

EDUCATOR

TEMPLE UNIVERSITY COLLEGE OF EDUCATION

FALL 2013

National Leader

KENT SCRIBNER AIMS
HIGH TO EDUCATE
HISPANICS IN PHOENIX

ALSO

COLLEGE'S NEW DEAN
YOUNG ALUMNI NETWORK





Celebrating 95 Years of Providing Access to Excellence for All.

Save the Date for our Gala Anniversary Celebration, March 13, 2014 6:00-10:00 p.m.

Special Guest: Urban Education Scholar & Advocate, Dr. Pedro Noguera



College of Education



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DEAN'S MESSAGE



REAL OPPORTUNITIES TO IMPACT U.S. EDUCATION

I am thrilled to be the new dean of Temple University's College of Education. I left the deanship of the University of Denver's Morgridge College of Education to head the college for a number of reasons, including: the great diversity of experience of our students and their commitment to the public good; our exceptional faculty; the dynamic new university leadership of President Neil Theobald, PhD, and Provost and Senior Vice President for Academic Affairs Hai-Lung Dai, PhD; and the college's close relationship with the city and School District of Philadelphia, whose opportunities and challenges are emblematic of those facing the nation as a whole.

If we can make a difference through educational initiatives and partnerships that we spearhead here in Philadelphia, the potential for such measures to be scaled up and replicated nationally is quite real. Closing the educational opportunity gap is an issue that personally resonates with me. Several months before I was born, my parents fled South Africa's apartheid for a Toronto suburb. As an immigrant family, education was our ladder to success. That's why I have such a deep appreciation for

education's ability to transform people, families and communities.

Given current economic conditions, it admittedly is a difficult time to be in education. In light of significant layoffs, we need to be more disciplined and strategic in terms of the number and types of education majors we enroll and graduate. For example, there is still demand for math and science teachers. In addition, our goal shouldn't be to be the largest producer of new teachers, but to be the most influential producer of new teachers—teachers who go on to embrace leadership opportunities as either lead or master teachers or as administrators.

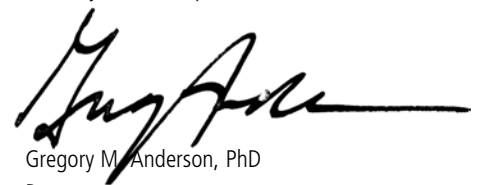
At the K–12, post-secondary and higher-education levels, there also are opportunities to offer educational leadership programs that prepare the next generation of educational administrators and leaders. In addition, both in terms of faculty-conducted research and the training of new policy thinkers/leaders, there is a real opportunity for the college to influence educational policies. In such critical fields as early childhood education, special education, higher education, literacy and

English-language acquisition, we have the faculty expertise to shape the future.

With externally funded research expenditures totaling \$9 million last year, the college's faculty already has a robust research portfolio. But, drawing on my experience as a higher-education policy officer at the Ford Foundation, I believe the research talents of the current faculty and our priorities for recruiting new faculty members will result in even more substantial research funding.

In conclusion, the time is right for the college to assess all of our assets and reorganize the way we do business in order to meet our evolving mission and the educational needs of our region and nation—and from the discussions I've already had with our faculty, they are poised to do just that.

Meanwhile, as I embark on this new position, I look forward to hearing from and meeting as many alumni as possible.



Gregory M. Anderson, PhD
Dean

OUR STUDENTS SPEAK

Several College of Education students are blogging about their experiences. Here are excerpts from two blogs posted last semester. To catch up with what's going on with these future teachers, go to their blogs:

Cassandra Leonti, cassandrалеonti.wordpress.com

Class of 2014, Early Childhood Education, Buckingham, Pa.

The Little Things

“Although being a teacher is a pretty difficult job, at the end of the day it's the little things that make it that much better and easier. Last week in my practicum, or my student observation/teaching, I started off the day on the wrong foot, forgetting to pack my lunch and wearing a very uncomfortable pair of shoes. Towards the end of the day a little girl was showing me how well she can count money. After that she returned to her desk and came back to me about 5 minutes later with this note: ‘You are my best friend for every (sic) in the world.’ So like I said, it's the little things that can make a not so good day that much better.”



Chelsea Tranbaugh, templemadechelsea.wordpress.com

Class of 2015, Early Childhood Education, Easton, Pa.



That Moment When ...

“That moment when you realize you are pursuing what you love is certainly a moment that puts you on cloud nine. This past Tuesday I completed my second lesson, which was observed by my cooperating teacher as well as my supervisor. My lesson was on main idea and supporting details. I used a concept map as a visual, and had the students interact with it by giving a main idea and having the students come up with pictures that support the main idea. ...

“I felt so comfortable teaching, and most importantly the students seemed like they really enjoyed the activity and understood the concept! Of course, there are still many things to work on and after my lesson I was able to conference with my practicum supervisor and chat about how the lesson went. Overall, my lesson went very well and I couldn't be more happy! It certainly confirmed that I'm following my dreams by doing what I love.”



Kent Scribner

AIMING HIGH TO EDUCATE HISPANICS

Five years ago, when Kent Paredes Scribner, MEd '92, PhD, became superintendent of Phoenix Union High School District, the largest such district in Arizona, he faced three main challenges:

1. The impact of the Great Recession had begun to trigger what, over four years, would become a 21 percent cut in educational funding

2. Relations between the administration and the teachers association were confrontational

3. With a 94 percent minority student population—including 78 percent Hispanic—and with more than 80 percent living at or below the poverty line, the metropolitan Phoenix district suffered from a deficit mindset that primarily focused on trying to minimize failure by just tackling the dropout and graduation rates.

Yet while other districts were furloughing teachers, slashing salaries 5 to 10 percent, and cutting arts and sports, under Scribner Phoenix Union's 16 schools fared much better. Thanks to streamlined academic programming and a 200-position reduction in force mostly accomplished through retirements and resignations, after a four-year salary freeze the staff has received two-percent raises each of the past two years.

Meanwhile, at his first convocation he told his nearly 3,000 employees: "I reject the notion of 'us vs. them.' We are all in this together." The district's new, pared-down mission statement,

"Preparing Every Student for Success in College, Career and Life," meant collaboratively focusing on student needs and support, not adult-focused conflict.

Most importantly, in a district where Spanish is the primary language spoken in 62 percent of the 26,000 students' homes, Scribner began raising the bar on what urban school districts should expect—both of themselves and of English-language learners.

"It amazes me that here in Arizona, it's a common sentiment—including among many of our politicians—that being an English-language learner is somehow a problem that needs to be fixed, as opposed to viewing bilingualism

as a great asset,” says the member of the President Obama’s Advisory Commission on Educational Excellence for Hispanics. “Fortune 500 companies are looking for bilingual, bi-cultural, resilient, collaborative employees. So if our students are disadvantaged—and here goes the speech—they have all the ‘disadvantages’ of success.

“We need to move away from the deficit model that seeks to minimize failure at the expense of the middle- and upper-level achieving kids who live in South Phoenix and North Philly,” he adds. “We need to view students as great assets that should be nurtured, invested in and motivated.”

Rallying politicians, nonprofits, academics, businesses, his staff, parents and students around that oft-stated philosophy, Scribner has implemented significant measures to increase academic rigor, college-readiness and college-going. The payoffs so far:

- a 78.5 percent four-year graduation rate, slightly above the state average and far better than the 55 percent rate 10 years ago—with Hispanic and African-American rates both outpacing state averages
- an annual dropout rate of 5 percent, the lowest in recent history—with Hispanic and African-American rates outpacing both state and national averages

- a record \$40 million in academic and athletic scholarships offered to graduating seniors in 2012, a 66 percent increase over the previous year
- with AP enrollment doubling, 10,600 students are taking honors, AP and International Baccalaureate classes
- hundreds more graduates are enrolling in college.

To engineer this transformation, Scribner relied heavily upon the interpersonal and leadership skills he acquired while earning his master’s degree in counseling psychology from the College of Education. “What do leaders do for a living?” he asks. “We listen, we reframe conversations, we de-escalate conflict, we motivate. Those are all the skills that I learned through my training, my time and my education at Temple.”

“There are military brats and there are university brats,” says Scribner. “I’m a university brat.”

Born and raised in Los Angeles, where his father was a UCLA education professor, at the age of 10 Scribner and his family moved to Philadelphia in 1975 when his father, Jay D. Scribner, PhD, became dean of the Temple College of Education. Scribner remembers frequent dinners in the family’s Penn Valley home with

Kent P. Scribner, PhD, conferring with Gabriel Trujillo, EdD, principal of Trevor Browne High School, and (right) visiting with one of teacher Gary Reichow’s Central High School math classes.





