining School Improvement in Turbulent Times* (2006), *Staying Centered: Curriculum Leadership in a Turbulent Era* (1998) and *Promises Kept: Sustaining School and District Leadership in a Turbulent Era* (2004).

“There is no innovation without turbulence,” says Gross. “The key is how you handle it. It gives people a way to gauge how hard the problem is compared to others so that you’re not always reaching

for the panic button.” For example, the appropriate response of teachers, parents and the community at large to the replacement of a school principal should vary greatly depending on whether it’s a well-run school with an obvious heir apparent or the principal of a struggling school is abruptly fired and the school has been put on probation due to poor test results.

Gross is also a leading figure in a movement called the New DEEL (Democratic-Ethical Educational Leadership), which seeks to lift education beyond the top-down accountability movement toward the values of democracy, social justice and authentic learning. The New DEEL, which held its annual conference at Temple in late February, includes representatives of about 20 universities, public school systems throughout the country, and educators in Canada, the United Kingdom and Australia.

“To raise the next generation of citizens who can handle a democracy we need to have leaders who can reach out beyond the schools’ walls to focus on conditions,



Steven Jay Gross, EdD

such as no health care and poor housing and job prospects, that can impact a child’s performance in school,” says Gross. “We need to reach out to community leaders such as church leaders, physicians and activists to build a community of people who come together to work on solving these problems. Just newer tests are not going to solve the problem.”

Considerations for Preparing Students to Perceive and Learn from Science Demonstrations” in 2008 at the Sixth Annual Hawaii International Conference in Education.

Catherine Schifter, PhD, associate professor, authored a book, *Infusing Technology into the Classroom: Continuous Practice Improvement*, about the CPI project in Philadelphia schools. The book was published in May 2009 by IGI Global, the leading publisher of technology-related books.

Elvis Wagner, EdD, assistant professor of TESOL, published an article, “Video Listening Tests: What Are They Measuring?” in the fall 2008 issue of *Language Assessment Quarterly*. The article investigated the extent to which ESL learners attend to and utilize the nonverbal information found in a video text-based test of L2 listening ability.

Wagner presented a paper entitled “Correlating Performance on an L2 Video Listening Test with the Rate of Eye Contact with the Video Monitor” at the American Association for Applied Linguistics annual conference in March. Wagner also presented a “Work in Progress” at the Language Testing Research Colloquium in March, also in Denver. He discussed his project, “Using Video to Test L2 Pragmatic Competence.”

Christine Woysner, EdD, associate professor of elementary education/K-12 social studies, is the author of *The PTA, Race, and Civic Engagement, 1897–1970* (Ohio State University Press, 2009). The book is a study of the racial policies and practices of the PTA, which was a segregated organization from 1897 to 1970. She argues that despite PTA leaders’ attempts to be inclusive, the



Christine Woysner

organization remained segregated for many decades. In 2008 the organization named its first African-American female CEO (the first African-American female president led the organization about 10 years ago).

In February 2009, Woysner was an invited speaker at Indiana University where she spoke of trends

in the history of social studies. She also gave a talk on teaching women’s history at Waynesburg University, and gave a talk, titled “Using Images in Teaching Social Studies, or What I Learned from Museum Educators,” at the annual meeting of the Middle States Council for the Social Studies at Salisbury University in Maryland. Woysner was awarded \$15,000 by the Library of Congress to complete her project, “Picturing women: Gender, images and representation in teaching history with primary sources;” hosted a weekend planning meeting at Temple in October 2008 as the program chair for Division F, History and Historiography, of the American Educational Research Association; and discussed her research on bringing women’s history into the secondary school curriculum at the Women’s Day event held at Central High School in March 2008.



Erin Horvat

Educational Leadership and Policy Studies (ELPS)

Marc Lamont Hill, PhD, assistant professor of urban education, in January 2009 published an article in *Teachers College Record* entitled “Wounded Healers: Forming a Community through Storytelling in Hip-Hop Lit.” He also published an article in the *Journal of Education, Pedagogy, and Cultural Studies* entitled “(Homo) Thuggin’ It: Hip-Hop, Outing, and the Pedagogy of Queerness.”

