

ESTABLISHING OUR PLACE

WINTER 2019

educator

19122

COLLEGE OF EDUCATION



College of Education

SENIOR EDITOR AND ASSISTANT DEAN,
DEVELOPMENT & ALUMNI RELATIONS

Grace A. Greenwich

EDITOR

Piers Marchant

DESIGN

Little Giant Creative

.....

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION DEAN

Gregory M. Anderson, PhD

SENIOR ASSOCIATE DEAN OF
GRADUATE PROGRAMS AND RESEARCH

Joseph DuCette, PhD

ASSOCIATE DEAN OF UNDERGRADUATE
EDUCATION AND ASSOCIATE PROFESSOR
OF EDUCATIONAL PSYCHOLOGY

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ASSISTANT DEAN OF TEACHER EDUCATION
AND ASSISTANT PROFESSOR OF LITERACY

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Joseph H. Paris, EdD

CHAIRMAN, COLLEGE OF
EDUCATION BOARD OF VISITORS

Joseph Vassalluzzo

*Temple University
College of Education
Office of Institutional Advancement
Ritter Hall, Room 238
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122-6091*

CONTENTS

3	29
<i>Dean's Letter</i>	<i>Alumni Association</i>
4	30
<i>Editor's Letter</i>	<i>Alumni Engagement</i>
5	32
<i>School News</i>	<i>Memoriam</i>
6	34
<i>New Faculty</i>	<i>Class Notes</i>
8	<i>Back Inside Cover: Alumni Portrait</i>
<i>Alumni At Work: Six Apostles Of Pbi</i>	
10	
<i>Building a Pipeline of Scholars: College of Education's Scholars Program</i>	
11	
<i>Dr. Edward Fergus: Educator at Large</i>	



FEATURES

12 Dr. Davis

Growing up in rural Alabama, he saw early on the disparity in educational opportunities based on students' race. He was determined to do something about it; and now he has.

18 Place Based Initiatives

How should we tackle the age-old problem of educational disparity? It's just possible Temple's Education Department has cracked the code.

24 Photo Journal

Takir Spain is a typical North Philly high-school student, but because of his enrollment in a Temple youth initiative, now he feels ready to be a "leader and not a boss."

COVER

Nestled as it is in the heart of North Philly, Temple's Education Department is dedicated to the well-being of the community it calls home. This issue reaffirms our unwavering commitment to the neighborhood.

"It's important for me to give back to the institution that has given so much to me and my family. I want to open doors for other students that were opened for me. Teachers are not valued enough in this country, and I want to support our future educators."

- Helen Sanders

Our students are counting on you!

Make your transformative gift to the Annual Fund for the College of Education today.

Each year, gifts to the Annual Fund make it possible for College of Education students to pursue their academic and creative goals. By supporting study abroad programs, faculty research that leads to innovations across the curriculum, scholarships and financial aid on which more than 50% of students rely, and so much more, the Annual Fund touches every College of Education student -- every day.

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A MESSAGE FROM DEAN ANDERSON

Victor Hugo once wrote, “nothing is more powerful than an idea whose time has come.” There has perhaps never been a greater sense of urgency to fulfill the ideal of ensuring our early learners, our youth and their parents receive quality education and social resources to empower their families and communities for great success in the future.

We are immensely proud to be a college which primarily focuses on issues concerned with the urban realities in the United States. Our world-class models of evidence-informed teaching and learning have empowered our vision of improving the way cities, like Philadelphia, compete and succeed in a global economy. Moreover, as we work in our own backyard, the zip code 19122 and surrounding urban areas, we understand that higher education institutions must partner more effectively with families, communities and neighborhoods to improve conditions for learning and promoting greater opportunity and well-being for all our citizens.

Temple University College of Education’s Place Based Initiative (PBI) is a principled expression of this goal. It marries our cutting-edge research and evidenced-informed models of practice, while tapping into unsung strengths and resources of urban communities, in order to help transform the lives of impoverished youth and their families to change urban education forever. A child’s ability to learn goes beyond the classroom to the parents’ lives as well, which is why PBI offers an array of wraparound, lifelong services ensuring the best chance for children to succeed regardless of zip code. Through these amazing programs, we can impact the community from the earliest stages of learning right into college, career-readiness and beyond. As we stand today, the college is poised to scale up and replicate our nationally-

recognized programs both in urban centers in the United States and across the world.

The successes of our alumni, faculty, and administrators - who are stellar, award-winning classroom educators, visionary scholars, widely-cited researchers, and driven, inspiring leaders - are a source of endless pride and opportunity.

As we prepare to celebrate the 100th Anniversary of the College of Education, I look forward to sharing a powerful new vision for the College, one that not only addresses present conditions in the classroom - but also one that expounds upon PBI and includes a bold, innovative model to meet the dynamic needs of the future. Your partnership with the College of Education at Temple University helps to shape the next generation of educators and researchers, drawn from the best and brightest the world has to offer, who are equipped to positively influence the direction of opportunity and equality. We hope you will join us in celebration and to champion this shared vision.

With great admiration,

Gregory Anderson, PhD
Dean, College of Education
Temple University

EDITOR'S LETTER

There are few educational institutions so inextricably linked or enjoy such a long and mutually beneficial relationship as Temple University's College of Education and the "19122."

Since starting my new role in November of 2017, I've had the opportunity to meet a great number of brilliant and fascinating people, many of whom I'm proud to say are alumni, donors and friends of the College of Education. Everyone has been tremendous and welcoming. But I was also made aware of the need to express our bold commitment to the place our College calls home in a more profound way.

An important leader in the community asked me a simple, direct question: "If the College of Education has been so devoted to the zip code it resides in, why doesn't it say so?" If we were proud to be part of the neighborhood, he implored me, "Be bold and say it!"

I took his point.

I went back to my office that day and asked myself what would be the most forthright way to express our devotion to our home. And, thus, the concept for this cover design was born. We wanted a visually strong and powerful image that conveyed our unwavering commitment to 19122. I think we have done that -- we are proud and excited about the cover -- and everything inside the magazine as well.

In these pages, we also discuss our ongoing devotion to empowering our community through strong educational models and community programming. Our Place Based Initiative (PBI) best reflects the College of Education's commitment to creating an impact on Urban Education with a replicable model in Philadelphia and across the world. The Temple Education Scholars program reflects our indelible support of youth in our surrounding neighborhoods.