“We need to view students as great assets that should be nurtured, invested in and motivated.”

doctoral students from such foreign locales as Nigeria and Sierra Leone. “The conversations allowed us to have an international perspective, to realize how fortunate we were in America, and gave us a greater appreciation of things like social justice and technological innovations,” Scribner says of himself and his three siblings.

From day one though, the Scribner children had international perspectives. Their mother, Alicia Paredes Scribner, grew up in Mexico City until the age of 9, when her oil-executive father moved his family to Houston and then to Los Angeles. “We all spoke English and Spanish at home,” recalls Scribner, who went on to earn his BA in Latin-American studies in 1988 at Minnesota’s Carleton College. His faculty advisor was the late Paul Wellstone, a political science professor and a Democrat who, two years after Scribner graduated, won his first of two terms in the U.S. Senate.

After graduation Scribner began an MBA program at the University of North Carolina. But he quickly rejected that path. While earning his master’s degree over the next four years, he taught Spanish to both Spanish- and English-speaking students at charter-school precursor The Community High School in North Philadelphia. “He was really engaging as a leader,” recalls Portia Hunt, PhD, professor of counseling psychology. “He learned the skills to get people to

connect with each other and was excellent at getting to the core of issues that people were having conflicts over.”

Over the next six years he earned his doctorate in educational leadership and administrator certification at Arizona State University (ASU). As a graduate research assistant, his examination of Phoenix Union’s court-ordered desegregation compliance included neighborhood interviews. An owner of a small Mexican restaurant in South Phoenix urged him to come back to also interview her 22-year-old daughter, Juanita, who is now Scribner’s wife of 17 years, the mother of their two children and the restaurant’s owner.

“I thought I was interviewing her,” he jokingly says of his mother-in-law, “but she was interviewing me.”

Continuing to work on his PhD, in 1994 Scribner began climbing the administrative ladder in the Phoenix area with positions as an assistant principal and then principal of an elementary school. After receiving his doctorate in 1998, he directed an elementary school district’s multicultural curriculum; handled human resources for another elementary district; and for five years was superintendent of the Isaac School District, an elementary school district where his focus on increased parental involvement helped enhance student achievement.

Finally, in July 2008, Scribner became Phoenix Union’s superintendent. “I’d argue that being superintendent of Phoenix Union is one of the most challenging jobs, maybe the most challenging, in our region,” says Phoenix Mayor Greg Stanton. “There are so many different things pulling at you. You have to be a consensus builder and a great communicator, and he certainly has those skills.”

Stanton also contends it is one of the region’s most critical jobs. Phoenix Union is 10 years ahead of Hispanic population demographic projections for Phoenix, 20 years ahead of statewide projections and—with Hispanics expected to represent 60 percent of U.S. population growth between now and 2050—the district is also a national precursor. As Scribner says, “Improving educational outcomes for Hispanic youth is not a Latino issue, it is an American issue.”

“What’s at stake is nothing less than the future of the city of Phoenix,” adds Stanton. “If they aren’t successful, we can’t be. That being said, I’m confident the right person is in charge ... and he’s got the results to prove it.”

Scribner’s first task was reversing the pervasive distrust between teachers and administrators, between schools and the community. Making it clear he valued the critical role teachers play in raising



“Improving educational outcomes for Hispanic youth is not a Latino issue, it is an American issue.”

student achievement, his open-door policy stressed the importance of collaborative decision-making. “Listening to teachers, to kids and to school administrators creates a two-way flow of information that leads to the best solutions,” he says.

As a result, says Gabriel Trujillo, EdD, principal of Trevor G. Browne High School, “He has totally changed the environment of this organization from one where we didn’t engage the teachers association—if anything we avoided them—to one where he has made them partners, not adversaries.”

Selina Alonzo, a Maryvale High School English teacher and 2012 White House Champion of Change, agrees: “After you spend time with him you don’t feel like he’s this unapproachable boss. He feels more like a cheerleader for what you are doing to make things better for our students and community.”

Scribner also began tackling the entrenched low-expectations mindset. “People here have huge hearts,” says Althe Allen, PhD, the district’s assistant superintendent for instruction & accountability. “But sometimes people don’t have high enough expectations as perhaps they should, and in some ways that enables the students to not succeed.”

Scribner’s mantra: Aim higher. Lattie Coor, president emeritus of ASU and

chairman and CEO of the Center for the Future of Arizona, has known Scribner since he was a doctoral student. As superintendent of the Isaac Elementary School District, Scribner embraced the center’s initiative that supports low-income Latino students—a program now also flourishing in Phoenix Union.

“Kent has a rich understanding of the Latino culture and a deep commitment to making sure that students, no matter their family circumstances or financial capacity, not only get an education but a high-quality, competitive education,” says Coor. “Too often larger districts in poorer communities have been unable to provide that, and Kent’s belief to his core is that’s what his schools should be doing.”

To enhance graduation rates, Scribner’s strategy includes rigorous, career-relevant instruction. Three high schools are now specialized schools—including bioscience and police/fire—and, within the comprehensive high schools, Scribner has embedded magnet programs, including those specializing in visual and performing arts, medical arts, engineering and architecture, aerospace, international studies, career and technical. The robotics program at Carl Hayden Community High School is so good that, prior to Scribner’s tenure, its students bested MIT students in an underwater robotics competition.

The district also is one of Arizona’s first to embrace higher Common Core State Standards. But in a district where just before his arrival only 341 students took college entrance exams, perhaps Scribner’s boldest move was convincing the state legislature and the Helios Foundation to pay for every Phoenix Union junior to take the ACT.

“That has done more than anything else to transform us into a college-going culture,” says Scribner, “because it begins the conversation about rigor for teachers, and with students regarding their preparedness.” Besides being an important district progress barometer, Trujillo adds that simply taking the test makes the idea of attending college more concrete for students.

To make that concept even more plausible, Scribner has launched in-school mentoring/support programs and collaborated with numerous community partners who offer after-school support. For example, each year the Be A Leader Foundation (BALF) helps 700 9th- through 12th-graders enhance their college chances. Monthly five-hour workshops cover such skills as building a strong transcript; test prep; school involvement and leadership; personal statements; and applying for college, financial aid and scholarships.

In her rural central Mexican village, Maria Rico had no hope of schooling beyond 6th grade. Unable to speak English when

she arrived with her family in Phoenix in 2001, the nine-year-old was placed back three grades. After regaining two of those grades, she joined BALF as a ninth-grader at Trujillo's school. By her senior year she was taking all AP and honors courses and was president of her AP English club and vice president of her school's National Honor Society and Be A Leader club. Thanks to a free BALF program, by the time she graduated in May she also had earned 24 college credits at Glendale Community College.

After being accepted by 10 colleges and receiving a plethora of foundation and merit scholarships, including one of only two Best Buy-funded scholarships in Phoenix, Rico is a fully-funded ASU freshman. She is double-majoring in criminal justice and psychology, with business and Spanish minors—paths suggested by an FBI agent she shadowed for a day as part of BALF's career and college student shadow days.

"Since I was a child in Mexico I've had a passion for police work," Rico says. "The Be A Leader Foundation gave me this great opportunity to speak with an FBI agent who said if I do well in those courses, I'll be a great candidate to join the FBI."

"Giving up school after sixth grade would have been heartbreaking, but as a child I never thought I would come to the U.S. and be able to go to college," adds Rico. "I am extremely thankful to the Be A Leader Foundation. We need that extra push to tell us this is what you have to do to get there."

While there is still much to do, such success stories are Scribner's *raison d'être*. Referring to the choice he made 25 years ago, he says:

"I feel like I'm finally in a place where, when I come in each morning, I don't feel like I'm going to work. I just feel like I'm going in to make Phoenix a better place, and I don't think I could have gotten that in the middle management of Bear Stearns or wherever a UNC-Chapel Hill MBA would have taken me."

The Scribner Family Business

Driving home from work, Phoenix Union High School District Superintendent Kent Scribner often calls his father Jay D. Scribner, EdD, the College of Education's dean between 1975 and 1987, to discuss his day's work issues. "It's the most valuable professional development that I've done," says Scribner. "For feedback and guidance, he's a safe, trustworthy source."

The elder Scribner left Temple for an endowed education chair at the University of Texas-Austin. No slacker, his wife and Kent's mother, Alicia Paredes Scribner, BS '77, MEd '82 & '87, PhD '89, brought four Temple education degrees with her to Texas, where she ultimately became professor and director of the school psychology program at Texas State University.

During their Texas careers both Scribners produced books relevant to their son's current calling. Jay co-edited *The Politics of Education Association Yearbook 1994*, which included a first chapter partly co-written by Kent and his ASU mentor, Robert T. Stout. Five years later Jay and Alicia Scribner co-edited *Lessons from High-Performing Hispanic Schools*, which highlighted best-practice schools along the Rio Grande border. "In terms of both teaching and assessment, it's not an easy process," says Alicia, a 2005 College of Education Gallery of Success honoree. "But we have to understand the process of second-language acquisition and understand that these kids come with skills in their own language that we have to tap."