Erin McNamara Horvat, PhD, associate professor of urban education and principal investigator, and **Maia Cucchiara, PhD**, assistant professor and co-principal investigator, have received a \$40,000 grant from The Spencer Foundation for the study “Can Middle-Class Parents Save Urban Schools?: Understanding the Motivations of Middle-Class Parental Involvement in Urban Schools.” The study, which will continue into 2010, is looking at how middle-class parents decide to send their children to public schools and how their involvement within these schools differs from parents with lower socio-economic statuses. The study is being conducted at three public schools in different Philadelphia neighborhoods.

Horvat is working with Barbara Ferman, professor of political science in the College of Liberal Arts and director of the University Community Collaborative of Philadelphia on a project based in Chester, Pa., that is funded by a Provost Research Incentive grant. They are working with Janet Ford of the Chester Youth Collaborative to help create a more child- and youth-friendly environment. The investigators are working with and

interviewing leaders in religious and educational organizations to identify resources that can be leveraged in order to create new spaces that are more welcoming to youth.

Horvat and Cucchiara, along with **Laura Porterfield**, an urban education doctoral student, are interviewing parents, teachers and administrators. Unique to this project is an advisory board that is made up of faculty and scholars from various fields and universities. Some of the board members are: Annette Lareau (University of Pennsylvania), Ruth Neild (Johns Hopkins University), Will Jordan (College of Education), Susan DeJarnatt (Beasley School of Law), Joshua Klugman (CLA, Department of Sociology) and Kimberly Goyette (CLA, Department of Sociology).

Michelle Chaplin Partlow, PhD, clinical assistant professor, and Carolyn S. Ridenour, professor of educational leadership at the University of Dayton, co-authored an article, “Frequency of Principal Turnover in Ohio’s Elementary Schools,” published in the spring 2008 *Mid-Western Educational Researcher*, 21, 2, pp. 15-23.



Barbara Nelson Pavan

Dr. Barbara Nelson Pavan was the first recipient of an award named in her honor, the Barbara Nelson Pavan Award for Women’s Leadership in Education presented by Temple University Educational Leadership and Policy Studies department sponsored 2008 New DEEL Conference. After spending 24 years at Temple University, Pavan retired as professor of educational leadership emerita. Of the 70 doctoral dissertations which she chaired, 15 received recognition. Many of her students were present at the ceremony. Barbara L. Jackson, professor of Educational Leadership at Fordham University, gave the invited lecture.

C. Kent McGuire, PhD, dean, College of Education, and **Vivian W. Ikpa, PhD**, associate professor of educational administration, co-authored a paper entitled “Ethical Decision Making and Governance in Urban Communities.” Their research was presented at the November 2008 One Voice Institute of Elemental Ethics and Education Conference in Tarrytown, N.Y. They discussed structural features in funding systems that severely affect one’s ability to meet students’ needs. They asserted that politicians, community leaders and other stakeholders are frequently engaged in political battles that give rise to disjointed decisions that do little to eradicate these structural obstacles. The authors’ research focused on cultural forces, institutional features, policy network activities and how interest groups influence ethical decision making in governmental arenas and K-16 learning communities.

The two also published a book in the series they edit, “The Achievement Gap: Research, Policy and Practice.” The volume is entitled: *Policy Leadership and Student Achievement: Implications for Urban Communities* (Information Age Publishing, 2008).

Joan Shapiro, EdD, professor of educational administration, received the Lindback Award for Distinguished Teaching. She and her achievements were featured in the April 24, 2008, edition of Temple Times. She also had a chapter published in the anthology, “The Evolution of American Women’s Studies,” edited by Alice E. Ginsberg. The book is comprised of reflections by women’s studies scholars that focus on how the field has evolved. Citation: Shapiro, J.P. (2008). Gender

at the center: The making of an educator. In Ginsberg, A.E., *The evolution of American women’s studies: Reflections on triumphs, controversies, and change*. (pp.55-65) New York: Palgrave Macmillan.

Shapiro and **Steven Jay Gross, EdD**, associate professor of educational administration, were very active at the 2008 University Council for Education Administration Convention in Orlando, Fla. She presented a paper entitled “Beyond Value-Added: The Development of Moral Literacy in a Research University,” co-authored with **Temple University President Ann Weaver Hart**, Laurinda B. Harman, PhD, associate professor and chair, Health Information Management, College of Health Professions, and **Provost Lisa Staiano-Coico**. This action research study focused on values in President Hart’s inaugural address, in the provost’s academic planning process and in a new applied ethics certificate for undergraduates at Temple. Gross presented a paper with Dana Mitra, assistant professor of education at Pennsylvania State University, entitled “Increasing Student Voice in High School Reform: Building Partnerships, Improving Outcomes.” He also shared his research and teaching experiences with graduate students from AERA divisions A & L in a session entitled “An Evening with the Scholars.”