There is something inherently daunting and exciting about re-launching the Educator. The magazine is the visual representation of who and what the College stands for, which is an enormous



responsibility. Every article needs to reflect a worthy confluence of art, poetry, imagery, and information. With this redesign, we wanted to produce something you will want to keep, for its engaging, informative articles that artfully shed light on the important next steps in the field of education.

We believe the new format will convey that vision, setting the stage for passionate, informed discussion for the next century. I look forward to your feedback.

With warmest regards,

A handwritten signature in black ink that reads "Grace A. Greenwich". The signature is fluid and cursive, written on a white background.

Grace A. Greenwich
*Senior Editor and Assistant Dean of Development and Alumni Relations
Temple University*

SCHOOL NEWS

New Perspective on Service-Learning Lands Recent College of Education Alumna Dissertation of the Year Award

Elisabeth Fornaro, EDU '18, recently received the Dissertation of the Year Award from the International Association for Research on Service Learning and Community Engagement (IARSLCE). A recent graduate with a PhD in urban education, Fornaro's research has focused on directing the spotlight of service learning back to the K-12 setting. More specifically, she has expanded the conversation about its benefits to include the positive impacts it has on teachers and their well-being, especially in challenging educational contexts. Her dissertation, *It's Like Professional Food: Sustaining Urban Educators Through Service-Learning*, explores how teachers' participation in service-learning teaching communities ameliorates dissatisfaction among educators who may feel as though they cannot teach in ways that reflect their personal and professional commitments, in order to fully meet the needs of their students. She notes that Temple's multidisciplinary approach to urban education has prepared her for a variety of positions.

education.temple.edu/news/2018/05/new-perspective-service-learning-lands-recent-college-education-alumna-dissertation

Pew Charitable Trusts Awards Temple University Grant to Provide Respite for Caregivers

The Pew Charitable Trusts awarded funding to the Intergenerational Center at the College of Education, along with 27 other Philadelphia-area organizations that work to preserve the dignity, independence, and quality of life of the region's frail seniors, many of whom are struggling with economic hardship, social isolation, and health and mobility challenges. Nearly \$4.52 million over the next three years was awarded to assist approximately 44,000 elderly people.

education.temple.edu/news/2018/09/pew-charitable-trusts-awards-temple-university-grant-provide-respite-caregivers



\$1 Million Grant Aims to Incorporate a STEM Out-of-School Time Program

The \$1.1 million grant will leverage a \$1.3 million grant awarded in 2014 by Choice Neighborhood Initiative. Since 2014, STEM has been incorporated into each school day at Dunbar and Duckrey with hands-on projects. This work has been led by Dr. James Davis (Principal Investigator), professor of higher education, and Dr. Meghan Raisch, assistant director, who will oversee the 21st Century Community Learning Center (CCLC) grant. The CCLC grant will provide further resources to increase the chances that these 250 Kindergarten-8th grade students are accepted to magnet high schools, which will support students' preparation for postsecondary education.

tueducationalumni8edfb882tw.devcloud.acquia-sites.com/news/2018/02/1-million-grant-aims-incorporate-steam-out-school-time-program

NEW FACULTY

College Welcomes Four New Distinguished Faculty Members



**Kelly McGinn,
PhD**

Assistant Professor, Department of Psychological Studies in Education (*Human Development and Community Engagement*)

PhD: Temple University, Educational Psychology

“With experience teaching in the middle school classroom, working in education-based non-profits, and researching educational phenomena, I am eager to be part of Temple’s expert team of educators as we prepare our students to make a difference in children’s lives by influencing the programs, policies, and practices of organizations with child-focused initiatives.”



**Art Dowdy,
PhD, BCBA**

Assistant Professor of Instruction, Department of Teaching and Learning (*Special Education / Applied Behavior Analysis*)

PhD: Temple University, Special Education

“After being part of the Temple community over the last 6+ years during my graduate work, I could not be more proud to now call Temple University my home, and could not be more eager to teach future teachers and future behavior analysts pursuing their degree at Temple University.”



**Neil Seftor,
PhD**

Research Professor of Higher Education Policy

PhD: University of Virginia, Economics

“I am excited to join Temple’s College of Education and work to illuminate the range of struggles facing post-secondary students and find evidence-based approaches to solve them.”



**Beth Olanoff,
Esq**

Associate Professor, Department of Policy, Organizational and Leadership Studies

JD: The Law School of the University of Pennsylvania

“I served as Policy Director at the PA Department of Education in two gubernatorial administrations, and, most recently, led the development and successful submission of Pennsylvania’s state plan under the federal Every Student Success Act. Following those experiences, I now eagerly look forward to sharing my policy experience and legal expertise with students at Temple who are working to expand their own knowledge and skills in educating students for success in the 21st century.”



“It’s very emotional just to think about what Temple has done for us and allowed us to achieve. We can’t ever repay that debt, but we’re committed to recognizing that -- without Temple -- we wouldn’t have had these opportunities.” - Irene Eizen

There are a variety of ways to leave a legacy at the College of Education through planned giving. Planned gifts include bequests, gifts of real estate, and life income gifts such as charitable gift annuities that provide lifetime payments to the donor. Many planned giving methods provide valuable tax advantages for the donor.

Just like cash gifts, planned gifts may be unrestricted or designated for a specific purpose within the College of Education. Planned gifts may also be used to establish an endowment.

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ALUMNI AT WORK: SIX APOSTLES OF PBI

Temple's Place Based Initiative program, based on Dean Anderson's vision of a comprehensive approach to address the learning needs in urban educational centers, promotes the idea of involving the community in making decisions, and setting up parameters in local education environments. By giving communities agency, the program is designed to work within an already existing infrastructure. It's a concept that is catching on nationally, as Temple Education Doctorate graduates take the program with them and migrate to other parts of the country. Here are six such professors, working to spread the gospel of the PBI.

Julia C. Ransom, PhD



Dr. Ransom has followed her passion for change to become a lead researcher with the PERC (Peer Enabled Restructured Classrooms) program at City University of New York, a place-based initiative aimed at increasing STEM achievement in New York City high schools. Dr. Ransom conducts intimate field research studying student-teacher relationships and works closely with young people and their instructors. Thanks to her unique perspective, Dr. Ransom will be publishing a new book, *Intersectional Care for Black Boys in an Alternative School: They Really Care About Us*, that investigates the experience of young black men in different educational systems. The book is set to be released January 2019, from Rowman & Littlefield.