All four of the Scribners' children are educators. "We never encouraged them to do it, but I suppose that happens in a lot of families and we're very happy with what they are doing," says Jay.

Older son Jay chairs Old Dominion University's education department. Samantha Scribner, BA Art and American Studies '92, is an assistant professor of education at Indiana University-Purdue University Indianapolis. Connie Shultz is a bilingual speech pathologist for the public schools in Dallas, Texas, where her parents—now retired professors emeriti—live (as well as in Seal Harbor, Maine).

Seven years ago, the University Council for Educational Administration established the Jay D. Scribner Mentoring Award to honor his four decades of advising scores of doctoral candidates and junior professors. "Of particular note," the UCEA stated, "is Jay D. Scribner's unique ability to reach across racial, class and gender differences in his mentorship, nurturing scholars from under-represented backgrounds into a profession largely homogeneous in composition."

The first awardee: Jay D. Scribner.

Celebrating Kent P. Scribner's 1988 Carleton College graduation were his father, Jay D. Scribner, EdD, former dean of the Temple University College of Education; sister Connie Shultz; mother Alicia Paredes Scribner, PhD '89; Kent; brother Jay P.; and sister Samantha.





YAAC Ambassador Jessica Scherff BS '10, interacting with her 7th grade math students at the Dunbar Promise Academy.

Young Alumni Advisory Council

New Network for Recent Grads

Like many first-time teachers, Jessica Scherff, BS '10, has experienced classroom-management challenges at the Dunbar Promise Academy near Temple's Main Campus. "Temple provides a strong foundation for classroom management, but once you're in the middle of it you realize you need 100 different options, not just 20," she says. "It's trial and error."

Fortunately, Scherff—who was a special-education teacher her first year and now teaches math and science to 7th and 8th graders—has had several mentors. A teacher coach assigned to her by the School District of Philadelphia counseled her numerous times. Among her tips: Make her lessons as interactive as possible "because they need to move, they just can't sit."

She also was counseled by Susan Heyward, BSEd '93, Dunbar's dean of students. Her

advice: Don't just teach your students; work at building personal relationships with them.

So after being cursed out the first day of class by one of her male students, Scherff eventually spent time with him over lunch trying to forge a personal connection. When she mentioned her father was a general building contractor, "He told me he loved to build things," she recalls. So she assigned him hands-on projects that required significant math and geometry, such as designing a scale model of dice enlarged 2.4 times, and a model of an actual city. Now, she says, "Once he gets into it, he's great."

That kind of advice is one of the rationales behind the College of Education's newly formed Young Alumni Advisory Council (YAAC). "The goal of the council," says Scherff, a YAAC Ambassador, "is to support new and emerging teachers

through mentorships, professional development and simply having someone to call when you're having a tough time."

It is all about bonding together and forming a network among younger College of Education graduates in order to help them grow together professionally. Consider another YAAC member, Brian Quinn, BS '10, a substitute teacher at Belmont Charter School in West Philadelphia. When he was having trouble with students talking during his class, Scherff—a Temple classmate—recommended a strategy that turned out to be successful: changing the seating arrangements.

"You come in as a first-year teacher with all these ideas about how it's supposed to work," says Quinn, "but then you are dealing with kids who have something going on at home, anything from fighting with their siblings to mom and dad are separating. They come in angry and



Veronika Paluch BA BUS '08, MEd '11 (from left), Brian Quinn '10, Andrea Terrero '09 and Brian Plush '10 enjoying a YAAC social event at a Temple men's basketball game.

“The goal of the council is to support new and emerging teachers, including through mentorships, professional development and simply having someone to call when you’re having a tough time.”

—Jessica Scherff, BS '10

confused and the last place they want to be is sitting trying to learn fractions.”

A remark Scherff made to Susie Suh, the college’s director of development & alumni affairs—“I wish I could get more involved with other alumni”—coalesced during the past year into the launch of YAAC. In addition to Scherff, the Council’s Ambassadors include: Quinn, Brian Plush, BS '10, and Tamika Jackson, BS '12. Plush is a 6th-grade teacher at Ziegler Elementary School in the same Northeast Philadelphia neighborhood where he was raised. Due to Philadelphia School District layoffs, Ziegler is the fifth school in which Plush has taught since he graduated. “With so much going on with the Philadelphia School District and the teaching profession in general,” he says, “we need to network, to learn how to communicate and handle ourselves professionally.”

After starting off a year ago as a literacy support teacher at the Mastery Charter School’s Grover Cleveland Campus at 19th and Erie streets, Jackson took over a first-grade class midway through the spring semester. “After college, teachers definitely need a support system for each other,” says Jackson, a native of Prince Georges County, Md., who was a

recipient of the Dr. Mildred Rice Jordan '65, '89, urban education scholarship, and the 2012 outstanding special education graduate. “I also think it is important to give back to your college in different ways, whether it is financially, service or reaching back to current students,” says Jackson, the first in her family to earn a college degree.

And while the title of the group is the Young Alumni Advisory Council, members are not necessarily all young as much as they are relatively new to teaching—which reflects the mix of traditional and older adult students the college attracts. In her mid-40s, Scherff spent most of her adult life as a restaurant manager before a quote by the female British novelist, George Eliot—“It’s never too late to be what you should be”—spurred her to become a teacher.

The father of a seven-year-old daughter, Quinn’s is another inspiring story. He dropped out of high school before eventually earning his G.E.D. in his early 20s. After taking classes at Delaware County Community College and online classes through the University of Phoenix, he enrolled in the College of Education in 2006, the same year he married.

Posted on Scherff’s refrigerator is an essay one of her 7th-grade boys wrote in another teacher’s writing class. The assignment: Write about someone you appreciate. Referring to Scherff, the student wrote:

“No matter how crazy we get, you still teach us. That teaches me to never give up.”

“He doesn’t know I have it,” she says, “and this might sound corny, but every morning when I reach into the refrigerator and see it I think to myself, ‘Okay, I can still do it.’”

Future plans under consideration for YAAC include:

- expanding the membership to alumni teaching in the suburbs by scheduling some events on the Ambler Campus
- professional development, including linkage to the college’s graduate education programs and certifications
- addressing the needs of current students, including mentoring and mock interviews

Graduates interested in joining the Young Alumni Advisory Council should contact YAAC@temple.edu.

PhilaSoup: Good for the Teaching Soul

When Gamal Sherif, MA Ed '95, asked a Sunday evening crowd to divide themselves according to whether they had taught for up to five years, or more, about 80 percent of the 70 attendees shifted to the less experienced side of the room.

Fittingly, that's the target group for the College of Education's new Young Alumni Advisory Council, as well as one of the main constituencies of PhilaSoup, a new nonprofit organization whose April event at Ritter Hall Annex was hosted by YAAC.

Since the fall of 2011 PhilaSoup has been holding meetings for teachers at different venues throughout the city once a month during the school year. Patterned after a similar program in Detroit, each two-hour event involves time to mingle and a modest meal of gourmet bread and soup—during which teachers give three-minute pitches for programs they would like to fund for their students. After the presentations, each attendee votes for their favorite

project. The winning teacher gets half of the \$10 that each attendee contributes (the other half helps cover the cost of the food, some of which is donated).

"It's a cool way to both create community and to fund projects and have a stake in your community's development," says Claire Landau, a first-grade charter school teacher who launched PhilaSoup with her sister, Nikka Landau, an issues advocate.

In addition to Sherif, Veronika Paluch, BA BUS '08, MEd '11, is also a PhilaSoup board member and the group's treasurer.

"I love the teachers I work with but my school is small," says Paluch, who teaches third grade at the Teaching Alliance for Progress Charter School near Temple's main campus. "I needed to meet other teachers from different kinds of schools and different walks of life. It's important for me to network."

After hearing from several different presenters, the April event actually resulted in two awards:

- a \$500 prize, funded by the Marci Resnick Fund, to help finance a fledgling debate team comprised of special-education students coached by Hayley Harrison at the Samuel B. Huey Elementary School in Southwest Philadelphia;

- and a \$330 mini-grant, funded by the PhilaSoup attendees, to help 16 Eastern University Academy Charter School (grades 7-12) students taught by Jason Huber in East Falls earn their way towards a "Global Classroom Project" trip to Costa Rica.

"The atmosphere was one of just real excitement and enjoyment," says Landau, who plans on having another PhilaSoup event at Temple sometime in the future. "People were enthusiastic about being there and meeting new people. It was a terrific, community-building evening."

