

EDUCATOR

TEMPLE UNIVERSITY COLLEGE OF EDUCATION

FALL 2014



Elevating Our Teachers

IRVIN SCOTT DIRECTS
GATES FOUNDATION EFFORTS

ALSO

CHRIS MCGINLEY
INSPIRES NEXT
GENERATION OF
ADMINISTRATORS



**Celebrating 95 Years of Providing
Access to Excellence for All**



College of Education



EDITOR

Susie Suh

CONTRIBUTING WRITERS

Bruce E. Beans
Andrea Swan

DESIGN

Temple University
Creative Services
274-1314

PHOTOGRAPHERS

Ryan Brandenburg
Joseph V. Labolito
Paige Ozaroski
Bryan Smith
Lisa M. Wilk

. . .

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION

DEAN

Gregory M. Anderson, PhD

SENIOR ASSOCIATE DEAN OF
GRADUATE PROGRAMS AND RESEARCH

Joseph DuCette, PhD

ASSOCIATE DEAN OF TEACHER EDUCATION

Wanda Brooks, EdD

ASSOCIATE DEAN OF ACADEMIC AFFAIRS
AND FACULTY DEVELOPMENT

Michael Smith, PhD

ASSISTANT DEAN FOR CAREER AND STUDENT
DEVELOPMENT AND SPECIAL EVENTS

Jason B. Bozzone, MA

DIRECTOR OF FINANCE AND ADMINISTRATION

John Francescone, CPA

ASSISTANT DEAN OF ENROLLMENT
MANAGEMENT AND MARKETING

Joseph Paris, MBA

DIRECTOR OF DEVELOPMENT
AND ALUMNI AFFAIRS

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PRESIDENT, COLLEGE OF EDUCATION

ALUMNI ASSOCIATION

Michael Podolsky

CORRESPONDENCE:

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

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DEAN'S MESSAGE



SUPPORTING OUR STUDENTS AND THEIR ASPIRATIONS

As I mark my first anniversary as dean of the College of Education, I am excited about new initiatives that will further support our students and their aspirations and the community surrounding Temple.

This fall, the college is offering a new undergraduate degree, a BS in human development and community engagement. The degree will give students with a passion for education an alternative career path to teaching. Graduates will be prepared to work for organizations, including nonprofit groups, that support education or education reform, as well as with cultural institutions, mental health organizations and wraparound service providers. The curriculum also maximizes the value of the considerable expertise of the faculty who provide instruction for our three psychology programs and adult organization program.

In addition, we are currently developing a collective impact approach to support our North Philadelphia neighborhood. It is not enough to focus just on school improvement. Therefore, we are aligning the college's activities to provide more comprehensive support for local students, schools and families, and our community.

That's why we recently partnered with the city of Philadelphia to procure a \$30 million U.S. Department of Housing and Urban Development Choice Neighborhood grant. While most of the grant will be used to improve nearby public housing, Temple will provide an array of educational programs for local children.

The College of Education also continues to hire top-notch faculty who bring to the college both practical and academic expertise. Among them is one of our distinguished graduates, Christopher McGinley, BS '80, MS '88, EdD, who this fall began to co-direct our principal certification program. Most recently the superintendent of the Lower Merion School District, Chris—who is profiled in this issue of *Educator*—brings a wealth of administrative experience in both Philadelphia and suburban schools.

Another of our outstanding recruits is Nathaniel von der Embse, PhD, NCSP, an assistant professor of psychology who comes to Temple from East Carolina University. His research focuses on psychological issues regarding teachers and teacher satisfaction—a perfect fit.

We have also hired professors in advanced behavioral analysis and social studies

secondary education, and will soon be hiring a higher-education academician.

These appointments, as well as some new staff recruits, are part of our effort to realign the college in order to address the university's decentralized budgeting system, which requires each college and school to be financially self-sufficient.

They also represent an investment in the future as we continue to take the steps necessary to go from being a very good college of education to a great one. To do that, we are promoting more collaboration among the faculty; pursuing large, sponsored research grants; and developing services that make us more student centered. Our emphasis continues to be improving students' experiences—as well as fulfilling our public-good mission by addressing the needs of our surrounding community.

In order to make this vision a reality, your continued support is vitally important.

Thanks,

Gregory M. Anderson, PhD
Dean

OUR STUDENTS SPEAK

Da'Veeda Clark

Class of 2016, Early Childhood Education, Philadelphia

My path to Temple has not been traditional nor has it been easy. My mother was unable to care for my siblings; as a result, I assumed responsibility for them at age 16. I attended Community College of Philadelphia, where I graduated with honors, and then I decided to complete my degree at Temple.

Throughout the rough times, I thought of my grandmother Mildred Munden, who nurtured me and inspired me to achieve my best. Grandmom was a teacher for several years in the Philadelphia School District, and she was honored many times for her service. I saw how she not only transformed my life but the lives of many of her students, as well. I thought that I could best honor her legacy by following in her footsteps.

I enjoy connecting with children. I currently volunteer with Temple's Jumpstart program. I love to see the spark that



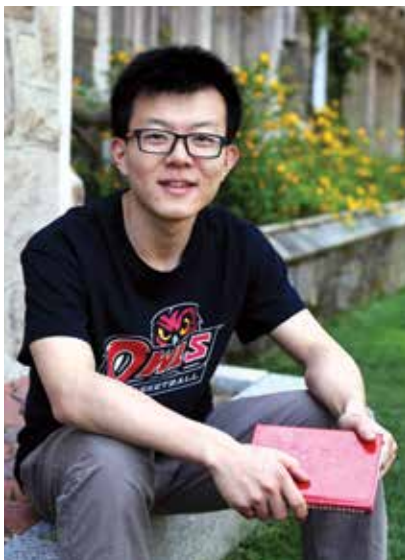
lights up in them when they learn something new. There's no greater feeling.

After graduation, I want to teach in an urban setting. I grew up in the inner city, and I intend to pay it forward by devoting

my career to helping children as they walk down their academic paths. Many of our young people in urban areas do not have the support they need. I want to be a mentor, a teacher and a friend to them. My grandmom would expect nothing less.

Shu Chen

Class of 2015, Educational Leadership, Shijiazhuang, Hebei, China



This is my first time in America. I came here in 2013 after my graduation from Sun Yat-sen University, which is in Guangdong province. I obtained an undergraduate degree in economics, but I didn't feel in my heart that this was the best path for me. My mother was a teacher. I decided in my junior year that I wanted to follow in her footsteps and be a teacher, as well.

Studying abroad can be very challenging. English is not my native language, and I have a great number of assigned readings. With that said, I am enjoying my time at Temple. I live in the dormitories at Temple's School of Podiatric Medicine. My American roommates have helped me get acclimated to life in this country.

We have visited many tourist attractions. In addition, I regularly review Temple's calendar to see what entertainment opportunities are available at the various campuses. The podiatric school is very close to Philadelphia's Chinatown; I visit the area whenever I get homesick.

After I obtain my master's degree, I intend to go home and work in educational administration. I will take what I have learned from my time at Temple and make a difference in the lives of children and youth in my homeland.

I am impressed with how much the students and faculty love Temple. They feel very strongly about the university, as do I. My life is perfect.



Empowering Effective Teaching

Irvin Scott, MEd '04, Leads the Gates Foundation's Efforts to Help Teachers Elevate Their Practice

Irvin Scott, BS, MEd '04, MA, EdD, was closing in on his educational administration master's degree and principal certification when he purchased his first Seymour Sarason book, *Political Leadership and Educational Failure*, at the Temple bookstore. At the time, Scott—who now runs the Bill & Melinda Gates Foundation's \$335 million Empowering Effective Teachers program—was the principal of McCaskey East High School in Lancaster, Pennsylvania.

Today the heavily annotated book commands a key spot on a book-filled window ledge in his Washington, D.C., office. Reading it, says the deputy director of the foundation's College-Ready Education program, was “a pretty pivotal experience”—particularly when Sarason quoted John Dewey:

“What the best and wisest parent wants for his own child, that must

the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.”