Shapiro and Gross also co-chaired a New DEEL (Democratic Ethical Educational Leadership) Town Hall entitled “Leadership for Learning/ Democratic Ethical Educational Leadership—Are these Two Educational Movements Compatible?” as well as a New DEEL workshop on the future of this educational movement.

Shapiro also spoke during a session on papers about ethics and morality in education, and she chaired the UCEA Ethics Committee that is designing an ethical code for educational leadership faculty. Gross is also a contributor to this effort. This committee is also working on a blog that will contain ethical dilemmas from faculty in the field.

Gross presented a lecture in October 2008 entitled “Using Turbulence Theory to Inform School Leadership in a Time of Flux,” to more than 80 educational leaders from eastern Pennsylvania who belong to the Lehigh University School Study Council.

Psychological Studies in Education (PSE)

Jean Boyer, PhD, clinical assistant professor, is part of the ASPP/Pennsylvania training team for PREPaRE: Crisis Prevention, Preparation and Response. The team continued the statewide rollout of the curriculum with a presentation of the second and third training modules at the Carbon-Lehigh IU for psychologists, counselors and school administrators in the region as well as for the Bucks County Intermediate Unit in Doylestown, as part of the Association of School Psychologists of Pennsylvania PREPaRE training team. The PREPaRE curriculum involves three full-day modules created by the National Association of School Psychologists in collaboration with the U.S. Department of Education. The training focuses on school and district-wide preparation and prevention measures for a variety of crisis situations, along with a multitiered response model once non-preventable crisis have occurred.



Glenn E. Snelbecker

Jennifer Cromley, PhD, assistant professor of educational psychology, is the principal investigator on a three-year, \$10,000 study funded by the National Science Foundation aimed at increasing retention for minority students in gateway science, technology, engineering and mathematics (STEM) courses. The interdisciplinary team of researchers will conduct a mixed-methods study using three cohorts of first-year STEM students as participants. The team will use Dweck's 1999 entity/incremental theory of achievement motivation and look at cognitive and motivational predictors contributing to students' persistence in the program.

Cromley and **Yasuko Kanno, PhD**, associate professor of TESOL, have been awarded a research grant from the Association for Institutional Research (AIR) for their proposed project on "English language learners' access to and attainment in postsecondary education."

Gordon Hart, PhD, professor of counseling psychology, has published the article, "Effects of Video Games on Adolescents and Adults," in the journal *CyberPsychology and Behavior* with a team of master's degree students and one doctoral student, **Tara Lally**. The article can be viewed online at: <http://www.liebertonline.com/doi/pdf/10.1089/cpb.2008.0117>.

Janice Laurence, PhD, associate professor in adult organization and development program, presented at the West Point Global Leadership Conference: Understanding the Human Dimension in an Era of Persistent Volatility, in March 2009. She sat on a panel discussing "Resilience: What Is It?—Why We Need It—How We Get It."

Glenn E. Snelbecker, PhD, professor of educational psychology, and **Frank Farley, PhD**, Laura H. Carnell professor of educational psychology, were each inducted into the inaugural Fellows Program by the American Educational Research Association. The goal of the AERA Fellows Program is to honor education researchers with substantial research accomplishments and to emphasize to new scholars the importance of sustained research of excellence in the field. The program recognizes AERA members who have made exceptional scientific or scholarly contributions to education research or significant contributions to the field through the development of research opportunities and settings.

Institute on Disabilities (IOD)

Jenn Seale, augmentative communication service coordinator, presented a poster session entitled "Quantitative Differences in Aphasia Interactions with Visual Scenes AAC Displays" at the Pennsylvania Speech-Language-Hearing Association in Pittsburgh in April 2008. **Amy Goldman**, associate director, who serves as chair of the Pennsylvania Board of Examiners in Speech-Language-Hearing, presented "Your PA License" at the same conference.

Mary Segal, PhD, research scientist at the Institute on Disabilities, in November presented findings from her research on health promotion for persons with developmental disabilities at the annual conference of the Association for University Centers on Disabilities in Washington, D.C. Her two presentations were "Implementing healthy nutrition choices for obesity prevention in persons with intellectual disabilities" and "A new participatory action research model for the disability community."