For more information, visit PhilaSoup's website at www.philasoup.com.

(Left) PhilaSoup meeting attendees included (from left) meeting award winner Jason Huber, a teacher at Eastern University Academy Charter School; Jessica Scherff '10, YAAC Ambassador; Susie Suh, the college's director of development and alumni affairs; Elaine Leigh, PhilaSoup board member; meeting award winner Hayley Harrison, a teacher at the Samuel B. Huey Elementary School; PhilaSoup co-founder Claire Landau; Veronika Paluch BA BUS '08, MEd '11, PhilaSoup board member; and James Earl Davis, PhD, the former interim dean.



NEWS IN BRIEF

COLLEGE OF EDUCATION

Gregory M. Anderson, PhD, Appointed Dean of the College

Gregory M. Anderson, PhD, the dean of the Morgridge College of Education at the University of Denver since 2009, was appointed dean of the College of Education effective July 1, 2013.

“Gregory Anderson’s combination of experience and vision has prepared him to lead Temple’s College of Education—a national leader in teaching and research—at a critical moment for education in the city, the state and the nation,” says Temple University President Neil Theobald. “The College of Education’s future is bright, and its graduates have never been more in need.”

“With his breadth of experience and demonstrated accomplishments at a top academic institution, a nonprofit organization with a social mission and an up-and-coming education graduate school, Gregory Anderson will provide the leadership that can help the faculty and the university meet the challenges of tomorrow,” says Temple Provost and Senior Vice President for Academic Affairs Hai-Lung Dai.

Says Anderson: “I have great appreciation and respect for the senior leadership of the University and the College of Education’s nationally distinguished faculty, its exceptional staff and diverse student body. I am excited to contribute to what promises to be a transformative period in the university and college’s revered history and pledge to lead with integrity, responsibility, passion and vision.”

In less than four years as dean of the Morgridge College of Education,

“... Gregory Anderson will provide the leadership that can help the faculty and the university meet the challenges of tomorrow.”

—Hai-Lung Dai
*Provost and Senior Vice President
for Academic Affairs*



Joseph Kauffman '13 (left) and Robyn Broadnax '14 (right) speaking with James Earl Davis, PhD, former interim dean (striped tie) and Dean Gregory M. Anderson, PhD.

Anderson led the college to national recognition. He supervised the completion of a new \$21.4 million facility, introduced new department structures, degree offerings and a comprehensive faculty governance system while sustaining and enhancing community, district and government partnerships in Colorado.

During his tenure, Anderson spearheaded a major transformation of the college’s faculty and student body which resulted in 20 new faculty hires, including four endowed chairs/professors, and significant increases in enrollments and tuition revenue. Under his leadership the college’s student body

and faculty became the University of Denver’s most diverse among graduate units and its largest single producer of sponsored research grants in 2012–13.

Before joining the University of Denver Anderson was an associate professor at the Program in Higher and Postsecondary Education at Columbia University’s Teachers College. In 2006, he also became the higher education policy officer in Educational Opportunity and Scholarship programs at the Ford Foundation in New York. He was responsible for overseeing one of the largest portfolios at the foundation featuring both international and domestic higher education grants. Anderson also sat on the foundation’s executive committees of multi-foundation partnerships and foundationwide initiatives involving the United States, Africa, Central and Latin America and Asia. In 2008 he led the foundation’s strategic planning team responsible for developing a new vision guiding U.S. and international higher-education programming.

COLLEGE OF EDUCATION

James Earl Davis, PhD, Interim Dean, Returns to Teaching

After serving nearly three years as the interim dean of the College of Education, James Earl Davis, PhD, is returning to teaching.

In appointing Gregory M. Anderson, PhD, as dean effective July 1, Hai-Lung Dai, PhD, the university provost and senior vice president for academic affairs, lauded Davis. “James is a highly regarded member of our faculty,” said Dai. “It is because of his strong leadership as interim dean that our College of Education has continued to flourish in the last 32 months.”

Davis, who previously had chaired the Department of Educational Leadership and Policy Studies, in November 2010 was appointed interim dean following the departure of Dean C. Kent McGuire, PhD. Highlights of Davis’ tenure included:

- a major college restructuring that has resulted in two rather than three departments enhancing collaboration and better organizing faculty according to their scholarly expertise and training

- new faculty hires who have helped increase the college’s research profile, bringing externally funded research expenditures to \$9 million last year

- new transfer articulation agreements that make it easier for students from the Philadelphia, Delaware County and Montgomery County community colleges to transfer to the college with full acceptance of their earned credits

- a substantial increase in the number of online and hybrid course and program offerings, including the first master’s degree and certificate programs offered exclusively online

- an increase in the college’s engagement in local public and charter schools, including appointing a special assistant for school partnerships and community outreach

- enhanced branding, marketing, communications and enrollment management initiatives that have strategically positioned the college for future growth.

“The college is positioned for continued growth and development,” says Davis, “which speaks to the value proposition the college continues to offer our students.”

After helping with Anderson’s transition to his new post this past summer, Davis returned this fall as a professor of both educational leadership and urban education. “Dean Anderson is an emerging thought leader and new, interesting voice for education—both colleges of education and higher education in general,” says Davis, who also served previously as an associate dean. “I look forward to working with him.

“Over the past three years, it has been a distinct honor and humbling experience to lead the college and work with such an outstanding faculty, staff and students.” A nationally recognized expert on the educational experiences and outcomes for boys and young men of color, Davis is looking forward to devoting more time to his research, teaching and working with graduate students.

UNDERGRADUATE RESEARCH

Diamond Research Scholar Researching Human/Child Trafficking in U.S.

Louisa DeHart ’14 is one of just 25 Temple University undergraduates who spent the past summer as a university-funded Diamond Research Scholar. Her research topic is “Child Sex Trafficking and Undocumented Immigration.” The daughter of American Presbyterian missionaries, DeHart was raised in Pakistan and attended high school in Malaysia. It was there, as a high school senior, that

she first became interested in the impact human trafficking was having on Burmese refugees, particularly children.

“I was teaching at an undocumented immigrant/refugee school in Malaysia and I heard a lot from different non-government organizations,” says DeHart, a middle-grades math and language-arts education major. “Most of the trafficking victims are very

vulnerable displaced persons or people without status or citizenship.”

DeHart’s faculty mentor is Tom Waidzunas, assistant professor of sociology in the College of Liberal Arts. Through interviews and research, DeHart planned to measure the extent of the problem, both locally and nationwide, and assess efforts to end human trafficking in this country.

CENTER FOR INTERGENERATIONAL LEARNING

Project SHINE's Patience Lehrman Receives Presidential Citizens Medal

For Patience Lehrman, MEd '01, MSAOD '04, Executive MBA '11, being honored at the White House by President Obama is becoming a common occurrence. This year she received the Presidential Citizens Medal—America's second-highest civilian honor—for her work as the national director of Temple's Project SHINE (Students Helping in the Naturalization of Elders).

Last year the president honored her and 12 other Champions of Change.

Project SHINE, which operates in 19 communities in 10 states, is a nonprofit based at Temple's Intergenerational Center. Begun in 1985, it has trained nearly 10,000 college students to provide important English, civics and literacy knowledge to local older immigrant populations. The students have assisted more than 40,000 immigrants.

Speaking during this past February's Presidential Citizens Medal awards ceremony, Obama said that it was "... a moment when, as a people, we get to recognize some extraordinary men and women who have gone above and beyond for their country and for their fellow citizens."

Reading the citations at the president's request, a military aide said, "A first-generation immigrant from Cameroon, Patience

President Barack Obama presents the 2012 Presidential Citizens Medal to Patience Lehrman, National Director of Project SHINE, during a ceremony in the East Room of the White House, Feb. 15, 2013. (Official White House Photo by Lawrence Jackson)



Lehrman embodies what it means to be an American citizen. Recognizing that immigrants have always made our country stronger, she has worked to make America a land of greater opportunity for all who call it home. Under her leadership, Project SHINE has helped thousands of aging immigrants and refugees build deeper ties to their communities by connecting them with college students nationwide. The United States honors Patience A. Lehrman for reaffirming the truth inscribed on our nation's seal: that out of many, we are one."

More than 6,000 Americans were nominated for the award. Besides Lehrman, the other 17 awardees included the six educators killed last December in Newtown, Conn. "This award," says Lehrman, "represents the aspirations of so many people who've left behind everything that was familiar to them and crossed continents and oceans to come to this great country to make better lives for themselves."

After marrying Peace Corps volunteer Stanley Lehrman in her native Cameroon, in 1997 at the age of 25 she moved with him to his parents' home in rural central Washington State; she was the first black to ever live in Brewster, Wash. Although she already had a linguistics degree, some residents were shocked she spoke English. The subject of significant cultural curiosity—"not necessarily bad," she says—she eventually started volunteering and then substitute teaching in a local school.