For Scott, the message for both educators and politicians was clear: “Give low-income, minority students—students who look like me—the education you want your children to have. And unless you're doing that, you're not doing right by them.

“Dewey's quote stays with me,” he adds. “It was that pursuit that I was after at Temple and everywhere else. I internalized it, and it has become emblematic of what I try to do personally and what people I work with at the foundation try to do.”

No one knows better than Scott what kind of impact a teacher can have. A track and football star at Chambersburg (Pennsylvania) High School, he wanted to be the next Tony Dorsett, a legendary

University of Pittsburgh and Dallas Cowboys running back. Then his ninth-grade English teacher, Kris Schritchfield, introduced him to the poetry of Robert Frost and Langston Hughes.

He initially balked at her assignment to read and analyze a Frost poem and then recite it in class. “Irvin,” she responded, “not only are you going to do this poem, you're going to write your own poem and recite that one also.” The result, “The Road Not Taken,” which Scott recited last spring during his College of Education commencement address, artfully captures what it is like to be a football running back.

“She just opened up a whole new world of opportunity to me,” he recalls. “I never saw myself as an academician, a scholar. I saw myself as an athlete, and then I realized that I could do both.”

He had a similar experience during his first semester at Millersville University, shortly after quitting the time-consuming football team. His English composition professor, Liliana Zancu, was so impressed with his writing style, she suggested he “should consider doing something in this field.”

His passions for writing and literature led, in 1989, to both a BS degree in English education and a job teaching English at Lancaster’s J.P. McCaskey High School, where he had student-taught. The student body was about 75 percent Latino or African-American. “I loved the diversity, I loved the kids,” he says. “They made you work hard, and

they forced a realness that, at least for me, meant that I couldn’t get through to them unless I was authentic.”

Scott’s father, Bishop Edgar L. Scott, is a longtime Pentecostal pastor at the Greater Good News Church of God in Christ in Chambersburg; his mother, Minnie Scott, is also active in the church. So Scott was a natural to lead McCaskey’s gospel choir. Over the 15 years that he directed it, the choir grew into an outstanding 80- to 100-voice ensemble that toured the East Coast. “Then,” he recalls, “because I was enjoying leading the kids in the choir, I got interested in leading others, in leading adults.”

In 2000, that interest led to a two-year hiatus from the Lancaster schools to help direct Project Forward Leap (PFL), a nonprofit academic enrichment program for hundreds of urban middle school students in Philadelphia, Chester, Harrisburg and Lancaster. The program’s president and co-founder, Melvin Allen, then a Millersville University philosophy professor, asked Scott to help expand PFL, which each summer places students on college campuses for six weeks. “It’s the first introduction to college for them and their families,” says Scott. “They take Latin, algebra—challenging courses to send the message that ‘this is where you belong, this is your future, get ready for it.’”

Says Allen: “He was very charismatic and articulate and had a real passion for our mission. Irvin has always added value to wherever he has been.”

PFL proved to be life-changing not only for the students but for Scott: “It made me think that perhaps I could lead in other ways.” Lancaster School District Superintendent Vicki Phillips, EdD, thought so, too. When Scott announced his plans to leave for PFL, she implored the demanding, engaging teacher not to go. In August 2002, Phillips, who would soon become the state secretary of education, lured him back to be the principal of J.P. McCaskey.

Scott, who oversaw the school’s restructuring to small learning communities, loved leading the school and, when it opened, the new McCaskey East High School. Eventually, however, after earning his master’s degree from Temple, he decided he wanted to have an even bigger impact. So in 2006 he moved his family—wife, Kisha, a middle/high school math teacher,



For the past five years, the program that Scott now oversees has worked with teachers, unions and administrators, as well as universities and education researchers, to rethink how teachers are recruited, evaluated, retained and promoted.

and their three sons—to Cambridge, Massachusetts, and entered the Harvard University Graduate School of Education’s Urban Superintendents Program.

Scott worked for three years with the Boston Public Schools while completing his doctorate, first as academic superintendent for high schools and then as chief academic officer. He helped cut the district’s dropout rate to 6.1 percent, the lowest level in more than two decades, and push graduation rates to an all-time high. Among his innovations: creating a Re-Engagement Center to lure back and provide extra support to dropouts, and a summer program that enabled seniors who were several credits shy to earn their diplomas.

After earning his doctorate in 2011, Scott planned on becoming a superintendent. But then his longtime mentor, Phillips, now the director of the Gates Foundation’s College-Ready Education program, again recruited him, this time to help direct the chief domestic program of the world’s largest nonprofit organization. To spur U.S. student achievement, the foundation initially focused on reducing the size of schools. Now it focuses on teaching, because, as Bill Gates told an American Federation of Teachers conference four years ago, “There is an expanding body of evidence that says the single most decisive factor in student achievement is excellent teaching.”

“There was something about this job that I couldn’t pass up,” Scott says. “At its core, it focuses on the job that I have loved the most, and I say this unabashedly: teaching.”

Phillips wanted Scott because, she says, “Wherever Irvin is I can count on him



Speaking last May at the College of Education’s commencement, Irvin Scott described the impact that his ninth-grade English teacher and freshman college English-composition professor had on him.

to hold a level of challenge and expectation around the work itself, but to also pay attention to how kids and teachers feel. One of the things I admire and love about Irvin is that he works from his head and his heart.”

The school districts that have received significant grants include Pittsburgh, Prince George’s County in Maryland, Memphis, Atlanta, Tulsa, Hillsborough County in Florida, Denver and a consortium of Los Angeles charter schools. For the past five years, the program that Scott now oversees has worked with teachers, unions and administrators, as well as universities and education researchers, to rethink how teachers are recruited, evaluated, retained and promoted. Instead of evaluating teachers based only on one or two cursory visits by their principal and

their students’ standardized test scores, districts participating in the foundation’s Measures of Effective Teaching research effort also use tools such as parent/student feedback, videos and more intensive peer/expert observations to both evaluate teachers and help them improve.

“We’ve been pretty vocal about ‘Please don’t make it about the test,’” says Sherri McPherson, a high school English teacher with the Fayette County Public Schools in Lexington, Kentucky, who, for the past two years, was a member of the foundation’s teacher advisory board. “We also don’t want a repeat of the system where everybody is satisfactory. Teachers want meaningful feedback: specifics regarding what we’re doing well and what we need to do to improve our craft.”

Scott's program has also been instrumental in developing and supporting online tools that connect teachers with teachers to share and improve their practices, particularly regarding the Common Core standards—of which the foundation has been a major proponent.

“There's a lot of excitement about possibly having a professional evaluation and development system that is about helping me improve, not a 'gotcha,’” McPherson continues. For example, this summer she responded to her students' evaluations of her by developing more hands-on project assignments to supplement writing assignments.

As a result of the foundation's initiatives, to recruit superior teachers the Memphis, Tennessee, Unified School District is now hiring new teachers in the spring, rather than in July, when the talent pool is more depleted. In Prince George's County, Maryland, this fall, the first cohort of 15 consulting teachers is supporting 225 novice teachers who have been identified as needing help as part of the state's Peer Assistance and Review program. The consulting teachers will observe the novices eight to 20 times a year to collect data and offer advice on improving instructional practice, and will report their findings to a panel of five teachers and five administrators. The panel will then recommend to the district's CEO who should or should not continue in the program, as well as who should not be renewed.

“The emphasis is on assistance,” says Kenneth Haines, president of the 8,000-member Prince George's County Education Association (and a member of the foundation's teacher advisory board). “To protect the integrity of the profession, we also want to curtail marginally qualified people from attaining tenure.”