Decoteau Irby, PhD



Dr. Decoteau Irby's experience at Temple, working with first-generation college students from North Philadelphia, lit a fire that eventually propelled him to a career studying the intersection of school leadership and racial equity. As a professor in the Department of Policy Studies at University of Illinois-Chicago's College of Education, Dr. Irby investigates organizational behavior as it relates to equitable practice. He puts his theory into practice often as a member of The Root consulting cooperative, a model equity organization.

Stuart Rhoden, PhD



After teaching at Arizona State University's Teachers College for several years, Dr. Stuart Rhoden now serves as an instructor in the university's LEAD (Learn Explore Advance Design) Academic Success Program. This initiative provides academic, social, and emotional support for college students with unique circumstances, such as being a first-generation student, veteran, returning student, or parent. Dr. Rhoden works closely with these groups as both an instructor and mentor, and his endless energy and compassion has regularly increased graduation rates for students otherwise at risk of dropping out of school. Dr. Rhoden is working on his second book, *The Discomfort Zone*, which explores how K-12 teachers can address race, LGBTQ, gender and ability in the classroom.

“There’s a big gap in the literature on what organizational structures actually create equity. You can’t scale institutional equity by focusing on individuals. You have to focus on groups of people. There has to be a commitment to understanding across the organization.” - Decoteau Irby, PhD

Patrick Spearman, PhD



Dr. Patrick Spearman is an Associate Professor at the Beeghly College of Education at Youngstown State University. He has dedicated his career to preparing young teachers and future administrators to become exceptional lifelong educators. Dr. Spearman tirelessly instills in his students a sense of duty to the communities they serve by developing a better understanding of the history, culture, and experiences of those communities. He regularly challenges his students to question the relationship and agency between society and schools, though he confesses that he still doesn’t know the answer himself.

Lynnette Mawhinney, PhD



Dr. Lynn Mawhinney began a new position as Chair of the Department of Curriculum and Instruction at the College of Education at University of Illinois-Chicago in the summer of 2018. Dr. Mawhinney oversees one undergraduate and six graduate programs, and is ecstatic to work directly with Chicago Public Schools to shape a new generation of urban educators. This winter, she’ll be publishing a book that documents the stories behind urban educators who left the teaching field.

Camika Royal, PhD



Dr. Royal is a veteran educator in Baltimore and a proudly outspoken advocate for urban education. She teaches at Loyola University Maryland after previously serving as the director of the University’s Center for Innovation in Urban Education. She has worked as a teacher and consultant for Baltimore City Schools and urban charter schools, and tackles institutional cultural oppression in school systems with true gusto. Dr. Royal is currently working on an extensive book, *Not Paved For Us: 50 Years of Black Educators and School Reform in Philadelphia*. You can find her deep in the stacks of the School District of Philadelphia’s records, navigating through thousands of historic school board minutes.

BUILDING A PIPELINE OF SCHOLARS: COLLEGE OF EDUCATION'S SCHOLARS PROGRAM

It's a problem facing many of the school systems in major US cities at the moment: How do you train and educate the next generation of teachers to lead your schools, especially if continued budget slashing has become yet another expected obstacle to have to overcome?

Dr. Jennifer Johnson and Dr. Juliet Curci lead a newly-launched program at Temple that might help bridge the gap between needy schools and highly qualified teachers. The College of Education launched the Temple Education Scholars program, collaborating with the Philadelphia School District this semester. The dual enrollment program currently consists of 12 Philadelphia-area high school seniors, who incorporate a full semester of education courses (15 credits) over the course of their last year in high school, absolutely free.

Not only is the program free for the students, Temple also provides a full cadre of support, incorporating graduates and undergraduates to provide mentoring in academics, college skills, tutoring, financial and admission workshops for students and their families. "They are getting a grasp of what it's like to be in college before they go to college," said Samantha Horchos, a graduate student who provides academic support to the scholars on campus. The thought is this methodology will help ensure the best possible outcomes for students.

According to Dr. Curci, the campus community itself is a major boon, "The scholars are able to have personal relationships with their course instructors," she says, "as well as with college-going students from whom they receive mentorship around time management, organization, study skills, and communication with faculty."

The two professors, who are among the governing body that choose the dozen students culled from hundreds of applications, aren't necessarily just looking for high academic grades. The program is also interested in what Dr. Johnson calls "the academic middle" -- those with a C+ or B average -- as long as they display "a serious interest in becoming an educator," she says. "It can motivate them to finish up their high school career strong and with a clearer sense of purpose."

In addition to helping the students succeed in their higher education pursuits, a major goal of the program is to bring young, engaged



teachers into the Philadelphia schools. Dr. Curci wants to "strengthen the pipeline of young people who seek to be change agents within their community by becoming educators," and for good reason. According to Dr. Curci's data, "Only 2% of teachers in the U.S. are Black men, and more than half of the school districts in PA do not employ teachers of color. That has to change -- not only for the experiences of students of color, but for White students as well."

As designed, the program is meant to reward each component: Temple gets to pilot a program that might serve as a model for other cities around the world; the City gets an influx of highly motivated and well-trained teachers, developed locally; and the students get a headstart on pursuing their educational careers, with the full support of a major academic institution behind them. It is this last point that potentially means the most to the Temple team. "Sometimes students need an opportunity like this to motivate them to fully engage in the education process," says Dr. Johnson.

DR. EDWARD FERGUS: EDUCATOR AT LARGE

Temple's own Dr. Edward Fergus is making major breakthroughs in research involving equity in education. The assistant urban education professor at the College of Education was selected to participate on a national panel this summer involving his work with the Maryland State Department of Education to discuss the history of federal disproportionality policies that exist in the current IDEA (Individuals with Disabilities Education Act).

While on the panel, Dr. Fergus referenced an update from the current Trump administration that will delay the December, 2016 disproportionality regulations of IDEA because it argued "...the racial disparities in the identification, placement, or discipline of children with disabilities are not necessarily evidence of, or primarily caused by, discrimination."

"I discussed the impact of this delay on state education departments' attention to this issue," Dr. Fergus says. "And I highlighted the [fact that] Maryland State Department of Education already changed their regulations despite the delay, because they considered the December, 2016 regulations the right direction of this work."