But the lure of urban life and Temple's College of Education soon brought her and her husband to Philadelphia. First she earned a master's degree in education and then—when she discovered she loved working with adults while serving as first a trainer and then the director of training for a state welfare-to-work program—she earned a master's in adult and organizational development.

When she realized that the welfare system was not well-equipped to serve immigrants, in October 2008 she became the national director of Project SHINE. "I wanted to leverage my own experiences to help other immigrants integrate into American society," says the mother of two.

Project SHINE mobilizes college students and retirees to work with older immigrants to facilitate cross-cultural understanding, teach English, and prepare those interested to apply for jobs or to become U.S. citizens.

Lehrman says her latest award "shined the light on a group of people often perceived as invisible, and let the world and our communities know that they exist and contribute just as much as others do. Especially at a time when we are on the cusp of passing what may be the most comprehensive immigration bill in this country in a very long time, these people, their issues, their needs and the contributions they make to America cannot go unnoticed."

INSTITUTE ON DISABILITIES

IOD Celebrates 40th Anniversary



More than 125 people gathered in Mitten Hall last May to celebrate the 40th anniversary of the Institute on Disabilities, and honor 20 individuals and organizations that have improved the lives of people with disabilities and their families. Honorees included U.S. Sen. Robert P. Casey Jr. and State Sen. Christine Tartaglione; parents Mary Mikus and Cecilia Lee; self-advocate William Brewer; and Pennsylvania's Education for All Coalition and the Pennsylvania Coalition Against Rape. Special recognition awards were given to Kathy Sykes, director, Philadelphia Intellectual disAbility Services, and to James Earl Davis, PhD, the college's now-former interim dean. For a complete list of honorees, go to the website: disabilities.temple.edu/about/forty.shtml.

GRADUATE PROGRAMS

U.S. News & World Report Vaults College's Graduate Programs into Nation's Top 50

In the latest *U.S. News & World Report* rankings of graduate education programs, the College of Education moved up six places to 47th. It was the college's first climb in the rankings since 2001.

"Being in the top 50 is a good benchmark," says Joseph DuCette, PhD, senior associate dean of graduate programs & research. Analyzing the results, DuCette says the factor most likely responsible for the college's upward movement in the rankings was outside-funded research expenditures. During the 2011–2012 fiscal year, those research expenditures totaled \$14.8 million—a stellar 48 percent increase over the previous fiscal year. That total includes both grant funds received by faculty members and the college's three centers: Career & Technical Education, the Institute for Schools & Society and the Institute on Disabilities.

"The status of the college is, to some extent, dependent upon the research-grant activity of the faculty," notes DuCette. "When you receive research grants, you publish your results and get yourself better known and, in doing so, enhance the reputation of your institution among other education professionals who become familiar with your work."

There also was a noticeable uptick in the ratings of the College of Education by school superintendents, who—along with the deans and assistant deans of more than 100 colleges and schools of education throughout the country—are surveyed annually by *U.S. News* as part of its ratings protocol.

According to Joseph H. Paris, the college's director of marketing and enrollment, one of the factors that enhanced the college's ranking is its renowned MEd degree program in Japan for Teaching English to Speakers of Other Languages. This program increased both the number of graduate students enrolled in the college as well as the diversity of the student population—both of which impact the graduate school rankings.

The graduate enrollment numbers also could continue to increase. Prior to the commencement of the fall semester, overall doctoral program applications were up about 6 percent compared to last year.

For information about graduate program possibilities at Temple's College of Education, please review our list of certification, master's and doctoral programs at www.temple.edu/education/programs/index.html. If you have questions, feel free to contact DuCette at 215-204-4998 or joseph.ducette@temple.edu.

INSTITUTE FOR SCHOOLS AND SOCIETY

ISS Awarded \$1.4 Million U.S. Grant to Spur Educational Innovation

Educators across the country looking to adopt new and innovative practices in their school districts will now call Temple—thanks to a five-year grant of more than \$1.4 million from the U.S. Department of Education’s Comprehensive Centers Program.

The grant has enabled the College of Education’s Institute for Schools and Society to establish the Center on Innovations in Learning (CIL), one of only seven Comprehensive Content Centers nationwide.

“This is certainly one of the largest grants we have received recently, and it is truly exciting to participate in educational reform at the national level,” says Marilyn Murphy, principal investigator and director of the CIL.

The role of the content centers is to increase the capacity of state education agencies nationwide to improve educational outcomes for students. Each center will provide expertise and services in specific high-priority areas. Fifteen regional centers will align with the work of the content centers to build the ability of state agencies to implement, support, scale up or sustain educational initiatives statewide.

Temple’s CIL will focus on educational innovations at all grade levels. “We will determine what new approaches teachers and administrators across the country are looking to implement in their respective districts, schools and classrooms,” says Murphy, who also is the ISS’ interim director. “We find out, based on research, what shows promise, and we help them make good decisions.”

Temple’s CIL will emphasize personalized learning, game theory, learning technology, learning in and out of school, distance learning, innovations for students with disabilities, and managing total-school improvement.

Among the CIL’s first projects: a handbook on innovative learning published and available online this past summer. The handbook, which includes descriptive studies, has also been supplemented by webinars that feature the author of each chapter and an expert in that particular field essentially reviewing the chapter and some of the actions that state and local educators could implement.

Other tools the CIL is developing include several interactive web-based modules to help users sort through potential innovative strategies.

Because cost is commonly an issue, CIL consultants also will help determine which approach might make the most sense in economic terms. “We want to ensure that before implementing a strategy or purchasing a tool, schools and other educational organizations are fully aware of what the research shows may or may not be effective—and why or why not,” says Murphy. “We won’t endorse or select innovations for them.

“Rather, we provide a basis for them to apply criteria within their own context. If you don’t have the appropriate staff or funding, even the so-called ‘best’ innovative process in the world won’t succeed,” notes Murphy.

As a result of the grant, collaboration between the ISS and the College of Education is at an all-time high. For example, Michael W. Smith, PhD, professor and chair of the Department of Teaching and Learning, and associate professors Joseph Boyle, PhD, and Catherine C. Schifter, PhD, contributed chapters to the innovative learning handbook. In addition, for the first time ever ISS is collaborating with the college’s other center, the Institute on Disabilities, to tap its assistive learning expertise.

DEPARTMENT OF TEACHING AND LEARNING

Developing Stronger English Teachers

The Department of Teaching and Learning has launched a professional development program for graduates who are now teaching secondary English. The programs involve a keynote address and two breakout sessions and feature presentations conducted by two faculty members and four graduates.

“We’re trying to bring together Temple graduates to share insights and techniques into how to improve the performance of students in our region in the general areas of language appreciation and facility,” says Joseph Haviland, EdD, associate professor of teaching/instructional. “We want to provide continuing support to Temple-trained teachers of English.”

Approximately 30 alumni attended the first program, which was held last April at Martin Luther King High School in Germantown. It covered improving the reading and writing performance of secondary students. This fall’s program, at a to-be-determined site and date, will cover teaching Shakespeare.

FACULTY NOTES

Department of Psychological, Organizational & Leadership Studies in Education

Frank Farley, PhD, professor of educational psychology, last April discussed the heroic acts of people in the wake of the Boston Marathon bombing with ABC News. “We really don’t know for sure why people put their lives on the line for other people,” he said. “It is the most mysterious act, in my view. How does someone get close to giving up their life for someone else they may not even know?” he asked. “It’s so profound.” Last April he also discussed how media coverage influenced the flash mob phenomenon that plagued Philadelphia three years ago on WHYY Radio’s *Newsworks* program. Earlier this year he also talked about the risk X-Game participants take in a story published by *Newsday*.

Janice Laurence, PhD, associate professor of adult and organizational development, discounted concerns—in the wake of Secretary of Defense Leon Panetta’s lifting of the ban on women serving in ground combat—that male soldiers would be more inclined to put themselves in harm’s way to come to the aid of an injured female soldier. Quoted in both *Popular Science* and *Salon*, she said, “there is no evidence for it.” Janice Laurence is a psychologist specializing in military issues and a principal researcher on the 1999 Congressional Commission on Military Training and Gender-Related Issues.

“Certainly some men have been raised that you treat women as second class citizens and they need to be protected. I think if you hear your male soldier buddy scream it affects you just as much.”

Marjory Levitt, PhD, associate professor of teaching/instruction and counseling psychology, was interviewed by the *Chicago Tribune* for an April 17 article on sibling relationships after a parent or parents pass away: “... sometimes what looks like an idyllic resolution after the loss of parents turns sour. Sometimes there are latent jealousies and unresolved conflicts. And one sibling or more than one sibling can carry a sense of injustice about how they were treated. It’s complicated.