Scott's program has also been instrumental in developing and supporting online tools that connect teachers with teachers to share and improve their



practices, particularly regarding the Common Core standards—of which the foundation has been a major proponent. These tools include the foundation's own Math Design Cooperative; the nonprofit Literacy Design Cooperative (ldc.org), Teaching Channel (teachingchannel.org) and New Teacher Center (newteachercenter.org); and LearnZillion (learnzillion.com).

The message, Scott adds, is spreading beyond Gates-funded school districts. One example: The annual, national Elevating & Celebrating Effective Teachers and Teaching conference he launched, which features workshops designed by teachers for teachers, this year has inspired 25 similar regional conferences throughout 15 states. “We're seeing teachers be excited about the conversations that they are able to have with their peers around how to elevate their practice as well as the profession,” says Scott. “It's the type of teacher leadership that must

take center stage in classrooms, schools, districts and states all across the U.S.”

Participating districts are also beginning to realize improvements in student achievement. For example, in Hillsborough County, Florida, fourth graders posted the highest writing scores in the state this year, while eighth and 10th graders were first and second, respectively, among the state's largest districts.

“Obviously, that's the ultimate goal,” says Scott. “The foundation is interested in transformative work that is not something that is just being done to teachers, but working side by side with them to transform the teaching and learning experiences that they have with each other, as well as for the kids.”

For more information about the Empowering Effective Teachers program, go to collegeready.gatesfoundation.org.

Gates Millennium Scholars Shine at Temple

Davinah S. Childs

By the time Davinah S. Childs was 12, her behavior had resulted in her expulsion from two schools. Then deemed a “hopeless problem” by her teachers, the Gates Scholar now expects to earn her PhD in urban education from the College of Education in 2016.

The turnaround for the daughter of a single mother occurred when, as an alternative to attending a disciplinary school, she was transferred on a trial basis to the William M. Meredith School, which was then a public performing arts school in Queen Village whose motto was “Where everyone is a star.”

“I learned how different schools’ and teachers’ expectations can play a major role in student outcomes,” says Childs, who was identified as mentally gifted and thrived.

The Gates Millennium Scholars Program awards up to 10 years of funding to cover expenses associated with earning postsecondary and graduate degrees to promising African-American, American Indian/Alaska Native, Asian Pacific Islander-American and Hispanic-American students. Childs, a 2006 recipient, earned a BS in economics from the University of Pennsylvania’s Wharton School in 2009 and an MEd degree from Penn’s Graduate School of Education three years ago.

Since then the South Philadelphia native has taught middle school mathematics at the Hardy Williams Elementary Mastery Charter School and served as an education policy analyst intern for Research for Action, an independent education research organization. Currently she is a Parenting Collaborative evaluation intern for the Public Health Management Corp. in Philadelphia and, at Temple, a research apprentice both in urban education for the College of Education and in educational psychology for the university’s Teaching and Learning Center.

“The idea of being a college graduate or earning a PhD wasn’t a possibility before but now it is,” says Childs, who

for the past two years has also been a Temple University Future Faculty Fellow (as a fellow she receives full tuition and an annual stipend). After earning her PhD, she hopes to join a research university, where she will focus her research on education access and equity, urban schooling, and the structural determinants of urban youth outcomes. Says Childs: “The Gates and Temple fellowships have allowed me to give a voice to people who are usually overlooked.”

Jessica B. Reed-Thomas

Born and raised in Anchorage, Alaska, Gates Millennium Scholar Jessica B. Reed-Thomas, BBA ’11, MEd ’14, came to Temple in 2006 as a business major. But volunteer work and research she conducted her sophomore year as part of the Temple University Ronald E. McNair Postbaccalaureate Achievement Program stoked her interest in education.

Working primarily with Michael F. Smith, PhD, professor and now associate dean of academic affairs and faculty development, she used her business expertise in professional development training to assess how well preservice student teachers were trained to be culturally responsive and competent with their students.

“We found that students understood some of the terms but didn’t know how

to really embrace and put the concept into practice,” says Reed-Thomas, who in May earned her MEd and teacher certification in business, computers and information technology in education. “The experience confirmed that I enjoyed education and wanted to engage in it.”

After graduating with her BBA in human resource management, Thomas returned to Temple in 2012 to pursue her master’s degree in education. During the summer of 2013 she worked with underserved high school students as a program mentor and graduate co-teacher for the university’s Urban Apps & Maps Studios program; was a Project SHINE immigrant integration program teacher; and as a volunteer ran a summer program and two community gardens for the First Tabernacle Healthy Roots Community Garden in South Philadelphia.

After giving birth to twins in June, the mother of four began a position at the New Foundations Charter School as a K–8 technology teacher. Two years from now she hopes to begin a PhD program in urban education, possibly at Temple, and then teach at a university.

“Ultimately,” she says, “I want to do action-based research that could be implemented in the classroom and help train future teachers.”



Gates Millennium Scholars Jessica B. Reed-Thomas (left) and Davinah S. Childs meeting with Irvin Scott prior to last May’s Commencement ceremonies.



While serving as the Lower Merion School District superintendent, for the past four years Christopher McGinley has taught graduate classes in educational leadership at Temple.

THE RETURN OF CHRISTOPHER MCGINLEY, BS '80, MS '88

Closing the Achievement Gap

Shortly after he became assistant superintendent of the Cheltenham Township School District in Elkins Park, Pennsylvania, in 1999, Christopher McGinley, BS '80, MS '88, EdD, spoke with an African-American couple who were concerned about their son's seventh-grade math placement.

The parents, who both taught in Philadelphia public schools, feared their son was being assigned to a lower-level course because of his skin color—which they believed had happened to his much older sister, as well. After graduating from Cheltenham High School, their daughter had become a master sergeant in the U.S.

Air Force but was then refused college admission because at Cheltenham she had not taken any high-school-level math courses. Undeterred, she took makeup courses at a community college and went on to succeed in college.

“She clearly had the ability,” notes McGinley, “and the parents didn’t want their son to end up the same way.”

As a result of that encounter, McGinley—who returned to the College of Education this summer to co-lead the Principal Certification Program after serving six years as the superintendent of Lower Merion School District in Ardmore, Pennsylvania—gathered together school district personnel to



Christopher McGinley's *Leadership in Diverse Contexts* course, which he has taught at the university's Fort Washington, Pennsylvania, campus, culminates in group presentations by his students on what they have been doing in their schools to help close the achievement gap.

discuss questions such as “How could it be that, in a wonderful school district like Cheltenham, kids are graduating without the minimum amount of high school math to get them into college?”

That triggered a deep conversation about the achievement gap in the school district, where one-third of the students were African-American. Between 30 percent and 40 percent less of the district's African-American students were scoring either proficient or advanced on standardized tests than their white classmates. There was a similar disparity regarding the percentages of students taking honors and AP courses. Over the next few years, Cheltenham's willingness to publish those figures—and what it was doing to try to close the gap, such as enhancing student supports and parent engagement—attracted the attention of both Charles Zogby, then Pennsylvania secretary of education, and *The Philadelphia Inquirer*, which published several articles on Cheltenham's efforts.

With the passage of the federal No Child Left Behind Act of 2001, which forced districts to disaggregate test scores for minorities and special education students, other districts asked Cheltenham for advice. In response, a \$75,000 Pennsylvania Department of Education grant requested by McGinley launched what is now called the Delaware Valley Consortium for Excellence & Equity.

Targeting the achievement gap, the group includes nearly 30 tristate school districts and has been replicated in New Jersey and New York.

“I'm really proud of it,” says McGinley, “because we helped make the achievement gap visible to more people, and we also defined it in a way that gave them work to do.”

McGinley, who earned his EdD from the University of Pennsylvania, had seen a lot of districts acknowledge their students' achievement gaps, point to a few initiatives such as tutoring and then define the situation from what he calls “a position of helplessness: ‘What else could we do?’”

Instead, says McGinley, “The consortium moved districts from looking at the kids who are not achieving as the problem to saying, ‘What are we doing all day long, and how can we do that more effectively, to engage kids and their parents and communicate with them more effectively, so that it's not just the add-on programs but the overall quality of the program we have in our schools?’”