Urban Education Collaborative (UEC)

Heidi A. Ramirez, PhD, director of the Urban Education Collaborative, served on a panel at the Pennsylvania Latina Women Symposium. The panel also included **Sara Manzano-Diaz**, member of the College of Education Board of Visitors and deputy secretary, Pennsylvania Department of State. The symposium was part of Gov. Edward G. Rendell's Advisory Commission on Latino Affairs in recognition of National Women's History Month and the contributions of Latina women. Ramirez also served as a panelist for the AERA Special Interest Group (SIG) on Education and Philanthropy in March 2008 in New York City. Other panelists, for the discussion "Traditional versus Venture Philanthropy: Respective Strengths and Challenges," included Robert Schwartz, Harvard Graduate School of Education, and Candace Bell, William Penn Foundation and chair of the Urban Education Collaborative Advisory Board.

Ramirez made several presentations at a National Comprehensive Center for Teacher Quality (NCCTQ) forum held in March 2008 in Arlington, Va. It was



Heidi A. Ramirez

attended by state education agency, technical assistance center and district representatives from throughout the country. Ramirez presented "From Planning to Action: Effectively Using Your Professional Development Resources." In other sessions, "Professional Development in Practice—Addressing the Needs of Special Student Populations," and "K-12-Higher Education Collaboration Opportunities for Improving Teaching Quality," Ramirez highlighted the work of the College of Education and Urban Education Collaborative.

Ramirez, **Lynne Steuerle Schofield** and **Melissa Black, EdM '07**, also have authored a research brief, "Principals' Hiring of Teachers in Philadelphia." Published by the Urban Education Collaborative, the brief—synopsizing a forthcoming full report—examines efforts by the School District of Philadelphia (SDP) to inform principals about strategies for attracting and hiring teachers and how principals respond to that information. The research study focuses on the district's school-based selection of teachers, as well as pay incentives offered for teaching in hard-to-staff schools or teaching hard-to-staff subjects. National Board of Professional Teaching Standards' certification or new district hires. Generally, the study finds that although SDP has made good progress in informing principals about site-based selection policies, principals were often predisposed against implementing the innovations and incentives in teacher hiring, a predisposition complicated by overlapping roles of principals and the district, some confusion in hiring schedules and a need to customize information according to a principal's length of tenure in the job. The brief is available online at <http://www.temple.edu/education/uec/HiringBrief.pdf>.

Chris Sadjian-Peacock, project coordinator for the Center for Teaching Excellence (CTE), represented CTE at the Annual Health and Welfare Conference of the Philadelphia Federation of Teachers. Sadjian-Peacock presented information on the National Board of Professional Teaching Standards' (NBPTS) certification process.

Marilyn Murphy, EdD, deputy director of the Urban Education Collaborative and communications director of the Center on Innovation and Improvement (CII), led an orientation session on "Strengthening the Statewide System of Support."

The Center on Innovation and Improvement

The Center on Innovation and Improvement (CII), a national content center funded by the U.S. Department of Education in partnership with Temple University College of Education and the Academic Development Institute in Illinois, presented a webinar for the Pacific Regional Comprehensive Center in November 2008. **Marilyn Murphy and Sam Redding**, director, co-presented on "Effective Implementation of a Web-based School Support System."

OTHER

James P. Byrnes, PhD, associate dean, and **Barbara Wasik, PhD**, PNC Professor of Early Childhood Education, authored a book entitled *Language and Literacy Development: What Educators Need to Know*, published by Guilford Press.

AERA PRESENTATIONS

The American Educational Research Association is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.

AERA is the most prominent international professional organization of its kind. Its more than 25,000 members are educators; administrators; directors of research; persons working with testing or evaluation in federal, state and local agencies; counselors; evaluators; graduate students; and behavioral scientists.