“I counsel siblings and it can really be unbelievable. All of a sudden there are three-year-olds in the room. They are all dressed up and they drive cars, but the conflicts are ancient.”

Erin Rotheram-Fuller, PhD, assistant professor of school psychology, was ranked sixth nationwide for scholarly impact by the journal *Psychology in the Schools* as part of an article examining the citations and scholarly impact of school psychology faculty in APA-accredited programs in the U.S. between 2005 and 2009.

Department of Teaching and Learning

Saul Axlerod, PhD, professor emeritus, Applied Behavior Analysis Program, and **Kelly Kates-McElrath, PhD**, adjunct professor, have a forthcoming review of a book, *The Weight of the Nation: Surprising Lessons About Diets, Food, and Fat from the Extraordinary Series from HBO Documentary Films*, to be published in *Child and Family Behavior Therapy*. Last year they published a paper, “Applied behavior analysis and beyond,” in *Behavioral Interventions*.

In April, Kates-McElrath also was one of two presenters at the Bucks County Intermediate Unit No. 22 Non-Public Schools Speaker Series in a presentation entitled: “ADHD: Diagnosis, Treatments Ways for Parents & Educators to Support Students.”

Carol Brandt, PhD, assistant professor of science education, has received a National Science Foundation Discovery Research K-12 Grant to explore online math education. Entitled “EnCoMPASS—Emerging Communities for Mathematical Practices and Assessment,” the research funding is a collaborative \$2.2 million, four-year grant with The Math Forum @ Drexel University, the leading institution. The research will explore how the forum’s popular online, weekly math problem can help teachers develop strategies that support students’ mathematical thinking and problem solving.

“By closely examining the interactions among teachers and students in this online community, we will be able to fine-tune the delivery of the online problem-solving instruction,” says Brandt. “Our goal is to develop a supportive culture in which teachers have a heightened awareness of their feedback to students and the overall improvement of mathematical assessment.”

Maia Bloomfield Cucchiara, PhD, assistant professor of urban education, explores the impact of the 2004-07 Center City Schools Initiative (CCSI),

which was part of a larger urban revitalization plan, in her new book, *Marketing Schools, Marketing Cities: Who Wins and Who Loses When Schools Become Urban Amenities*, published in April by The University of Chicago Press. Her conclusion: A marketing campaign designed to attract families to Center City Philadelphia public schools had the consequence of privileging the middle class at the expense of the working class, further aggravating the inequality of schools in the School District of Philadelphia.

“In a city with large numbers of poor residents, CCSI targeted middle- and upper-middle-class families for special treatment and privileges,” says Cucchiara, whose 304-page book is available in hardback, paperback and e-book formats. “In a system with thousands of students stuck in failing schools, the initiative made it more difficult for students from outside Center City to attain access to well-regarded downtown schools.”

Michael B. Katz, PhD, professor of history at the University of Pennsylvania and the author of *The Price of Citizenship*, called the book “a brave and subtle exploration of the contradictions that haunt attempts to use public education reform as a strategy for holding affluent, highly educated families in revitalizing center cities ... [and] shows how the relentless focus on marketing public schools undermines their democratic purposes and stratifies citizens, exacerbating divisions of class and race.”

Cucchiara also is the recipient of a two-year, \$55,000 National Academy of Education/Spencer Postdoctoral Fellowship. Her ethnographic study is entitled “Better Mothers, Smarter Children? Low-Income Mothers’ Experiences with Parenting Education.” Last fall she began investigating the effectiveness of programs that teach parenting skills to low-income mothers at four sites, two in Philadelphia and two in the suburbs.

Erin McNamara Horvat, PhD, associate professor of urban education, provides theoretically grounded, real-world advice for students beginning to learn how to conduct qualitative research in *The Beginner’s Guide to Doing Qualitative Research: How to Get into the Field, Collect Data, and Write Up Your Project*. Published in April by the Teachers College Press, Horvat’s 176-page paperback uses students’ questions and concerns as an organizational

framework. Her text provides students with an inside view into the most common dilemmas and challenges they will face as they start doing research. This easy-to-use book addresses the key phases of any ethnographic project—from beginning a project and defining its aims to data collection, analysis, writing and reporting results.

“For those of you about to take a hike into qualitative-land, be sure to carry along a copy of this text written by Horvat and her students,” wrote Michelle Fine, distinguished professor of social psychology, women’s studies and urban education at the City University of New York’s Graduate Center. “The volume is outstanding, honest, useful, provocative, funny, self-effacing, extremely smart and fundamentally accessible. An intellectual beta-blocker for the anxious novice researcher.”

Yasuko Kanno, PhD, associate professor of TESOL, recently was appointed associate editor of the *Journal of Language, Identity, and Education*. She is responsible for organizing the forum and brief research reports sections of the journal.



Wanda Brooks, EdD, associate dean of teacher education

Wanda Brooks, EdD, has been appointed associate dean of teacher education. Her goals include “forging mutually beneficial partnerships with Philadelphia schools to facilitate high-quality field placements for Temple students, increasing graduate teacher education offerings and expanding professional development opportunities for practicing teachers through our newly developed *Temple Teacher Network*.”

Message from Susie Suh
Director of Development and Alumni Affairs



As we enter our 95th year, the College of Education continues to improve and innovate. It's an exciting time of the year—a time to celebrate our history, accomplishments and welcome our new dean, Gregory M. Anderson, PhD.

Things change constantly as freshmen enter the college and we transition our new graduates to our growing alumni base. Yet our mission remains the same: Preparing professional educators to improve the lives of children and their families by ensuring access to high-quality education and giving all students the resources they need to succeed. The college is committed to maintaining its critical role in promoting educational opportunity, both locally and nationally.

The members of each incoming class enroll with a gift—wanting to help others—and that's not a lesson that we can teach. This talent, aptitude or skill, whichever term you prefer, comes from within. We are truly lucky to represent more than 48,000 alumni who, in a multitude of ways, have acted upon that same gift.

To help us nurture that singular gift among our current students, and to help the college continue to improve and innovate, the support of alumni like you is critical. So please call or write to me to learn how you can help the next generation of Temple Made educators.

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

A handwritten signature in black ink that reads "Susie Suh".

Susie Suh
Director of Development and Alumni Affairs
Institutional Advancement

Office of Institutional Advancement
Here to Serve You



Maggie Esteves
Development Associate

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:

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

ALUMNI NOTES

1940s

Alma P. Finestone, BSEd '45, was awarded first prize at an exhibition of the Artists Cultural Exchange, an organization for regional, professional artists, at the Markheim Art Center in Haddonfield, N.J.

Ruth Miller Cox, MEd '48, was named to the Pennsylvania Music Educators Association Hall of Fame in recognition of 39 years of teaching and service to the association's boards and committees. She plays viola with the Main Line Symphony Orchestra, as she has for more than 50 years, and co-directs the Havertown Choristers, which she founded in 1988.

1960s

Alan L. Lessack, MEd '60, CLA '76, left his position as vice president of field services and director of operations for the U.S. at B'nai B'rith International in Chicago, but continues to serve it as a consultant. He also joined the Healthy Start Southwest Florida Board of Directors. Lessack and his wife, **Edina**, EDU, BYR '60, spend six months per year in Sanibel, Fla. (See below note.)

Edina Salus Lessack, BSEd EDU, BYR '60, sold Meetings & Events USA, of which she was founder and president. She now chairs the Herb Strauss Theater Professional Theater Committee in Sanibel, Fla., and is a member of the Symphonic Chorale of Southwest Florida.

Harry M. Overline, BSEd '63, MEd '65, EdD '72, maintains a private therapy counseling center in Mill Valley, Calif., doing counseling sessions with children, adolescents and families and couple counseling with his wife, Kathleen F. Levdar, PhD. In September 2012, he published *The Journey to Love*, a book with the goal of decreasing the frequency of the divorce rates and increasing marriage rates that consist of love.

George H. Duell Jr., MEd '64, was appointed U.S. Army Reserve ambassador for Pennsylvania.

David F. Appleby, BSEd '65, published *Love Sketches*, a collection of short stories, with Xlibris Corp.

William F. Stier Jr., MEd '66, published *Problem Solving and Appropriate Risk Taking* with American Press, and "How Can Teachers Demonstrate Behaviors that are Consistent with the Belief that all

Students Can Become Physically Educated Individuals?" in the *Journal of Physical Education, Recreation & Dance*. He also received the Luther Halsey Gulick Medal at the 2013 American Alliance for Health, Physical Education, Recreation and Dance National Convention in April.