One example of the consortium's success is the Lower Merion School District. Several years before he became superintendent there in 2008, as few as 10 percent of the district's African-American students were taking honors and AP courses. Today, thanks in part to the work of McGinley, his staff and

his predecessors, 70 percent of African Americans take such courses—the same percentage as white students.

It was all but inevitable that two years after McGinley entered Temple to study business he switched majors in order to enter the family business: education. His father, Dan McGinley, MEd '59, was a teacher, vice principal, principal and then, for 25 years, the president of the Philadelphia Association of School Administrators. McGinley's uncle Jim McGinley was both a teachers union official and a principal, and many of his parents' friends were school district employees. “All the conversation around the dinner table or at family gatherings revolved around ‘the school district,’ which always meant the School District of Philadelphia,” McGinley recalls.

It clearly rubbed off. McGinley is one of eight siblings—four boys and four girls—and all four sisters also are educators. His sister Nancy McGinley, BS '76, MS '81, EdD '89, is currently superintendent of the Charleston County (South Carolina) School District, where she has made significant strides in narrowing the achievement gap. Sister Kerri McGinley, EdD, was superintendent of the Port Republic School District near Atlantic City, New Jersey, until she assumed the same position with the Atlantic County Special Services School District this

“The [Delaware Valley Consortium for Excellence & Equity] moved districts from looking at the kids who are not achieving as the problem to saying, ‘What are we doing all day long, and how can we do that more effectively, to engage kids and their parents and communicate with them more effectively, so that it’s not just the add-on programs but the overall quality of the program we have in our schools?’”

—Christopher McGinley, BS '80, MS'88, EdD

September. Until Christopher returned to Temple this year, the McGinleys were probably the only siblings leading three U.S. public school districts.

McGinley's sister Jane McGinley is an autistic support teacher in Philadelphia, and their sister Bonnie Blasy teaches elementary students in Abington, Pennsylvania. His wife, Grace, is a nurse at a high-needs elementary school in Philadelphia's Juniata Park neighborhood, his daughter Erin teaches at a Northeast Philadelphia elementary school, and a nephew is a charter school physical education teacher. One of his four sons, Andrew McGinley, BA '08, JD '12, manages public affairs and policy for Temple's Office of Government, Community and Public Affairs.

Both McGinley and his sister Nancy credit their family's commitment to public education to their father's influence and their family history. Prior to becoming Charleston's chief academic officer and then its superintendent seven years ago, Nancy was a teacher, a middle school and junior high school principal (in Philadelphia and the suburbs), and CEO of the Philadelphia Education Fund. In the mid-2000s, as a finalist for the Boston Public Schools superintendent's position, she was asked about her views of public education.

“It transforms lives and families,” she responded. “Two generations ago, my grandmother was a cleaning lady in the Philadelphia public schools, and the fact

that I am interviewing to be the superintendent of Boston's public schools tells you everything about how education has transformed my family.”

Despite the 15 years that Christopher McGinley has spent in the suburbs—as an assistant superintendent, acting superintendent and superintendent of the Cheltenham Township School District; executive director of the Delaware County Intermediate Unit; and superintendent of the Lower Merion School District—he is very much a product of Philadelphia and its public school system. Philadelphia is where he grew up—in the Torresdale and Frankford neighborhoods. It's where he went to school—Abraham Lincoln High School. And it's where he first taught and became a school principal and regional superintendent.

After graduating from Temple, he taught mildly disabled students, first at Frankford High School and then at Stephen Douglas High School, both in Philadelphia.

“Because there were difficulties they faced that other kids didn't, there was a level of hard work and determination I saw in some of my students that was inspirational,” he recalls. “At the time, there were strict divisions between special education and regular education.” McGinley, who earned his master's degree and certification in special education from Antioch University, lobbied to have his students participate in regular

educational activities as much as they were able and partnered with regular education teachers to work with him and his students—which is much more today's norm.

“Trying to push those boundaries as a teacher helped me understand some parts of leadership,” he says, “and trying to navigate the school for those kids helped me learn how the organization worked, which made it easier to move into administration”—an impulse he attributes to his admiration for his father's work and his growing belief that, if he were running a school, he could do things better.

“You need a degree of ego,” he laughs, “to think, ‘I can run this place,’ because schools are really complicated organizations.”



After serving as an administrative assistant at Stephen Douglas for two years, in 1989 he was named principal of the K–8 Alexander Adaire School in Philadelphia’s Fishtown neighborhood. Among his challenges: student discipline and community and parental engagement—the previous June, some parents had engaged in a fistfight. At 31, McGinley was the school’s youngest staff member. But with his staff often giving him the benefit of the doubt and the regular advice of his dad and his formal mentor, Principal Marty Glassman, he set out to make Adaire the neighborhood’s school of choice, and succeeded. He subsequently became principal of the Austin Meehan Middle School, area superintendent of the school district’s Lincoln cluster in Northeast Philadelphia and executive director of the district’s professional leadership development program.

Throughout his career, when McGinley encountered difficulties he often recalled watching, as a child, his father tangle with the Philadelphia school board president, former Mayor Richardson

Dilworth, during a live telecast of a school board meeting.

Angered at Dan McGinley’s understandable objection to a proposal to cut principals’ salaries, Dilworth bellowed to him: “Go back to your dung heap.”

When the board’s vice president, Henry Nicholas, chided Dilworth, Dilworth threw down his pen and said, “I can’t stand that damn McGinley.”

“I was very calm and just stood there,” recalls Dan McGinley, who at 82 lives with his wife, Jane, in Ocean City, New Jersey. “He’d done the same thing before.”

For his son, it was a life lesson in poise and courage: “I always admired my father’s willingness to speak his truth to power, his willingness to speak up on behalf of kids and other professionals when other people did not want him to do that, to speak up for people who were not in a position to speak up for themselves,” says McGinley. “Working as both a special ed teacher and in difficult urban settings that got reinforced, and working in much more affluent suburban

Left: Dan McGinley, MEd '59 (center), the longtime president of the Philadelphia Association of School Administrators and father of Christopher McGinley, accepting a check in 1984 on behalf of the Philadelphia Board of Education. Right: Nancy McGinley, BS '76, MS '81, EdD '89, Christopher's sister, has narrowed the achievement gap as superintendent of the Charleston County (South Carolina) School District.





Both McGinley and his sister Nancy credit their family’s commitment to public education to their father’s influence and their family history.

settings, one role that I have always played is being an advocate for people that others in the organization may have overlooked—which tended to be people of color, English-language learners and kids with disabilities.”

In addition to his duties as a school administrator, McGinley has been an adjunct professor at Temple for the past four years, and therefore comes to the job already familiar with the college’s master’s degree in educational leadership and Principal Certification programs.

“I’ve had discussions with Dean [Gregory] Anderson about his vision for making sure that the educational leadership master’s program and doctoral program are as current, relevant and engaging as possible,” says McGinley. “I’m interested in helping reshape and grow the program and in trying to meet the needs of people who have the courage to step up and be leaders in public schools in a challenging time.”

Last spring, speaking at the kitchen table of his Fairmount neighborhood townhouse, he pointed to a stack of papers he was grading for his *Leadership in Diverse Contexts* class—a course on race, identity and leadership. About 40 percent of his 19 students taught or were administrators in charter schools; the remainder worked in either Philadelphia or suburban public schools.

The papers considered Lisa Delpit’s 2012 book, *“Multiplication Is for White People”: Raising Expectations for Other People’s Children*, which advocates having high expectations for children of all races while fully regarding each child’s background. McGinley’s assignment: Write a paper entitled “What Would Lisa Do?” addressing what the book’s author would do for minority students if she ran their particular school. The responses were as varied as one might expect given that the percentage of African-American students at McGinley’s students’ schools ranged from about 3 percent to 99 percent.