The theme of the 2009 AERA annual meeting in San Diego, Calif., was "Disciplined Inquiry: Education Research in the Circle of Knowledge." Temple University participants and presenters included:

Elizabeth Allen: Tutor Development in the Academy and Out: Experience and Education in the Writing Center

Julie L. Booth, PhD: Facilitating the Diagrammatic Advantage for Algebraic Word Problems

Isabelle Chang: Pre-Academic Achievement and Teacher Effects on Children's Reading Growth

Jennifer G. Cromley, PhD: Individual Differences in Effects of Motivation on Reading Comprehension Predicting Science Achievement From Science Media Use and Science Enjoyment Across 57 Countries Using PISA-2006

Maia B. Cucchiara, PhD: Can Middle-Class Parents Save Urban Schools? Economic Integration and Parental Involvement in an Urban Setting; The Final Piece of the Revitalization Puzzle? Public Schools and Urban Revitalization

James Earl Davis, PhD: Manhood, Masculinity and the Education of African American Males Parental Influence on Black Boys' School Readiness and Academic Achievement; Is a Postdoctoral Fellowship/Training Program Right for You? If So, Then When? Where? How? Why?; African American Leadership in Urban Schools: Implications for Organizational Structure and Improved Educational Outcomes

Daniel Ellis: Tutor Development in the Academy and Out: Experience and Education in the Writing Center

Claudia Smarkola: Anywhere Anytime Learning in Higher Education Honors Students: Measures on Student Achievement, Student Satisfaction and Constructivist Teaching

Daniel Gallagher: Tutor Development in the Academy and Out: Experience and Education in the Writing Center

Josephine Ann Gasiewski: Dropout Re-entry into the Educational Pipeline via an Urban GED Program

David Gates: A Research-Based Profession is Needed to Meet the Challenge of Urban Schools

Adele M. L. Gonzaga: Examining the Experience of Mentorship in the Development of Urban Principals; Incentive-based Reforms in Urban Schools: Lessons from the Field

Steven Jay Gross, EdD: Democratizing School Leadership and Organization for Improved Student Outcomes: Perspectives, Challenges and Prospects; The New DEEL (Democratic Ethical Educational Leadership): Contributing to the Circle of Knowledge

H. Bernard Hall II: Schooling Teachers, Schooling Ourselves: What K-12 School Teachers Want to Know about Using Hip-Hop in Their Classrooms

Marc Lamont Hill, PhD: Manhood, Masculinity, and the Education of African-American Males Beyond Beats and Rhymes: Street Fiction as Hip-Hop Cultural Text

Annemarie H. Hindman, PhD: School-Family Partnership and Early Literacy in Head Start Parenting Preschoolers: Multiple Dimensions and Their Long-term Contributions to Literacy and Social Skills

Erin McNamara Horvat: Can Middle-Class Parents Save Urban Schools? Economic Integration and Parental Involvement in an Urban Setting

Vivian W. Ikpa, PhD: Urban Challenges: Leadership Structures and Governance

Dominique E. Johnson: Investigating the Gender Divide in Academic Course-Taking: Relationships between School Engagement and Achievement in High School Math and Science Courses among Students of Color; Investigating Gender and Single-Sex Schooling in the Education Longitudinal Study of 2002

Will J. Jordan, PhD: What Do Principals Need to Know to Support Mathematics Reform in Their Schools?; Incentive-based Reforms in Urban Schools: Lessons from the Field

Girija Kaimal, PhD: Examining the Experience of Mentorship in the Development of Urban Principals; Perspectives of Emerging Adult Children from Families with Depression: Examining Changes Through Narratives; Incentive-based Reforms in Urban Schools: Lessons from the Field

Yasuko Kanno, PhD: Immigrant English Language Learners' Access to Higher Education and Individual Agency

Diane Jass Ketelhut, EdD: Situated Assessment Using Virtual Environments for Science Content and Inquiry (SAVE Science): Exploring Cognitive Load in Immersive Educational Games

Jacqueline Leonard, PhD: Pedagogical Practices for Teacher Education

C. Kent McGuire, PhD: Meeting the Challenges of Urban Communities: Funding School Districts

Anthony C. Perez: Predicting Science Achievement from Science Media Use and Science Enjoyment Across 57 Countries Using PISA-2006

Camika Royal: Living Double: Reflections of Three Black Philadelphia Educators: An Oral History

Lori Salem: Tutor Development in the Academy and Out: Experience and Education in the Writing Center

Jayminn S. Sanford-Deshields, EdD: Global Perspectives on Intercultural Exchanges and Intercultural Education

Catherine C. Schifter, PhD: Situated Assessment Using Virtual Environments for Science Content and Inquiry (SAVE Science): Exploring Cognitive Load in Immersive Educational Games

Joan P. Shapiro, EdD: The New DEEL (Democratic Ethical Educational Leadership): Contributing to the Circle of Knowledge

ALUMNI NOTES

1950s

Marciene Mattleman, BSEd '51, MEd '62, EdD '67, president of After School Activities Partnership, a supervised after-school recreation activities program for young people in fourth to 12th grades in Philadelphia, was honored at the annual Bread & Roses 30 for 30 Tribute to Change. She was one of 30 individuals honored for breaking new ground in building paths to social justice in the Philadelphia region. And, most recently and most significantly, Mattleman was the 2007 winner of the prestigious Philadelphia Award, given each year "to a citizen of the Philadelphia region who, during the preceding year, acted and served on behalf of the best interests of the community."