Such challenges surrounding equity in education have shaped the way Fergus addresses his own research: "One of the pivotal considerations in this work on disparities is an understanding that new or formulated practices or policies will be sufficient to reduce the presence of bias-based beliefs," Dr. Fergus says, on tackling common misperceptions regarding his field of study. "In my own research, I focus on the presence of these beliefs as drivers of practice and policy defining and implementation."

Interestingly, one of Dr. Fergus' current emerging projects is a review of the implementation of his own book, *Solving Disproportionality and Achieving Equity*, in the New York City Department of Education schools. "NYCDOE is advancing an impressive attention on equity outcomes," he adds, "and my book is one of several being used by every leader to frame the scope of some of the work."



EVERYTHING WAS EVERYTHING

Growing up in the rural south, Dr. James Davis noticed a significant difference in the quality of education and the opportunities afforded to children of color like him. Since then, he has spent his entire career trying to rebalance the scales and give all children an equal chance at success. Now, he might have just found the key.

Words
Tre Johnson

Photography
Daniel Mezick



Dr. James Davis, Professor and Bernard C. Watson Endowed Chair in Urban Education, has never believed in simple solutions. It's likely rooted in his childhood: Growing up in rural Huntsville, Alabama, he and his brother, Larry, were raised on a farm by their parents. His mother, Minnie Davis, earned a living as a domestic worker in the homes of German expats who sought out Huntsville post-World War II, as the area was a growing engineering and technology hub with a NASA influence. His father, Marion, worked as a civilian employee at the nearby Red Stone Arsenal military base. Together on that farm, his parents, who never completed high school themselves, instilled in both boys the importance of getting a good education, which would give them the tools to have options.

At the time, young James had a simple vision for his life: "When I grow," he recalls telling his father, "I'm going to live in a tall building on the prettiest floor and buy all my food from the grocery store."

"Boy, you just need to study," his father replied.

Together, his parents dedicated themselves to help the boys excel, running block on shutting out social distractions. For a time, Dr. Davis, an avid baseball player who loved the Pittsburgh Pirates, had dreams of playing pro ball until a heart murmur ended his playing days, at which point he made the decision to focus on academics. It wasn't easy seeing the racially-charged educational disparities that existed in 1970s Alabama. While schools were officially desegregated, a separation still existed within the institutions they attended, and a young James saw disproportionate outcomes for Black boys in school. As he worked towards graduating, he noted of his fellow Black classmates, "some of them finished high school, some didn't, and almost none of them went to college," a realization that stuck with him as he attended Morehouse College as an undergrad.

Part of the reason why that realization has stayed with him since leaving life in Huntsville is the nature of the town itself. It is made up of a community of accountability and relationships. Minnie was a devout woman, and so, in addition to the small town's close-knit school communities, the church was another institution of support and excellence. Like many Black people in the South, the Davis family turned to the church as one of the few places where Blacks could physically, emotionally and mentally convene outside of the public spaces dominated by Whites.

"My mother was real involved in the church," he says, "and so we [James and Larry] were involved too; doing Sunday school, recitations and public speaking became a sort of additional institution for learning and community." This sacred space for community, healing and development was crucial to the fabric of Dr. Davis'

academic mission. "Everything was everything," Dr. Davis remembers during a conversation together. "Our teachers, administrators and counselors knew us, held us accountable, held us up."

Still, in high school, James struggled to find a place for himself. Despite the adults around him nurturing and supporting his emerging identity by creating a safe space to formulate his cultural, sexual, and academic identity, he still yearned to find other like-minded students, sitting similarly in so many unique spots socially and academically.

But James always had a knack for attracting the attention of teachers, particularly Madame Griffin -- who, along with her husband, is a Morehouse alum -- and convinced him to consider applying to the prestigious HBCU. It was at the all-male university that James' world opened up, both socially and academically.

"It all changed in college," Dr. Davis says now. "I went there without even knowing that a place like that existed, and met so many brilliant Black boys like me." His thirst for learning, skill and intellect also allowed him to continue getting mentorship from three key Black female professors -- da Rousseau Mukenge, Anna Grant, and Margaret Weber-Levine -- who nurtured his research skills and guided him to Cornell for graduate school, a place he found "academically vibrant." He was sold on attending after only one visit.

The significance of the people who supported him, from Huntsville, to Atlanta, to upstate New York, has never been lost on him. Dr. Davis recognizes all too well the complex series of networks that made it possible -- mentorship, rigorous academics, spaces for identity validation and formation, community, hard work and lots of luck -- for him to get as far as he has. "My way has been paved many times over," he says. "I knew from the beginning that I had to pay the way forward."

In a 2010 on-air interview with NPR's "Talk of the Nation," Dr. Davis shared why he thought we haven't collectively upheld the promise to all of the country's children, especially young Black men. For decades now, despite the policy advances we've made in educational outcomes and access, he explained, the academic performance and advanced opportunities for young Black men haven't changed much. When asked why, Dr. Davis lamented, "It's a cyclical kind of process ... the tension between individual concerns and institutional-level responsibility." He continued to cite further obstacles, including a "waning interest," as a systemic culprit. Since then, he's often been openly frustrated about what he sees as a lack of fidelity towards fostering honest, sustained change.

Part of the problem is likely because people want simplified solutions, and Dr. Davis, with faculty and scholarly stints at Cornell, the



*“I knew from the beginning
that I had to pay the way forward.”*



University of Delaware, and the University of Michigan, has never shied away from the true complexity of the issues. By making his story and keen observations -- involving community access, resources, and opportunities -- his life's work, he's combating these complexities first hand. Observing his initiatives over time, there's been a consistent throughline to these ideas, whether by focusing on infusing equity and culturally responsive perspectives in school leadership; advocating for the understanding of cultural roles and practices of fathers; or the ways that Black people have to navigate complex places of institutional elitism. His work could arguably be defined around the issues of access, social justice and representation.

Dr. Davis has made a career not only of maintaining his ironclad resolve to help empower marginalized people to get fair access to various systems, but also to reform and inform those same systems' ability to bar access, deny power, and limit the ability to meaningfully integrate inclusive and supportive environments.

Continuing his career at Temple was a result of outreach. "It was interesting. Temple found me," he says, but once they came calling, he decided to come to the university "in a very intentional way. Where it is and where it's located ... you can't walk around the campus and not understand the importance of the place." Located in North Philadelphia, a place with a history of deep, committed community and inhumane, sustained neglect, Temple presents Dr. Davis a capital opportunity to further his life's work.