In late April, McGinley met with his class for the final time at Temple University’s Fort Washington, Pennsylvania, campus. After he discussed some of the nuanced implications of Delpit’s book, his students gave group presentations on various issues and initiatives in their schools that the course and the book addressed.

McGinley then urged them not to settle for the status quo if they believed minority students at their schools were suffering from the low expectations of others, including school administrators. Embracing a comment to that effect by one of his students, a special education teacher at an urban charter school who said, “I felt it in my soul,” McGinley added:

“Once you know it in your heart that kids are dying slowly, and you know there’s a better way, you have to move on it, you have to have the courage to have the conversation.

“Otherwise, it’s malpractice.”

NEWS IN BRIEF

College Celebrates 95th Anniversary and AERA Annual Meeting

It has been an exciting year at the College of Education, as 2014 marks the 95th anniversary of the founding of the college. We celebrated that milestone with a gala event at the Hyatt at the Bellevue on March 13. The featured speaker was noted urban education expert Pedro Noguera, PhD, the Peter L. Agnew Professor of Education at New York University and executive director of the Metropolitan Center for Research on Equity and the Transformation of Schools.

The college community came together again in early April to mark the accomplishments of our many alumni, faculty and students who presented at the American Educational Research Association's annual meeting, which was held at the Pennsylvania Convention Center in downtown Philadelphia.



Jake Der Hagopian, BBA '75, of CSMI LLC and member of the College of Education's Board of Visitors (center) with his colleagues (from left) Gaeton Zorzi, MEd '79, Curtis Callands, Max Tribble and Steve Lee, BSE '89



Leonard Kaltz, BS '53, MEd '66, College of Education Alumni Board treasurer, and Susie Suh, College of Education director of development and alumni affairs



Amy Goldman, co-executive director of the Institute on Disabilities, and Dean Gregory Anderson, PhD



James Earl Davis, PhD, professor of educational leadership; master of ceremonies Joyce Evans; Will Jordan, PhD, associate professor of urban education; Mildred Rice Jordan, BSEd '65, EdD '89; keynote speaker Pedro Noguera, PhD; Usha Anderson; and Dean Gregory Anderson gathering before the start of the gala



The gala was held in the Hyatt at the Bellevue's Grand Ballroom.



Pedro Noguera, PhD, an NYU urban education professor and executive director of the Metropolitan Center for Research on Equity and the Transformation of Schools, delivering the keynote address at the gala, whose master of ceremonies was Joyce Evans, Fox 29 News weekend anchor



College of Education student volunteers (from left) Megan Fisher, Cassandra Leonti, Chelsea Tranbaugh, Wynter LaTorre-Ovaska and Margot Salter with Dean Gregory Anderson



James Earl Davis, PhD, professor of educational leadership, and Susan Heyward, BSEd '93



Temple University Chancellor Richard Englert, EdD; Kate Shaw, PhD, of Research for Action; and Dean Anderson at the AERA event School Closures and the Perils of Limiting Education Opportunities: The Philadelphia Story



College of Education alumni, faculty, staff and friends gather on the 43rd floor of the Comcast Center to celebrate the research presented at this year's AERA conference at the Pennsylvania Convention Center in Center City

Faculty Authors Plumb the Common Core, Bilingualism, Autism, Wartime Social Science and Ethical Leadership

During the past year, College of Education faculty members have published a number of fascinating and important books on topics that include teaching English in the Common Core era, bilingualism, addressing the needs of adolescents and adults with autism, and the impact of social scientists embedded with U.S. troops in Iraq.

Uncommon Core: Where the Authors of the Standards Go Wrong About Instruction—and How You Can Get It Right

By Michael W. Smith, Deborah Appleman and Jeffrey D. Wilhelm

In this book, published in April by Corwin Literacy, Michael W. Smith, PhD, associate dean of faculty development and academic affairs and professor of literacy education, and his co-authors attack not the Common Core State Standards, which set the goals of instruction, but rather the ancillary documents developed by the standards' authors about the best means of achieving those goals.

"These documents," Smith says, "are marked by a radical misunderstanding about best practices—including dispensing with pre-reading and pre-writing activities in order to immediately delve into a text."

For example, he says, discussing the American dream and what it means to be successful here provides an essential context for students prior to reading F. Scott Fitzgerald's *The Great Gatsby*.

The book's research-based recommendations show how

- pre-reading activities can help students meet the strategic and conceptual demands of texts,
- reader-based approaches can complement text-based ones,
- strategic instruction can result in a careful and critical analysis of text while providing transferable understandings, and

- inquiry units around essential questions can generate meaningful conversation and higher-order thinking.

Smith also takes issue with a comment made by David Coleman, president and CEO of the College Board and one of the Common Core's leading authors: "As you grow up in this world you realize people really don't [care] about what you feel or what you think." While Smith acknowledges that Coleman was referring specifically to narrative writing, he considers the comment to be misguided. "As a teacher," he says, "you have got to care about what your kids feel and think, because otherwise they are not going to be motivated to do the work that you want them to do and that they need to do."

Reading Unbound: Why Kids Need to Read What They Want—and Why We Should Let Them

By Jeffrey D. Wilhelm and Michael W. Smith

"We wanted to try to understand more deeply the nature and variety of the pleasure that adolescents take in their out-of-school reading and use that as a lens to consider how we might do a better job of fostering reading pleasure in schools," says Smith. He and his co-author, a professor of English at Boise State University, surveyed Boise eighth-graders to identify committed readers of marginalized genres that parents and schools often discount: romance, horror and vampires, dystopian fiction, science fiction/fantasy. Then they interviewed the students. "One of the things that was so striking to us was how much the kids got out of their reading," he says.

In their book, which was published late last year by Scholastic, Smith and Wilhelm detail four distinct pleasures students derive from such reading:

- intellectual pleasure, which involves figuring things out—the type of pleasure most emphasized by schools

- play pleasure, which involves the pleasure of being immersed in a story world

- inner-work pleasure, which involves students using reading to help them become the people they want to be

- social pleasure, which derives from using the readings to connect with others and to stake out their own identities

For example, says Smith, two girls who are Harry Potter fans frequently ask themselves, "What would Hermione do?" because they consider her to be the best friend ever—and want to be that kind of best friend to each other. To foster a lifelong devotion to reading, Smith and Wilhelm believe teachers need to stress interpretive complexity as much as the textual complexity that is at the heart of the Common Core State Standards.

"You don't have to read *Moby-Dick* to do serious interpretive work," notes Smith. "These kids were doing amazing work with graphic novels, vampire stories and *Harry Potter*." In a companion article that appeared in *The Atlantic* online, Smith and Wilhelm also stress the importance of choice: "Students should have regular opportunities to behave the way adult readers do and choose their own reading."

The Bilingual Mind and What It Tells Us About Language and Thought

By Aneta Pavlenko

Aneta Pavlenko, PhD, professor of applied linguistics in the Teaching English to Speakers of Other Languages Program, has written "a groundbreaking book." That is the assessment of François Grosjean, former director of the Language and Speech Processing Laboratory at the University of Neuchâtel in Switzerland, who did a question-and-answer article in *Psychology Today* with Pavlenko about *The Bilingual Mind*, which questions the prevailing theory of language effects on thought. Pavlenko, who also serves as the president of the American Association for Applied

Linguistics, tackles the Sapir-Whorf hypothesis, which has long been interpreted to mean that the language or languages we speak determine how we view the world. The error, Pavlenko argues in her book, is not with the thoughts of Edward Sapir and Benjamin Whorf, two deceased linguists, but with oversimplified assumptions that subsequent linguists made regarding their work. Instead, she argues, learning a second language requires lots of cognitive restructuring—which in part involves changing how we categorize things.