Joan Berhang Waldbaum, BSEd '52, traveled to Buenos Aires with the U.S. Maccabi team for the 2007 Pan American Maccabi Games. She won six gold medals and was the oldest female swimmer from any competing country. Waldbaum also has been inducted into the Philadelphia Jewish Sports Hall of Fame.

M. Mark Mendel, Esq., BSEd '52, is a lawyer practicing in Philadelphia. Last April the Philadelphia Trial Lawyers Association's Lifetime Achievement Award was named after him for his "unwavering tenacity in the protection of the civil justice system and the rights of victims."

Irene F. Bodek, BSEd '53, and her husband Walter J. Bodek, helped organize an art exhibit for the Wellness Community of Philadelphia, an organization supporting cancer survivors and patients, at the Walter & Leonore Annenberg Conference Center for Medical Education at Lankenau Hospital in Wynnewood, Pa.

Gerald A. Schiller, BSEd '57, a retired teacher living in Newbury Park, Calif., has published a new book, *The Man Who Defied Death*. Since retiring, he has authored eight books and more than 100 magazine and newspaper articles. He is also a performing magician and a member of the International Brotherhood of Magicians and the Magic Castle in Hollywood, Calif.

McKinley Lennox, BSEd '58, MEd '68, a retired elementary school principal, was recognized as a member of the Abington Memorial Hospital Foundation's Loyalty Society for the second consecutive year.

1960s

Dr. William F. Stier Jr., MEd '66, distinguished service professor and director of athletic administration/sport management at the College at Brockport, State University of New York, recently had his 21st book and 350th article (in 93 different journals) published. His most recent book is, *Sport Management: The Business of Sport* (American Press 2008), and his most recent article: Stier, Jr., W. F., Schneider, R., Kampf, S., Haines, S. & Gaskina, B. (2008). Selected risk management policies, practices, and procedures for intramural activities at NIRSA institutions. *Recreational Sports Journal*, 32(1), 28-44.

James McGowan, BSEd '68, is program coordinator for Children's Choice, a private, nonprofit child welfare agency in Philadelphia. He supervises clinical social workers and works with public child protection agencies to provide intensive counseling for children and their families. He has served as a child welfare services professional for more than 37 years.



Marciene Mattleman

Ken Silver, BSEd '69, MEd '72, is a musician and school principal in New Hope, Pa. He has released a new CD of classic jazz standards, *I'll Be Seeing You*. The album features Temple graduates **Joseph McAnally, MUS '87**, **George Frueh, MUS '82**, and **Howard Podolnick, SCT '72**.

1970s

Dr. Robert J. Gerardi, MEd '70, spent most of his 54-year career as a school superintendent of schools. For the past three years, he has been an adjunct professor supervising student teachers at his alma mater, Rowan University, and for the past two years also has served in the same capacity at the

Richard Stockton College of New Jersey. He subscribes to a quote of Noel Coward, the great playwright and composer, who said, "Work is much more fun than fun."

Dr. Jay Shotel, MEd '70, EdD '73, chair of the Department of Teacher Preparation and Special Education at George Washington University, has co-written a new book with his wife and Temple University alumna, Sue Shotel, a retired Montgomery County, Md., teacher and administrator, about their daughter's struggle with leukemia. For more information, please visit <http://itsgoodtoknowamiracle.googlepages.com/home>.

Latrisha Galloway-Lacy, MEd '71, was honored with an award for her work as a civil rights activist and leader prior to the passing of the Civil Rights Act of 1964. She received the award from the University of North Carolina at Asheville and the government of Asheville, N.C.

Barbara Zucker, MEd '71, an artist and interior designer based in Schwenksville, Pa., was a juror and exhibitor at The Philadelphia Sketch Club's *Absolutely Abstract* 2007 exhibition in November. She exhibited her painting Mill Pond Series: Round Rock I, an acrylic on canvas.