Since coming to Temple, he has remained focused on several projects, attempting to articulate the difficulties involved with changing the course of the outcomes amongst communities and marginalized groups. From the lens of institutional environments, Dr. Davis is lending insight to everything

from culturally responsive school leadership, to the role of Black parenting support and resources, to collaborative out-of-school time. Alongside all that work has been the proximity to the window that this end of Broad Street provides, and to the complexity of Black American life with which he's all too familiar.

In North Philadelphia, Dr. Davis sees "the struggle and triumph of the Black experience -- the heartening and the disheartening." It is, in part, what has inspired him to take on his biggest project to date: the Choice Neighborhood Initiative, which combines the efforts of Temple University, the School District of Philadelphia, and the Philadelphia Housing Authority. These anchor institutions are tasked with leveraging resources and partnerships to improve outcomes for a neighborhood corridor that includes the Dunbar and Duckrey public schools.

These schools have been working hard to reverse the achievement trend that's plagued them for far too long. With an initial outlay of \$30 million dollars provided by HUD in 2013, Dr. Davis saw the opportunity for Temple to play a crucial role in the community it resides in. As he sees it, "You can't think about doing choice neighborhood work without engaging Temple. Having a partner like an institute of higher education generating resources [is crucial] to make this work." Even as he transitioned from his role as the Interim Dean of Education, he didn't have to do much to convince the current dean, Dr. Greg Anderson, to maintain Temple's heavy commitment. Due to Dr. Davis' efforts, Temple identified an additional \$1 million dollars in in-kind and partnership resources to keep the work going as the initial grant begins to sunset.

But resources are only part of the story. As Dr. Davis has noted before, these resources are best leveraged and realized with the community's concerns remaining central to

the conversation. This means real, authentic engagement, something that too often doesn't happen when big institutions bring much-needed attention to communities often identified only by what they're lacking. This approach tends to bring the kind of skimpy, surface engagement Dr. Davis finds insulting and actually damaging to community members and leaders who have lived-in experience and valuable insight.

"Too many of us come with an arrogance about what's best for communities," Dr. Davis says, "we always say, 'Let's see if we can get insight from Mrs. Richardson or other community residents,'" but he notes these exchanges rarely result in organizations and leaders "giving up power." It also means that valuable time and resources are squandered, which can be a waste when perhaps the simplest solution is allowed to be the first step: "You can avoid having to start over, often, if you come to community first," he says.

Dr. Davis is proud to lead a "small but fierce" team of four to do this work. And they're not alone -- with groups like Stepping Stone Scholars, the administrators at Duckrey and Dunbar, and the support of the city and the university -- he's convinced teamwork is the right approach. "There's often a lot of give and get with this, but you have to be mindful of the ultimate goal. Have we made mistakes? Sure, but it's not because we're afraid," he says. As he sees it, the work is a carryover of the legacy that started back in Huntsville: We'll get stronger, further, better and faster by working together.





Community Collage

Place Based Initiatives Could Be the Game Changer

WRITTEN BY
TRE JOHNSON

PHOTOS BY
ROY GROETHING

Areas like North Philly, particularly the neighborhood in 19122, are seen like many across the city, often described by a blighted adverb of degree: too poor, too black, too dangerous and too dirty. In the complicated, coded ways we communicate things, the harsh reality is that any one of those terms could mean all of those terms put together. Too often, it also translates to residents in areas like 19122 being rendered invisible, voiceless and condescended to; often at the mercy and whims of higher powers and institutions that can provide resources but not advocacy or engagement.

This puts many of these neighborhoods and their residents in a familiar, albeit frustrating cycle: screaming for help but, even when their concerns are finally addressed, rarely consulted about crafting potential solutions. That, in itself, creates another often frustrating set of circumstances, where an infusion of money, attention and power rushes into the community's resource void and goes to the task of repairing, improving or fixing things; but then retreats when the work proves too hard, confusing or exhausting, leaving places like North Philly sometimes back where they started, or worse.

Back in 2014, the Department of Housing and Urban Development (HUD) awarded the Philadelphia Housing Authority (PHA) with a \$30 million dollar grant to work with families in the Norris apartment neighborhoods. This came via the Choice Neighborhood Initiative, a grants program designed to create and develop resources and supports for the families there and prepare students at Paul Laurence Dunbar and Tanner G. Duckrey elementary schools with an infusion of resources and partnerships to increase their college and career readiness.

With the grant came the need to identify a lead educational partner. When Temple's College of Education was chosen for this role, there

was a familiar air of skepticism among members of the surrounding neighborhood. Yet the crucial difference in this program is that the College of Education, led by Dean Gregory Anderson, has created a working model, the Placed Based Initiative (PBI) for community improvement that other cities can follow, almost step for step. The Place Based Initiative is a program that combines cutting-edge research and evidenced-informed models of practice, while tapping into the strengths and resources of urban communities, in order to help transform the lives of impoverished youth and their families and change urban education forever. The learning process for youth goes beyond the classroom, and to the parents' lives as well, which is why PBI offers an array of wraparound, lifelong services, ensuring the best chance for youth across the nation. The College of Education can impact the community from the earliest stages of learning right into college, career-readiness and beyond.

Celebrated professor Dr. James Davis, supported by teammates Dr. Meghan Raisch, and doctoral student Juwan Bennett, himself a Philadelphia native by way of South Philly, are among the many teams in the College of Education working on a program in PBI. They are leading the Choice Neighborhood Initiative effort for the College of Education. You can hear the enthusiasm and optimism in the voices of the this team when you talk to them about their investment in the work they're doing. When asked about what the work means to him, Dr. Davis shares how he approaches each morning with the expectation he's going "to learn something [new] about the neighborhood and the community." He is also quick to point out in a situation where university deans, non-profit executives, neighborhood school principals, and funders are all in the mix, the most important leadership needs to come from the North Philly residents themselves.

As Dr. Davis explains, the price for such genuine collaboration might occasionally -- even frequently -- result in a "two steps forward, two steps back" dance between residents and outside partners. But this prospect doesn't deter Dr. Davis and his team, largely because they're grounded in his belief that their "primary constituency is our neighbors ... people in these [communities] are entitled to having their truths lived out."