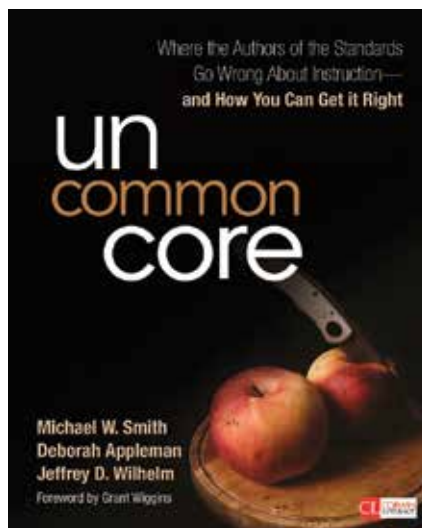
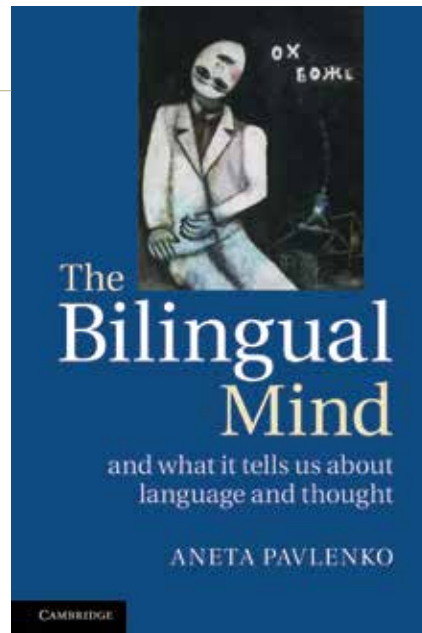
For example, says Pavlenko, consider the English/Russian word pairs of cup/chaska and glass/stakan: “Russians learning English have to deal with the fact that, in English, paper, plastic and Styrofoam containers for coffee are all called ‘cups,’ while in Russia they are called ‘stakanchiki’—little glasses. When Russian people come to the United States and start calling things they used to call glasses cups instead, they don’t even notice the change because the mind, for the most part, automatically adjusts to the demands of new languages.”

Pavlenko, a native of Ukraine who grew up speaking Russian, is now fluent in English as well as French, Spanish, Italian, Polish and Ukrainian. She first conceived the book in 1997, the same year she earned her PhD in general linguistics at Cornell University. That is when she submitted her book proposal to the same editor at Cambridge University Press who published the book this June. “I’m very grateful he ignored it then,” she says. “I wasn’t ready then to write that book—or any other book.”

Autism Spectrum Disorders in Adolescents and Adults: Evidence-Based and Promising Interventions

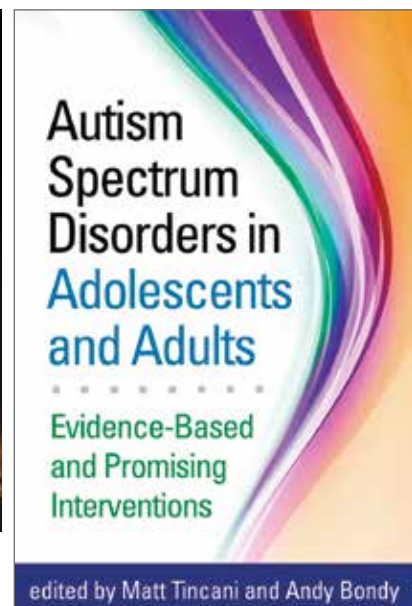
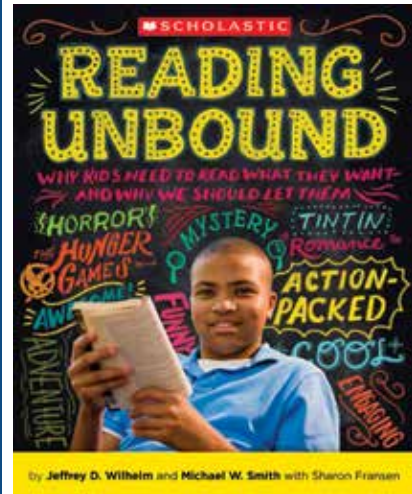
Edited by Matt Tincani and Andy Bondy

“Compared with the research on children with autism, there’s really a dearth of research regarding interventions for adolescents and adults with autism,” says Matt Tincani, PhD, chair of the Psychological, Organizational & Leadership Studies Department and associate professor of



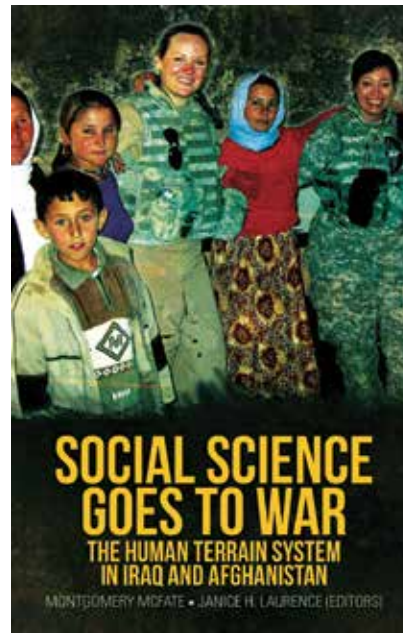
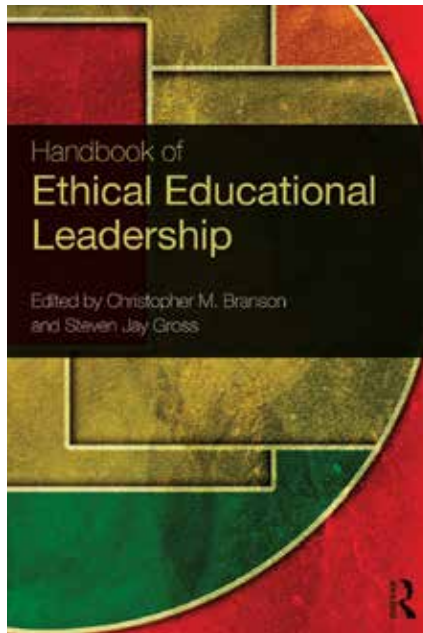
special education and applied behavior analysis. “This is the only book of its kind that examines, in a comprehensive way, the research that does exist—and offers practical information about how to help people with autism spectrum disorders as they mature.”

Tincani and his co-editor, Andy Bondy, an international consultant and the former head of Delaware’s autism program, together have more than 60 years of experience with autism. For the book, which was published this September by Guilford Press, Tincani and Bondy recruited acknowledged experts to write the book’s 14 chapters. Each reviews relevant research and describes how to support affected adolescents and adults so they can succeed in areas such as higher education and work, live



independently, enjoy leisure activities, and navigate meaningful personal relationships, healthy sexuality and aging. For parents of people with autism, the book addresses estate planning that ensures continuing care and support.

For example, says Tincani, the chapter on work was written by an acknowledged supported-employment expert, Paul Wehman, education professor at Virginia Commonwealth University. His chapter focuses on steps that adults with autism spectrum disorder (ASD) should take to identify jobs that would be a good fit for them and advice on applying and succeeding once they are hired. For employers, it



notes the benefits of hiring employees with ASD and supports to help them succeed: how to concretely communicate the employee's duties (visual cues help) and best take advantage of the employee's particular characteristics and skill set—detail-oriented jobs that require adhering to a strict routine are often a good fit.

Social Science Goes to War: The Human Terrain System in Iraq and Afghanistan

Edited by Montgomery McFate and Janice H. Laurence

What happens when you embed social scientists with military personnel on the battlefield in order to enhance the military's cultural competence? That's the intriguing question answered by this 2013 C. Hurst & Co. release, which details the impact of the U.S. Army's Human Terrain System. Begun in 2006, HTS deployed 27 hybrid teams of five to 10 social scientists and retired or reserves military personnel in Iraq and Afghanistan.