Marlene Patrick, BSEd '67, MEd '73, was named one of the top five sellers of 2012 at Glass Slipper Concierge, a travel agency specializing in Disney vacations.

James L. Bergey, BSEd '68, MEd '76, was named to the Souderton (Pa.) Area High School Alumni Association Hall of Fame for his role in identifying and licensing Glucophage, one of the most-prescribed drugs for the treatment of type 2 diabetes.

Howard Kirschenbaum, MEd '68, EdD '76, published *Values Clarification in Counseling and Psychotherapy* with Oxford University Press. He is professor emeritus and former chair of the department of counseling and human development at the University of Rochester.

Barry Packer Hertz, MEd '69, EdD '79, is a professor of education at Lyndon State College of Vermont in Lyndonville.

1970s

Robert J. Gerardi, MEd '70, retired after a 57-year career in education, during which he served as a teacher, a principal, a director of special education, a superintendent of schools, an associate state commissioner of education and more. He now sells vintage

sheet music online, and has customers across the country and around the world.

Bonnie S. Barnes, BSEd '72, retired from the Souderton Area School District in Pennsylvania after teaching German for 37 years. She currently performs as an instrumental guitarist at fine-dining establishments in Bucks and Montgomery counties, and is a member of the Pennsylvania Holocaust Education Council.

Thomas J. Cullen III, BSEd '73, is president and co-founder of the Bucks County Blues Society, which celebrated its 35th anniversary in 2012. He was host of *Shades of Blue* on WRTI, Temple's National Public Radio affiliate, from 1993 to 1997. His son **Tom**, BYR '04, and daughter **Siobhan**, CLA '10, also attended Temple.

John P. DeAngelo, MEd '73, former associate dean for information technology in the Fox School of Business at Temple, now works at University of California San Francisco as director of educational technology services in the Student Academic Services division.

Jerry E. Fluellen Jr., BSEd '73, MEd '84, returned to Temple last fall to finish his doctoral degree in educational psychology. During his teaching career, he served as an adjunct professor of psychology at Edward Waters College in Jacksonville, Fla.; authored several publications; was a fellow of the 2010 Future of Learning Summer Institute in the Harvard Graduate School of Education; and addressed the World Future Society 2010 Education Summit.

Grad student Stephen Brandt PSD distinguished principal

Stephen Brandt, a doctoral student within the College of Education and principal of Roxborough High School, last spring was awarded the Philadelphia School District's Christian R. and Mary F. Lindback Foundation Distinguished Principal Award. The award underscores the turnaround Brandt has been able to effect since his arrival in March 2010, when his alma mater was part of the

state's "Persistently Dangerous" list. Brandt, who has focused on improving both behavior and academics, was awarded a \$15,000 stipend.

"This can't be a one-man show, and it's not," he told *The Philadelphia Inquirer* in an April 10 article. "... it really represents the growth and the progress that we've made as a unit, all of Roxborough High School. The students truly have bought into what we want to accomplish, and that makes it special."



Dolores M. Szymanski, MEd '74, BSEd '76, is the interim superintendent of the Shamong Township (N.J.) School District and is an adjunct professor in the doctoral program at Wilmington University. Two years ago she retired from her post as superintendent of the Burlington County Institute of Technology in New Jersey.

Jean L. Brodey, MEd '75, EdD '79, published *My Way to Anywhere*, a poetry collection edited by her daughter, Lisette, with Saberlee Books. Brodey also taught public relations in Temple's School of Media and Communication. She resides in Flourtown, Pa.

Elliott H. Lewis, BSEd '76, MEd '78, EdD '86, was named assistant superintendent of administration, K-12, in the Pennsbury School District in Fallsington, Pa.

Edwin P. Walsh, BSEd '77, MEd '79, retired from his position as an assistant superintendent of Duxbury Public Schools in Massachusetts. Throughout his 36-year career in public education, Walsh worked as a special-education teacher, a guidance counselor, an assistant principal, a principal and more.

Roseann B. Termini, MEd '79, LAW '85, presented a program to food professionals in Latin America about U.S. federal food laws. She also spoke about food misbranding and deception at Widener University's observance of Food Day in October. She also published a series of e-books based on the latest edition of her print book, *Food and Drug Law: Federal Regulation of Drugs, Biologics, Medical Devices, Foods, Dietary Supplements, Cosmetics, Veterinary and Tobacco Products*, with Forti Publications. She also published two articles: "Copyright and Trademark Issues in the Pharmaceutical Industry—Generic Compliance or Brand Drug Imitating—"Copycat or Compliance," in the Pennsylvania Bar Association Quarterly and "The Role of the Pharmacist Revisited: Should the Changing Role of Health Care Impart the Obligation of a Pharmacist to Warn?" in the Food and Drug Law Institute Policy Forum.

1980s

Lisa Laurencin Tunstall, MEd '82, was inducted into the Athletics Hall of Fame at Adelphi University, where she played women's basketball from 1972 to 1976.

Joan Myerson Shrager, MEd '82 and **Paula Mandel**, CLA '74, co-founded the Stained

Glass Project: Windows That Open Doors, an after-school program in which high school students in Philadelphia create stained-glass windows for schoolchildren in South Africa, New Orleans and North Philadelphia. Last year they recently teamed up with their students for an exhibition called Hand-Eye Collaboration.

Kelley R. Kenney, MEd '84, received the ACA Fellow award from the American Counseling Association for her contributions to the field of counseling. She is a professor of counseling and student affairs at Kutztown University in Pennsylvania.

Richard M. Selznick, PhD '85, published *School Struggles: A Guide to Your Shut-Down Learner's Success* with Sentient Publications. The book examines approaches to helping schoolchildren overcome problems they face in learning environments.

Stephen T. McWilliams, MEd '87, TFM '98, directed *Breaking Cycles*, a documentary that follows three participants in the Gearing Up program. Founded by alumna **Kristin Gavin**, CHPSW '09, the organization provides women in transition from abuse, addiction and incarceration with the equipment and guidance to safely ride a bicycle for exercise, transportation and personal growth.

Gail S. Johnson, BSEd, '88, was named principal of Campbell Middle School, an international baccalaureate world school in Smyrna, Ga. In addition, she earned a master's degree in education from Kennesaw State University.

Linda G. Tessler, PhD '88, served a one-year term as a commissioner for the U.S. Department of Education's Advisory Commission on Accessible Instructional Materials in Post-secondary Education for Students with Disabilities. The group was charged with making recommendations for improving access to, and the distribution of, instructional materials in accessible formats.

1990s

Marianne Crandall Follis, BSEd '90, received her PhD in library and information studies from Texas Woman's University in Houston.

Kathleen M. Foster, EdD '92, retired after 15 years as professor of professional and secondary education at East Stroudsburg University of Pennsylvania. She was named professor emeritus.

William P. Martin, EdD '91, published *What Liberals Believe: The Best Progressive Quotes Ever* with Skyhorse Publishing.

Aamina Thornton, BSEd '93, was inducted into the Phoenixville (Pa.) Area School District Sports Hall of Fame. She played field hockey, basketball and lacrosse for the Phoenixville High School Phantoms and was on the Owls' 1988 NCAA title team. She was inducted into the Temple Athletics Hall of Fame in 2010.

Katherine D. Metrick, MEd '98, was named superintendent of the Kutztown (Pa.) School District.

Anthony L. Buffone, MEd '99, CLA '93, earned an EdD in organizational learning from the George Washington University. His dissertation was titled "Hybrid Identity Organizations: The Role of Hybrid Identity Tensions in a Corporate Branding Strategy at a Voluntary Health Organization." He is president and founder of Strategic Identity Consulting LLC, an organizational effectiveness firm, and is a member of the Board of Visitors of Temple's College of Liberal Arts.

2000s

Christopher A. Johnson, MEd '02, received the Judge's Award from the presiding juvenile court judge of Yuma County, Ariz., last year. He also was presented with the "Rookie of the Year" award.

Donna M. Purkey, MEd '02, wrote *Miss You to Pieces: A Deployment Story and Project Idea for Kids*. The book, which is available online, aims to help children with parents in the military deal with deployment.

Brian D. Barnhart, EdD '04, was selected as incoming executive director of Lancaster/Lebanon Intermediate Unit 13, an education-services agency in Pennsylvania, in April. He lives in Stroudsburg, Pa., with his wife, Tina, and their four children.

James M. Caldwell, MEd '05, was appointed dean of student affairs at Salus University in Elkins Park, Pa.

Kristina E. Sullivan, BSEd '06, teaches English as a second language at Cornwall Terrace Elementary School in Sinking Spring, Pa.