Dr. Raisch shares a similar philosophy. Over the course of four years, she and the College of Education team not only worked with the community to establish the Norris Community Program as a 501 3c; allowing them to attract sustainable funding and resources, but also involved the community residents in the design process. "It wasn't easy," Dr. Raisch admits, "[because] we're shifting old power dynamics. We had to be very transparent about the agenda, and we were questioned every step of the way by the parents."



Those are the types of investments in ultimately successful collaborations that the team feels marks the Norris partnership as vastly different than other, more typical, institution and community relationships. Placing such value not only on the community's input, but also their direct presence and participation made it easier to accomplish as much as they have. This includes the Norris Community after school (and now summer) program, which is serving over 65 neighborhood kids.

Bennett also agrees with what the team sees as the secret of their success. Part of his work, through the CNI grant, has been working with small cohorts of students from Dunbar and Duckrey schools, giving them small group enrichment and career readiness work as part of the CNI's larger initiatives to increase college and career readiness for children attending under-resourced schools in the area. It's work that he's taken to heart, having observed it in his own Philadelphia K-12 childhood. "I see myself in those kids," he says. "Sometimes people aren't given the opportunities to show their potential. No one wakes up thinking 'I want to be on welfare for life.'"

As an example, Bennett mentions Takir Spain, a tall young man who came to the readiness program that Bennett facilitates. "He was initially kind of difficult," Bennett recalls, "he asked a lot of questions and challenged me, but I realized it was mainly because he was smart and wasn't being challenged a lot of times."

Bennett was undeterred, though, and over time the two developed a relationship of mutual respect, especially as Takir continued to blossom in the program. And the effect was multifold: "Not only did he raise his intellectual cachet by being on campus," Mr. Bennett continues, "he really challenged my mindset and encouraged other kids around him



to walk in their calling; he's a leader." Takir now attends Northeast Magnet High School, where Bennett says he's "doing great" so far.

Yet the goals of the program won't rest on the laurels of a single success story such as this. As Mr. Bennett shared, this work has reminded all of them how much more work needs to be done. "There are a lot of students being left behind in opportunities," he says.

So, with the help of principals Moore and Cohen at Dunbar and Duckrey respectively, the TU team is collaborating on providing a lift towards instructional support, academic programming, and after-school enrichment. That commitment has meant leaning into the idea of student success in new and innovative ways, while realizing the College needs to be an organizer and facilitator on partnerships and resources, instead of positioning itself as the sole provider of solutions.

Dr. Davis refers to this idea of shared experience and goals as being intentional. "We're a learning incubator," he says. "We have to continually learn what it means to be in community with our neighbors."

What's aided all of this, particularly as the initial funding for the program reaches its close, has been leveraging new resources and partnerships to add capacity. Dr. Raisch can readily tick off a list of what this collective impact model looks like in action, noting the idea of "partnership" includes working with Donna Richardson, the Norris Community Resident Council President, "on everything from IRS filing to writing grants, to administrative work," and helping the center find more resources to thrive.

In addition to acquiring a 21st Century Learning grant, the College of Education has also tapped into both human resources ("We have a lot of volunteers from the College," Dr. Davis says) and organizational resources, like Stepping Stone Scholars, the local non-profit whose mission is to enrich the pipeline of traditionally underserved students going to high-quality schools and beyond. These additional groups have helped to provide a lot of the operational support and infrastructure for an otherwise small College team as they continue to work extensively with Dunbar and Duckrey. Dean Anderson, for one, considers partnerships like Stepping Stone critical to the collaborative work because they are "experts that contribute to the work in ways that we can't."

The effort is ongoing. With the initial funding set to expire in 2020, Dean Anderson is working with the College's advancement team to build sustainability for many of the



programs in the Place Based Initiative. This involves identifying funders to fully endow these programs. But PBI will require more than monetary support to keep going, Dean Anderson urges. "It's people, too," he says, and it's here where he sees Temple alumni playing an integral role through volunteer action. "When you get a letter from the College of Education," he says, "it's an invitation for you to come back and share with us and show us, and to continue the education you started here. It takes many, many people to build this Place Based Initiative and our alumni, students, donors and friends can help empower this vision."

It's also clear that the team sees this entire partnership as something replicable, and their collection of qualitative data, staff, and community interviews and reflections have caught the eye of HUD. Even the data collection exercise was a lesson in trust, collaboration, and community in the predominantly black community that has a history of distrust towards institutions who want to collect information about their lives and identities.

In one of the program's most positive outcomes, the work has progressed well enough to inspire hope within the community that they are on the right track, that it's actually all possible. As Dr. Raisch is quick to point out, there are community centers similar to Norris all over the country, and so place-based impact models like the one they've created here at the College of Education can be replicated with "trust, slowness, and humility," along with all the requisite resources.

As Dr. Davis often shares, what tends to be the downfall of initiatives like PBI is when the attention wanes shortly after the initial political will expires. But he vows it won't be the same, not under his watch; not with the community so deeply invested as a partner. As council president Donna Richardson reminds them, there's no cause for sliding backwards on the years of work as long as they remember to always "come to community first."



FUTURE PERFECT

In just a few short years, the College of Education's Urban Youth Leadership Academy has quickly become a game-changer in terms of shaping young minds in North Philadelphia. Originally conceived as a small supplemental program for eighth-grade boys in 2016, the project has now expanded its mentorship to include both genders who attend the Tanner G. Duckrey School and the Paul L. Dunbar School through the completion of high school.

Founder Juwan Bennett, a PhD student in Temple's Department of Criminal Justice and a program coordinator for the College of Education, insists that such changes are essential for "creating a strong pipeline for young students to succeed."

"It wasn't enough to just have them excel through middle school," Bennett says. "Many of the students needed us there for them as they entered high school. I'm glad to see that we're able to ensure their growth moving forward."

One of the inaugural mentees of the Urban Youth Leadership Academy, Takir Spain, believes that Bennett's mentorship has made him "aim higher."

"Dr. Bennett helped me through a lot of things," Spain, 16, says. "I hardly look up to a lot of people, [but] he has always been there for me."

Those who are interested in getting involved with supporting Temple's Urban Youth Leadership Academy are encouraged to contact, Grace Greenwich, Assistant Dean, Development and Alumni Relations, at grace.greenwich@temple.edu.

Photography

Susan Nam

Writer

Ernest Owens





Top to bottom:

Morning routine, Takir Spain, 16, enrolled in Temple's Urban Youth Leadership Academy, prepares for his day at Northeast high school.