Janice H. Laurence, PhD, who both co-edited the book and also wrote some of the chapters, is a professor of adult and organizational development and an internationally recognized military psychologist. McFate, her co-editor, is a cultural anthropologist who was the

HTS' senior social scientist and one of the primary contributors to the U.S. Army field manual on counterinsurgency. The book's foreword was written by retired Gen. David Petraeus, who conceived the counterinsurgency efforts in Iraq, including HTS, as a way "to win the hearts and minds" of the Iraqi people, according to Laurence.

Contending that the military was co-opting social scientists to gather intelligence that led to enemies being targeted, the American Anthropological Association strongly objected to HTS. But Laurence says that intelligence gathering never occurred and, in her view, many of the teams were very effective in interacting with residents in order to help the military determine "what people really needed instead of what we thought they needed."

And, she asserts, they also saved lives. For example, when an HTS team realized that an older man jailed on the suspicion of being a jihadist because he was carrying a rifle with a scope was merely using the weapon to keep crows away from his sheep, they insisted he be released—and kissed on both cheeks as a way to apologize and show respect. The following day an elusive sheik the U.S. had been trying to contact came forward to thank officers

for releasing his uncle. He then revealed where U.S. forces could find a weapons cache and potentially deadly buried roadside bombs.

Going forward, says Laurence, "It's a brilliant idea to always keep social scientists in there to make sure that not just the military mindset always prevails."

Handbook of Ethical Educational Leadership

Edited by Christopher M. Branson and Steven Jay Gross

Routledge, the publisher of this book, named Steven Jay Gross, EdD, professor of educational leadership, and Christopher M. Branson, professor of educational leadership at New Zealand's University of Waikato, its May authors of the month. Gross, who has focused on this subject for years with another Temple professor, Joan Poliner Shapiro, EdD, wrote three of the chapters—including one describing sociopolitical conditions affecting education.

Gross notes that, in the wake of the Great Recession, state education funding cutbacks have created a huge debt burden for students and their families that can either destabilize or terminate students' efforts to earn a degree. "Educational leaders who seek to behave ethically must clearly understand such impacts," Gross says.

Shapiro is the lead author of a chapter on ethical decision-making and, with Gross, co-wrote a chapter on ethical responses to education policies. The latter describes how the two founded and have led the New DEEL (Democratic Ethical Educational Leadership) community network at Temple for the past 10 years. "This is very much a Temple story," says Gross. "It shows how we have put our beliefs into practice by producing scholarship in publishing, designing new courses, and holding six international conferences to build a community here and around the world. We believe that the first job of education is to raise the next generation of democratic citizens."

FACULTY NOTES

Psychological, Organizational & Leadership Studies Department

Frank Farley, PhD, Laura H. Carnell Professor of Educational Psychology, was made a fellow of the Psychonomic Society, the nation's leading scientific psychology society. His work on the Type T personality was featured March 31 in prime time on CNN TV. He taped an episode of *Stan Lee's Superhumans* for the History Channel that centered on risk taking and Type T behavior. He was also interviewed about disputes over the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders*, published by the American Psychiatric Association, in the January/February 2014 issue of *Discover* magazine, which called the controversy one of the top 100 science stories of 2013. He was also elected president-elect of the American Psychological Association's Society for the Study of Peace, Conflict and Violence, and in August co-chaired an international conference in Washington, D.C., entitled Global Summit on Diagnostic Alternatives. Finally, the University of Saskatchewan, Saskatoon, Canada, where he received his BA and MA degrees, honored him with its Alumni of Influence Award.

Steven Jay Gross, EdD, professor of educational leadership, was a faculty

mentor at the University Council for Educational Administration's (UCEA) David L. Clark Seminar. The UCEA brought together emerging educational administration and policy scholars and noted researchers for two days of presentations, generative discussion and professional growth just prior to the American Educational Research Association Annual Meeting in Philadelphia in early April.

Barbara A. Wasik, PhD, PNC Chair in Early Childhood Education and professor of educational psychology, collaborated with the PNC Grow Up Great program to develop a website that features early childhood science and art activities for teachers. The science activities were contributed by national science centers such as the Franklin Institute; art activities were added in July. For more information, please visit the PNC Grow Up Great website at pnc.com/grow-up-great/resources/lessons.html.

Teaching & Learning Department

Janelle M. Bailey, PhD, associate professor of science education, has been elected vice president of the executive board of the American Association of Physics Teachers, underscoring her outstanding level of service to the physics education community. Bailey serves as the

board's vice president this year and will be the president-elect next year, the president in 2016 and the past president the following year.

Wanda Brooks, EdD, associate dean of teacher education and associate professor of literacy education, co-authored an article, "Transitional Chapter Books: Representations of African American Girlhood," that received the Virginia Hamilton Essay Award Honor Citation. Co-written with Jonda C. McNair, associate professor of literacy education at Clemson University, the article appeared in *The Reading Teacher* in 2012.

Doug Lombardi, PhD, assistant professor of science education, organized a colloquium that was featured as a plenary session at the International Conference on Climate Change: Impacts and Responses in late June in Reykjavik, Iceland. The title of the colloquium was Climate Change Education: Warm Processes in Learning About a Hot Topic.

Michael W. Smith, PhD, associate dean of academic affairs and faculty development and professor of literacy education, has contributed two chapters to recent books: "Innovative Practice in Teaching the English Language Arts: Building Bridges Between Literacy in School and Out," in *Handbook on Innovations in Learning*, edited by Marilyn Murphy, Sam Redding and Janet

Twyman (Information Age); and "Seeking Sponsors, Accumulating Literacies: Deborah Brandt and English Education," in *Literacy, Economy, and Power: Writing and Research After "Literacy in American Lives"*, edited by John Duffy et al. (Southern Illinois University).

Faculty Awards

The following faculty received Temple University awards this past spring:

Cynthia Belliveau, PhD, assistant professor of teaching/instructional, received the 2014 Temple University Faculty Advisor Award.

Kristina Najera, PhD, assistant professor of teaching/instructional, received a Christian R. and Mary F. Lindback Foundation Award for Distinguished Teaching, which honors faculty whose work in teaching and research has benefited the lives of Temple students. She received a monetary award and a certificate.

Barbara A. Wasik, PhD, PNC Chair in Early Childhood Education and professor of educational psychology, was the recipient of the Paul W. Eberman Faculty Research Award for outstanding contributions to her field. She received a monetary award and a certificate.



Janelle M. Bailey



Cynthia Belliveau



Wanda Brooks



Frank Farley



Steven Jay Gross



Doug Lombardi



Kristina Najera



Michael W. Smith



Barbara A. Wasik

Message From Susie Suh
Assistant Director of Development and Alumni Affairs



Thanks to the generosity of alumni like you, we're proud to report that the number of scholarship recipients among our returning students increased by 65 percent last year. And for the first time, the College of Education was able to offer scholarships to incoming freshmen and transfer students in addition to the scholarships offered to them by the university. As a result, we increased the number of students receiving scholarship aid by nearly 40 percent.

These dramatic increases illustrate both our students' growing need for financial aid and the college's enhanced ability to meet such demands. From President

Theobald's Fly in 4 program—whose goal is for all students to graduate in four years—to the College of Education's promise to financially support its students, financial aid is one of Temple's primary universitywide missions.

Meanwhile, as the countdown to the college's 2019 centennial begins, much exciting work lies ahead of us. From our new undergraduate degree, a BS in human development and community engagement, to Dean Anderson's plans for the future—including an early childhood learning center and a principal residency program—2014–2015 is shaping up to be an extremely promising year.

During the past year, the college nearly doubled its outreach to alumni and friends, and we will continue to increase such efforts. This year, as part of our new Education: Passport to the Future initiative, Dean Anderson will visit alumni throughout the region and share his vision for the future of the college.

As we engage each of you, we also invite you to support the next generation of Temple education students. Your gift to the college will enable them to go on to make a difference in the lives of others—just as you have.

To make a gift, get more involved with your College of Education or share news with your fellow Owls, please contact me at 215-204-0916 or susie.suh@temple.edu.