Frances Northcutt, EdM '08, co-edited the fifth edition of *How to Survive Your Freshman Year*, which was published in April by Hundreds of Heads Books. She

IN MEMORIAM

Happy Craven Fernandez, EdD '84

The College of Education mourns the loss of Happy Craven Fernandez, EdD '84. The former president of Moore College of Art & Design, a former professor at Temple University's School of Social Administration (SSA) and a former Philadelphia city councilwoman, she died in January at the age of 74.

Moving east in 1954, the Omaha, Neb., native raised a family and earned four academic degrees before launching her civic and academic career. She founded both the Parents Union for Public Schools and the Children's Coalition of Greater Philadelphia, and in 1976 authored the "Parents Organizing to Improve Schools" handbook. Five years later, she published *The Child Advocacy Handbook*.

She was elected to two city council terms, in 1991 and 1995, and in 1999 she was the first woman to seek a major-party nomination for the city's mayoral office. "She was a terrific city councilwoman," former Gov. Ed Rendell told *The Philadelphia Inquirer*. "She stood up to all the special interests. It was because of her courage that we were able to turn the city around."

Dr. Fernandez taught at Temple's SSA for 18 years. Between 1999 and May 2012 she was the ninth president of Moore College, the nation's first and only women's art's college. Under her leadership, enrollment increased 29 percent; the college completed a successful \$30 million



capital campaign; she secured more than \$3.5 million in new scholarships and fellowships; and she launched three new master's programs that are the college's first co-educational degree programs.

"Happy Fernandez will be remembered by the entire Moore community as a leader who cared deeply about young women, arts and Philadelphia," said her successor as president, Cecelia Fitzgibbon.

Besides her doctorate from the College of Education, Dr. Fernandez earned a BA in biblical history and literature from

Wellesley College, a master's degree in teaching from Harvard University, and a master's in history from the University of Pennsylvania.

Dr. Fernandez is survived by her husband, the Rev. Richard Fernandez, three sons and eight grandchildren.

has worked as an academic advisor at the William E. Macaulay Honors College of the City University of New York at Hunter College, the University of California, Berkeley, and the University of the Sciences in Philadelphia.

Michael P. Ferrence, MEd '09, published *Realigned*, a novel about a man dealing with being both a father and a son, with Amazon Digital Services Inc. He also is a special-education teacher in the School District of Philadelphia and a rock musician.

2010s

Elizabeth Santoro, EdD '11, was named director of student services and special education for the North Penn School District in Pennsylvania.

IN MEMORIAM

'30s

Dorothy Erford Johnson, CLA '37, EDU '73
Margaret M. Roberts, EDU '38, '44

'40s

Lois MacArthur Logan, EDU '40
Arthur T. Polishuk, EDU '40, CLA '52
Mary Y. Schutsky, EDU '41
Emma F. Mutchler, EDU '42, CHPSW '58
Wilbur E. Weaver, EDU '42
Barbara Walsh Cooper, EDU '45
Nancy L. Paul, EDU '47
Robert C. O'Donnell, EDU '49, '50

'50s

Manuel Brahen, EDU '50
I. Ralph Hyatt, CLA '50, EDU '58
Harry Halpert, SMC '51, EDU '63
Robert H. Bubeck, CHPSW '52, EDU '59
Ruth Lorrain Henry, EDU '53
Kenneth Winfield, EDU '53, '65
Monica J. Labonoski, CHPSW '55, EDU '57
James G. Oates, EDU '56
Marilyn J. Houser, EDU '57
Walter G. Batezel, EDU '58, '70

'60s

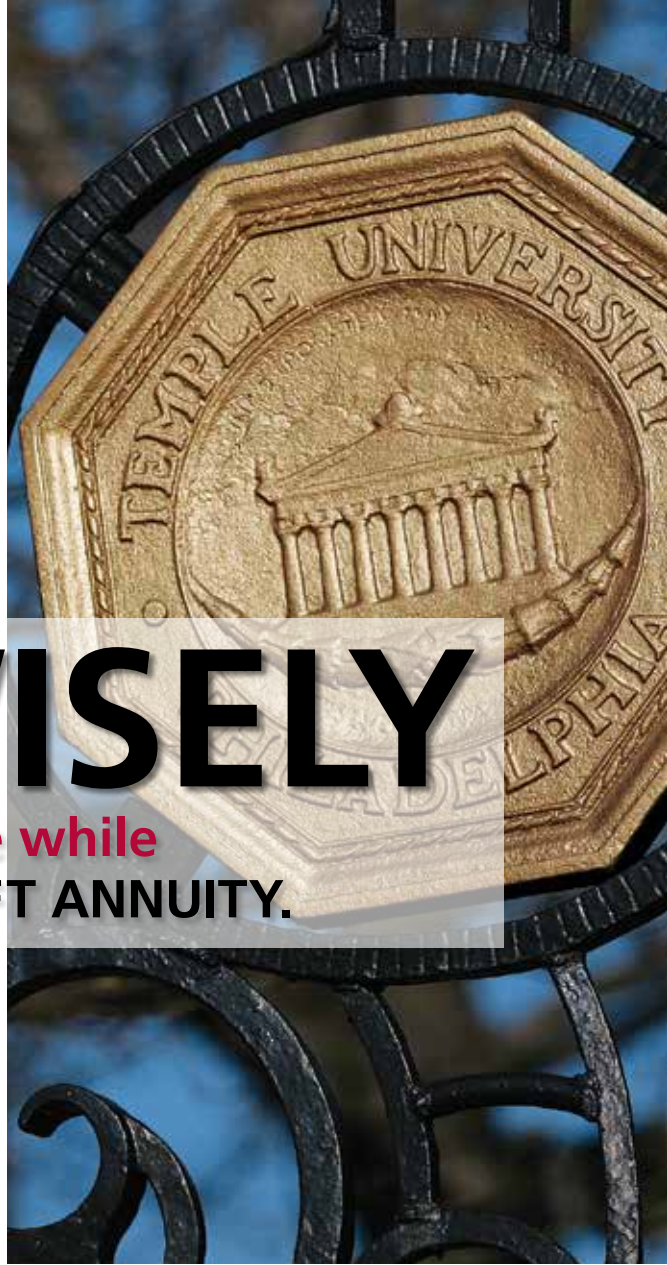
Thomas N. Cannavo, EDU '60
Charles H. Cummings, EDU '60
Fay L. Plesent, EDU '60
Adele J. Gerber, EDU '61, CLA '66
Richard L. Hark, BYR '61, EDU '63
Harry W. Hauck, CHPSW '61, EDU '69
John M. Pezzuto, EDU '61
Joyce N. Slade, EDU '61
John S. Mowbray Jr., EDU '62
Warren E. Howard, EDU '63, '70
Gary W. Reighard, EDU '63
Raymond J. Hancock, EDU '66
Eugene A. Huth, EDU '66
Frederick O. Seltzer, EDU '67
Arlene W. Berkowitz, EDU '68
Joanne M. Weaver-Stroh, EDU '68
Sheila B. Fleisher, EDU '69
Gladys P. Otto, EDU '69

'70s

Charles W. Meier Jr., EDU '70
Sophia H. Shain, EDU '71
Thomas G. Palumbo, EDU '72
Gavin M. Smith, CLA '72, EDU '80
Violet S. Tholey, EDU '72
Frances A. Balz, EDU '74
Horace F. Darlington Jr., EDU '75
Jeanne E. Kolb, EDU '76
Jo Ellen L. Peterman, EDU '76
Marie T. Seyfried, EDU '76
Elizabeth F. Woods, EDU '76
Warren D. Erdman III, EDU '77
Carol S. Farma, EDU '79
Gary C. Schultz, EDU '79
Gayle Reitenbach Sultzbaugh, EDU '79

'80s

Lynne G. McIntosh, EDU '80
Russell H. Fye, EDU '83
Mary A. Grebner, EDU '85



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Why I Give

Temple University has a special place in my life. My parents came to this country from Eastern Europe in the 1920s. They received minimal education and achieved no affluence in Europe or in the United States. Their dreams were not for themselves but for their children. Temple was the only strong university that gave young people of moderate means an opportunity to receive an education. But that's not why I give.

My family is replete with graduates from Temple University: I received an undergraduate degree in mathematics from Temple in 1961; my wife, Kathy, received her undergraduate degree in elementary education; and my son, Randy, and my daughter, Robin, both received their graduate degrees at Temple. But that's not why I give.

I spent 40 years of my life living my dream job in Temple University's College of Education. I eagerly came to work each day, engaged with encouraging and interesting colleagues, graced by supportive administrators, and teaching students whose sincerity and competence made my life easy and pleasurable. But that's not why I give.

The important thing to understand about Temple University is that it is about us. We are Temple University. It educates us and gives us opportunities. We don't spend a few years at Temple University and then leave. We carry Temple University with us all the time. That's why I give.

—Saul Axelrod, PhD
Professor Emeritus