Making his way to a bus stop, Takir's home is a short distance from Temple University.

Next Page

Takir's mother, Verta, 35, sends Takir off to school from their North Philly home.





“I’m confident in who I can become, I see a future outside of here.”

-Takir Spain



Top to bottom:
Navigating crowded hallways
at Northeast High School

Takir holds his little brother,
one-year-old Braxton, after
returning home.

Verta, Takir, and Braxton,
relax in front of their house.



ALUMNI ASSOCIATION

College of Education alumni are officially represented by the Alumni Association, an advisory body of members appointed to serve for three years. The Association represents the diverse interests and needs of graduates and other attendees of the College. Nominations are taken year-round, though they are not reviewed until the fall for appointments in July of the following year.

We are accepting nominations to the Alumni Association Board!

Thank you for your interest in the College of Education Alumni Association Board.

The Association seeks candidates who are proven leaders with demonstrated service to the College's alumni population. Candidates should be experienced in working within a collaborative environment, and be committed to serving as ambassadors in their communities.

For additional information, please feel free to contact alumni.ed@temple.edu.

MEET THE ALUMNI ASSOCIATION BOARD MEMBERS

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Dr. Germaine Edwards, BA '85, MEd '88, PhD '03

VICE PRESIDENT

Dr. John S. Hackman, CLA '69, EDU '71, '88

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JoAnn Lander, MEd '99
Susan Heyward Lofton, BSEd '93
Helen Sanders, MEd '13
Dara Ruiz-Whalen, BSEd '95, MEd '01

ALUMNI ENGAGEMENT



If you're looking for an excuse to return to campus or plan a College of Education party in your own backyard, events are the perfect opportunity to reconnect with the Temple College of Education community.

Here are a few ideas to get you started:

Meet Dean Anderson at a regional event in your area

Volunteer to be a mentor and/or plan programming

Join the Alumni Association

If you are looking for a party or want to plan one in your area, check out upcoming events on the web or contact the College of Education alumni office

If you graduated from the College of Education within the last ten years, we offer special programs and events our recent graduates

If you plan to attend Alumni Weekend, let us know and feel free to dive in and help us plan exciting programs



ENGAGING ALUMNI

College of Education Alumni are creating significant change in their own communities and in the fields of education, leadership, and psychology. There are many opportunities to get involved.

Whether you are looking to engage fellow alumni, connect with students, or serve as a career mentor, we have an opportunity for you. Learn about the variety of ways that you can get involved and find rewarding activities that meet your interests, experience, and schedule.



Sam Forman '16 (left) and Jackie Oertner '16 (right) pose with the apple frame during tailgate.

TEMPLE VERSUS TULSA GAME – SEPTEMBER 20, 2018 ▲

CoE alumni and staff gathered in the Lincoln Financial Suite to watch the Temple versus Tulsa game, which Temple won (naturally!), 31-17. Alumni enjoyed watching the game among other peers.



Alumna enjoying the Open House event during CoE Homecoming Weekend



Dr. Germaine Edwards A '85, MEd '88, PhD '03 (left) and JoAnn Lander, MEd '99 (right) at the CoE Cocktail Reception

COE HOMECOMING WEEKEND

On Friday, October 19th, alumni, faculty, staff and students came together for a festive day of activities and celebration. Alumni and friends gathered in Ritter Hall for the CoE Open House to reminisce, and create new memories, while current students gave tours across campus. Alumni enjoyed sharing stories of their most cherished moments as students. The day of events culminated with a cocktail reception at the Commons Lounge at the Logan Hotel.

The following day, we participated in Temple's Homecoming festivities at Lincoln Financial Field. The College of Education alumni office partnered with the CoE Alumni Association to celebrate with alumni and students, while relishing games and great food with Dean Gregory Anderson. President Englert and Provost Epps also made an appearance and were photographed with our new apple photo frame. **#TempleEduAlum**

We look forward to sharing future events and programming initiatives with you.



Alumna enjoying the Open House event during CoE Homecoming Weekend



Joanne Malatesta Davidoff, EdM '59, was the first blind nursery school teacher in the country, opening the Upsal Day School in 1961 for blind preschoolers. She continued to teach blind students for the next fifty years, pausing only to raise her two children, before finally retiring in the late 2000's.

MEMORIAM

1940's

Mrs. Marcella S. Dworkin, FOX '44, EDU '72
 Mrs. Ann D. Boas, EDU '44
 Mr. Walter A. Bahr, CHPSW '49, EDU '64
 Mr. Joseph Thomas Durham, EDU '49

1950's

Ms. Dorothy L. Lemmert, EDU '51
 Dr. Philip Rosen, EDU '51, EDU '54
 Ms. Elizabeth C. Snyder, EDU '52
 Mrs. Barbara K. Crowers, EDU '53
 Mrs. Jane Koehlert Cecil, EDU '53
 Mr. Joseph O. Olson, Jr., EDU '56, TYL '65
 Mr. David William Ross, EDU '57
 Mr. William Kraftician, EDU '59
 Mr. Richard J. Carfagno, EDU '59
 Mrs. Joanne Malatesta Davidoff, EDU '59
 Mr. John E. Hughes, EdD, EDU '59, '71

1960's

Ms. Patricia L. Gump, EdD, EDU '60, '73
 Mr. Bruce H. Donald, EDU '61
 Mr. Anthony R. D'Alessio, EDU '62
 Mr. Ernest R. Giese, EDU '64
 Mr. William Edmund Smedley, EDU '64
 Ms. Ruth M. Conard, EdD, EDU '65
 Mrs. Margaret G. Haines, EDU '66
 Mr. Walter L. Gordy, EDU '68
 Mr. Donald R. Rentschler, EDU '68
 Mr. John R. Edwards, EDU '69
 Mr. Ronald C. Herman, CLA '69, EDU '72, '78
 Dr. Barbara F. McMillen, EDU '69
 Mr. Norman W. Waldman, EDU '69

1970's

Ms. Edith Nemeth, EDU '70
 Mr. Ossie E. Rometo, EDU '70
 Mrs. Anne L. Bowman, EDU '71
 Mr. Raymond C. Gross, EDU '71
 Ms. Louise L. Kuklis, EDU '73
 Mr. Elbert Howell Ross, Jr., EDU '73
 Mr. Thomas W. Barlow, EDU '78
 Ms. Sheila A. Kelly, EDU '78

1980's

Ms. Jill P. Sagendorph, TYL '81, EDU '86
 Mr. Edward Davis, Jr., EdD, EDU '83
 Mr. Mark L. Galowitz, EdD, EDU '85
 Sydney L. Cousin, EdD, EDU '87
 Mr. James A. Bradley, Jr., EdD, EDU '87

1990's

Gregory R. Rosas, PhD, EDU '92

FACULTY

Dr. Terry D. Meddock, a professor of special education at Temple University, prepared young teachers for the challenges of their profession as a dedicated mentor, and took great pride in his students educating children across the spectrum of disabilities. He was also an accomplished researcher, publishing several papers. He retired in 2006 after 33 years at Temple.