Thanks,

Susie Suh
Director of Development and Alumni Affairs

Office of Institutional Advancement
Here to Serve You



Maggie Esteves
Assistant Director
of Development
and Alumni Affairs



**Angelica A.
Youwakim**
Development and
Alumni Affairs 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

1950s

Irwin Leventhal, BSEd '53, MEd '54, was honored with the creation of the Leventhal Native Plant Garden in Whitemarsh Township, Pennsylvania. The garden was a gift from the Friends of the William Jeanes Memorial Library, of which Leventhal served as president for several years.

Jane Norman, BSEd '56, performed in *A Holiday Evening of Love* at 54 Below, a cabaret in New York City. The show was produced by Jim Kierstead, whose credits include *Pippin* and *Kinky Boots*. Norman created and starred in *Pixanne*, a children's TV program that aired in Philadelphia from 1960 to 1969 and was syndicated for another seven years.

1960s

Jerome I. Leventhal, FOX '55, MEd '60, was inducted into the Norristown (Pennsylvania) High School Hall of Fame in 2012. During his career, he has worked at public schools in Philadelphia; Deptford, New Jersey; Buffalo, New York; and Port Washington, New York; and in the community college system of Connecticut. He also is professor emeritus in what is now the College of Education's Department of Teaching and Learning.

Emma M. Trusty, BSEd '64, published *Samuel's Journey* with Xlibris Corp.

David A. Schwartz, BSEd '66, operates a private, full-time practice as a psychologist and social worker within the Orthodox Hasidic Jewish community of Brooklyn, New York. He specializes in addiction, couples, trauma, sexual abuse and eating disorders. In January 2014, he presented two papers at the Nefesh Israel Annual Conference in Jerusalem: "How to Treat Addiction Patients Who Refuse to Utilize Any 12-step Programs" and "Burn-out of Addiction Therapists."

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 counseling and human development at the University of Rochester in New York.

Sylvester Kohut Jr., MEd '68, retired after 42 years in higher education. He most recently served as associate vice president for academic affairs at Holy Family University in Philadelphia. He plans to engage in freelance writing during his retirement.

1970s

Carl H. Bloss, MEd '71, is an archivist at Bethany Children's Home in Womelsdorf, Pennsylvania. He received a \$25,000 grant from Mocavo.com to digitize the Bethany Book of Life, a chronological listing of children who lived at that orphanage from 1863 to 1999.

Joel S. Esterman, CLA '68, MEd '71, retired from the John F. Kennedy Behavioral Health Center in Philadelphia after 24 years. He now works part time as a psychologist with Delaware County Professional Services in Pennsylvania.

Timothy E. Heron, CLA '70, MEd '72, EdD '77, published *Instrument Flying: 10 Indispensable Principles to Know and Remember* with Two Harbors Press. Heron is a retired flight instructor and stage check pilot in the flight education department and professor emeritus of special education at Ohio State University.

Lee Albert, BSEd '75, is a partner in the law firm Glancy Binkow & Goldberg LLP's New York office. He represents clients in cases concerning violations of federal and state antitrust and securities laws, mass tort and product liability, and unfair trade practices.

Roseann B. Termini, MEd '79, LAW '85, published both print and electronic versions of the seventh edition of *Food and Drug Law*, a 12-volume reference tool designed for government, industry and the academic community.

1980s

Dennis O. Gehris, EdD '80, was appointed faculty emeritus at Bloomsburg University in Pennsylvania. He served that institution as a professor and administrator for 28 years.

William S. Hawkey, MEd '86, PhD '97, became head of school of the Pennington School in New Jersey in July. He previously was the associate head of school and dean of faculty.

Stephanie M.G. Wright, EdD '87, began a three-year term on the board of directors of the National Science Teachers Association. She is founder, president and CEO of the Delaware AeroSpace Education Foundation and director of the Delaware Aerospace Academy Environmental Outpost, both in Smyrna. Last year she was inducted into the Delaware Aviation Hall of Fame.

Luisa J. Gasco-Soboleski, MEd '88, is a principal at the American School for the Deaf in West Hartford, Connecticut.

1990s

William P. Martin, EdD '91, published *A Lifetime of Fiction: The 500 Most Recommended Reads for Ages 2 to 102* with Rowman & Littlefield.

Samantha Levine Dawson, MEd '96, PhD '00, and **Elizabeth Marsh Vantre**, MEd '98, PhD '00, co-authored *Ready, Set, Parent: Dr. Moms' Guide to Parenting*, which was published with CreateSpace.

Lawrence R. Sernovitz, MEd '97, was honored with the 2013 Trailblazer Award by the Montgomery County Advisory Council to the Pennsylvania Human Relations Commission, of which he is vice chair. He is a rabbi at Temple Emanuel in Cherry Hill, New Jersey.

Donna T. Weiss, PhD '98, published *The Interprofessional Health Care Team: Leadership and Development* with Jones & Bartlett Learning.

2000s

William T. Ziegler, EdD '05, was named president of the Pennsylvania Association of Elementary and Secondary School Principals in 2013. He is principal of Pottsgrove High School in Pottstown, Pennsylvania.

Mallory Fix-Lopez, BSEd '07, MEd '11, is head of the English for the Restaurant and Everyday Living program, which focuses on improving language skills of restaurant workers in Philadelphia. That program was launched in January 2013 through the Garces Foundation, of which **Beatriz Garces**, DEN '02, is co-founder and board chair.

Carrie A. Reilly, BSEd '09, is a Peace Corps education volunteer stationed in South Africa.

2010s

Barbara S. Di Toro, BYR '92, '94, EdD '10, last year celebrated the release of a second volume of the recording *Singing Adventures: Imaginative Songs and Activities for Young Children*. Both volumes are available online at cdbaby.com.

ALUMNI PROFILE

Help in Finishing Your Dissertation



If you're thinking about earning a doctorate, Joanne Broder Sumerson, MEd '00, PhD '04, might be able to help. Last year Sumerson, an affiliate professor at St. Joseph's University in Philadelphia, published *Finish Your Dissertation, Don't Let It Finish You* (John Wiley & Sons), a hands-on, easy-to-read guide to the dissertation and thesis processes.

The book's topics include proper etiquette for working with your dissertation committee, the anatomy of the five chapters that typically make up a dissertation, best

practices in research design, getting approval from your university's institutional review board and smoothly presenting an oral defense.

At St. Joseph's, Sumerson teaches research and evaluation and is also a thesis adviser. The book grew out of her experiences with her students. "I never thought the available books were complete in terms of the process," she says. "This is the book that I needed for my classes." She also believes the feedback she received from her students helped shape the book. "Teaching live and online while I was writing the book helped me realize how I should articulate some of the concepts to make them interesting and reader friendly."

Sumerson, a research psychologist who specializes in research in organizational development, earned her master's degree in adult and organizational development and her PhD in educational psychology. She is the co-founding editor of the three-year-old journal *Psychology of Popular Media Culture*, which is published by the American Psychological Association. Her "Research Notes" blog, which appears in the online version of *Psychology Today* magazine, discusses best practices in research processes.

IN MEMORIAM

'40s

Warren C. Rozelle, EDU '49, '59
James Talarico Jr., EDU '49, '53

'50s

Richard Malatesta, EDU '52
Peter C. Sandilos, EDU '52
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'60s

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I donate to the College of Education because I believe that education is a powerful change agent.

Had I not attended Philadelphia High School for Girls and been taught, coached and mentored by Temple Made physical education teachers, I would not have been the first in my family to receive a college degree—which provided upward social and economic mobility for my family and for me.

I donate because as a faculty member of the College of Education, I was invited to collaborate with distinguished faculty and staff to create and manage the National Science Foundation–funded Sisters in Sport Science Program. This program provided underserved girls in Philadelphia access to quality educational and cultural activities while serving as an experiential learning lab for student athletes, experienced and novice coaches, and math and science teachers.

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—Tina Sloan Green, *MEd '70*
Professor Emerita