Barbara Hillier, BSEd '72, principal of Hillier Architecture in Philadelphia, has built a web site with her husband J. R. Hillier, called OBIT. Located at www.obit-mag.com, it concentrates on interesting lives from a fresh perspective, with stories focusing on lives well lived, what death can mean to the living and what living meant to the dead.

Jayne Capwell-Gibbs, BSEd '73, MEd '76, has been appointed director of enhanced living at Wesley Enhanced Living (WEL), a nonprofit, progressive aging services provider and continuing care retirement community developer headquartered in Southampton, Pa. Capwell-Gibbs will spearhead development of an enhanced living delivery model, an approach to aging that empowers seniors to rediscover their purpose and find greater fulfillment.

Thomas P. McCann, BSEd '75, EdD '97, the principal of Vineland High School South Campus, served during the 2007-08 academic year as executive principal of both Vineland High School campuses. Previously he was the principal of the Landis Intermediate School and served as an adjunct professor in the College of Education's graduate program.



Green Posthumously Receives 2009 Certificate of Honor

Edna R. Green, BS '34, who was posthumously awarded the College of Education's 2009 Certificate of Honor at Founder's Day, wanted to be a doctor.

But when the Depression hit she was the only one in her family of five who could find work, so she began her 40-year teaching career by teaching biology at Camden High School. After the Depression, she taught in Philadelphia at Overbrook High School, then transferred to Girls High School, where she became chair of the biology department. Walking the streets of Center City with Green frequently meant hearing women of all ages say, "Mrs. Green? Is that you?," followed by a conversation in which she quickly recalled not only the woman's name but details of her life as a student at Girls High.

When WHYY decided to experiment with teaching on television in the 1950s, Edna became the first science teacher to have a weekly program on Channel 12.

After retiring from the School District of Philadelphia, for several years Green ran a summer science program for women at Bryn Mawr College.

Green was also an artist and writer. A painter and sculptor in almost all media, she studied painting at the Art Institute in Strasbourg, Austria, and sculpture at the Pennsylvania Academy of the Fine Arts. Her work was displayed at Rittenhouse Square art shows and at the University of Pennsylvania Alumni Club. In addition, she wrote *Biology*, a textbook published by Silver Burdett in 1968. It was so successful in schools across the country its second edition was published in 1974. During that time Green was invited to write the "biology" entry in *Encyclopedia Britannica*.

An intrepid traveler into her late 80s, she literally went to almost every country in the world, many more than once. She took three trips to China, the first as soon as the country was opened to tourists in the 1970s, the second on a train through rural China several years later. She loved going by ship, even travelling by banana boat to South American ports, and going by train, including the Orient Express.

Not content to retire and relax, Green worked for the Federal Emergency Management Agency (FEMA) as an on-site organizer at natural disasters, usually hurricanes, on the East Coast from New England to Florida. She was also an active member of the Senior Associates at the University of Pennsylvania, taking two courses each semester until her health began failing at the age of 93.

Edna Green was a remarkable woman. Born long before anyone considered giving equal rights to women, she crafted her own life, leaving a rich legacy for all of the women—and men—whose lives she touched. Much loved, she is sorely missed.

Barbara Pearl, BSEd '77, is the author of two books, *Math in Motion: Origami in the Classroom K-8*, which recently was translated into Spanish, and *Whale of a Tale*, a story for Pre-K–2 grades that includes instructions on how to fold a paper whale. Her vision is to make math in motion a part of every grade school child's education, especially inner city and minority children. Her books are available via her web site, www.mathinmotion.com and from online book retailers. She also is an adjunct teacher of math at Bucks County Community College and is president of the Philadelphia chapter and region of Pi Lambda Theta, a national honor society of educators.

Arlene Lassin, BSEd '78, MEd '81, a journalist for 15 years, writes regularly for the *Houston Chronicle*, the nation's seventh largest daily newspaper, and freelances for magazines. She now has a featured blog on the newspaper's web site, <http://www.chron.com/channel/momhouston/commons/hotflashes.html>.

James A. Percoco, BSEd '79, a history teacher at West Springfield High School in Fairfax County, Va., has published *Summers With Lincoln: Looking for the Man in the Monuments*. The book chronicles his four-year personal odyssey to uncover Abraham Lincoln's identity through a handful of monuments erected in the president's memory.

Roseann B. Termini, MEd '79, a lawyer and professor at Widener University, recently spoke at the 14th Annual Health Law Institute of the Pennsylvania Bar Institute. She has co-authored articles for the *Food and Drug Journal*, *Update* and the *Pennsylvania Bar Association Quarterly*, and is the author of *Life Sciences Law: Federal Regulation of Drugs, Biologics, Medical Devices, Food and Dietary Supplements*.

1980s

Mary R. Sudzina, PhD '87 (educational psychology), is internationally known for her work with case studies, and for being a "first adopter" in teaching online with case studies. She is author of *Case Study Applications for Teacher Education*, and producing the DVD, *Teaching and Learning with Case Studies*. Sudzina was named professor emerita of educational psychology from the University of Dayton. Now residing in Charleston, S.C., she remains involved in a variety of educational activities as a conference speaker and consultant, as well as serving on three Dean's Advisory Boards: The University of Kentucky School



Mary R. Sudzina

of Dentistry, Western University School of Dentistry and the Medical University of South Carolina School of Nursing. As a mother of two young children while pursuing her doctorate, Sudzina loved her experiences at Temple and the top notch people that mentored her there including Joe DuCette, Lee Messinger and Glenn Snelbecker.

1990s

Lori Morris, BSEd '92, teaches seventh-grade English at Conrad Weiser Middle School in Berks County, Pa.

Anissa Dungee, BSEd '93, received her second master's degree, in counseling psychology, in May 2008 from Rosemont College after earning a master's in education from Saint Joseph's University in 2001. She is an elementary school counselor in Delaware County, Pa.

Tamekia D. Young, MEd '99, is a licensed professional counselor at VisionQuest, a national youth services organization that provides intervention services to at-risk youth and families. She has earned certification as a national certified counselor through the National Board for Certified Counselors Inc., which promotes professional accountability and ensures that consumers' rights are protected. She is married to Ira J. Young.

2000s

Nicole Borelli, BSEd '00, is the operations manager for Vooght Custom Audio/Video Systems' Mount Joy and Doylestown, Pa., offices.

Rafael E. Cancio, PhD '00, was named director of training for the Department of Veterans Affairs' Caribbean Healthcare System Psychology Internship Program in San Juan, Puerto Rico. He has been a counseling psychologist for the VA since 2004.

Rev. Joseph DiMauro, EdD '01, has become the principal of the Nativity Preparatory School of Wilmington, Del. The school is part of the NativityMiguel Network of Schools, which provides college preparatory education to deserving students from low-income families.

Michael Johnson, BS Ed '04, is teaching sixth grade and is the webmaster at Overlook Elementary School in Abington, Pa. In his fourth year with the Abington School District, he expects to graduate with a master's degree in educational administration and a principal's certificate from Gwynedd-Mercy College this spring and hopes to become an administrator in the near future.

Dolores Silva, A Colleague Passes

Dolores Silva, EdD, professor emeritus, passed away unexpectedly on May 7, 2008, at her home in Bernalillo, N.M. Dr. Silva taught in the College of Education's CITE Department from 1967 until her retirement in 2003. She was highly respected and held a national reputation as a scholar in curriculum theory and design. Dr. Silva also served for many years, beginning in 1995, as a court-appointed monitor in a long-running Philadelphia school desegregation case before the Commonwealth of Pennsylvania Court. Her memory lives in on in her students, family and friends.

Giles M. Few Jr., BS '51, EdM '60

Giles grew up in North Philadelphia, the son of a craftsman who also made violins, and fostered Giles' love of music. A WWII veteran, following the war, Giles attended a newly formed community college geared toward the overflow of GIs. After two years of studying there, Giles received a letter from Temple University stating that he was welcome to attend the university. According to Giles, "I didn't choose Temple. Temple chose me, and I'm grateful." Having received his undergraduate and master's degrees from the College of Education, Giles went on to teach in the School District of Philadelphia for many years, and following his retirement, remained an active substitute teacher until a few years ago. When reflecting upon his life, Giles said, "I have recently arrived at the opinion that it's important to give back to my alma mater, because I can't pay for the opportunities my university education has afforded me." Married to his beloved wife of over 45 years, Bette, Giles was 89 years old.

IN MEMORIAM

'20s

Mrs. Kathryn Furst, BSEd '28

'30s

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