COLLEGE OF EDUCATION

1919 A CENTURY OF **IMPACT**
2019

HELP US CELEBRATE OUR 100TH ANNIVERSARY!

As the College of Education celebrates its 100th Anniversary as one of the largest graduate programs in our nation, your support of the Annual Fund is critical in helping us strengthen our academic programs, build new initiatives, and lay the groundwork for all we hope to accomplish during the next 100 years. With your support, we can continue to shape the direction of the fields of education, behavioral health and leadership, and add to the ranks of our more than 50,000 alumni who are building a better world.

Please make a special gift of \$100 to the Annual Fund today. Visit us at tueducationalumni.com/give or call us at 215.204.4649 to make a gift.



College of Education



CLASS NOTES

At the College of Education, we are proud of our alumni! We want to include an item about you in the Alumni Notes section of the next issue of the magazine. It is 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(s), the town in which you currently live, your phone number and email address, in case we have to contact you to clarify any information. Send along your Alumni Notes submission to: **alumni.ed@temple.edu**.

1950s

Sandra Flank, BA '56, MEd '63, Professor Emerita, Pace University, has moved to Silver Spring, Maryland, where she continues to consult in program evaluation. She has recently begun programs to help public schools by preparing senior volunteers to assist in science, math, and technology.

1960s

Ellen Shulman Tuckman, BSEd '64, retired this summer after teaching the kindergarten level at Or Tzion for 12 years. She has been teaching in Scottsdale, AZ, since 1984, and also taught in Philadelphia public schools from 1964 to 1967. Ellen continues to keep busy by leading two book groups for Brandeis National Committee, running her chapter of ORT America, and acting as one of the facilitators for the Philly Club in Phoenix.

Jeff Roth, BA '68, MEd, '75, PhD, '82, joined the Brandywine School District in Delaware where he initiated Operation Cooperation, a school-wide approach to conflict resolution. After retirement from his school district, Jeff authored *School Crisis Response: Reflections of a Team Leader* (2015), and co-edited *Perspectives on School Crisis Response: Reflections from the Field* (2018).

1970s

Carolyn Levin, BSEd '75, graduated from the School of Education in 1975. She received her Master's Degree in Science Education. She is presently securing a Doctoral Degree in Christian Counseling from her Christian Leadership University. She retired in 2008 from School District and is a part-time substitute teacher in Delaware.

Dolores M. Szymanski BS '74, MEd '76, is the Interim Director of Curriculum and Instruction at Somerdale Park School, and currently serves on the Board of Directors (Secretary) of the Foundation for Educational Administration.

1980s

Andrea Bean, BSEd '87, is a mathematics supervisor for the West Windsor-Plainsboro Regional School District, and will serve as Vice President of the Association of Mathematics Teachers of New Jersey. In her school district, she redesigned middle school mathematics to reduce tracking and promote equal access to high quality mathematics for all students.

1990s

Joanne Beaver, BA Communications '88, MaED '90, is the current Principal of the Philadelphia High School for Creative and Performing Arts (CAPA), capping 29 years of service to the School District of Philadelphia as a teacher for 17 years and a principal for 12 years. Prior to CAPA, she was Principal of Barton Elementary School and Finletter Elementary School.

Dara Ruiz-Whalen BSEd '95, MEd '01, has worked in both laboratory research and science education in the Philly Metro area since earning her original Temple degree. In 2013, she began her work as the Education Director and Program Coordinator on the Immersion Science Program (ISP) at Fox Chase Cancer Center.

2000s

Noelle (Catino) Ackland, MEd '07, is the English Department Chair at Interboro High School in Delaware County, where she teaches AP Literature and Composition, Introduction to Theatre Arts, and Sophomore English. Ackland is also the Program Director for the Greater Philadelphia Cappies, a high school theatre awards program that trains students to be expert writers, critical thinkers, and leaders.

Heather Corcoran, PhD '07, is a Process Expert in the Strategic Planning and Institutional Effectiveness unit at the National Board of Medical Examiners (NBME), a nonprofit evaluation and assessment organization in Philadelphia, where she leads the execution of

high-impact institutional projects with her Project Management Professional (PMP) certification, and implements change management as a PROSCI®-Certified Change Management Professional.

Katherine Cohen Volin, BA '07, MEd '08, TESOL '12, was recently published in the March 2018 Journal of Ethical Educational Leadership (JEEL). The article entitled, *The Challenges and Possibilities of Including Students in Middle School Leadership: Building and Sustaining Change*, can be read online. This summer, Katherine co-wrote the School District of Philadelphia's new fourth grade social studies curriculum that is currently in a pilot phase.

Stacy Phillips, BSEd '08, graduated from Temple University with a Bachelor's in Special and Elementary Education, then spent eight years teaching for the School District of Philadelphia, and taught an extended school year at Pennsylvania School for the Deaf. In 2012, she earned a Science Master's in Restorative Practices in Education and decided to make greater changes in the realm of Special Education. In April, 2015, Stacy proudly joined the Temple family working at the Institute on Disabilities (IOD).

Rena Fimiano, BSEd '14, currently works as an ELL Teacher at Olney Charter High School in North Philadelphia. This is her fourth year of teaching, and she has grown each year working with many incredible students.



OTIS D. HACKNEY, III

After completing his bachelor's from Temple, Otis D. Hackney, III earned his Master's Degree from Lehigh University, and has dedicated his career to serving Philadelphia's youth. Currently, he is the Chief Education Officer for the City of Philadelphia in the Mayor's Office of Education. Hackney was recognized by The Cheltenham Chapter of the NAACP when he received its Trailblazer Award for his work at Springfield Township High School. He has also been honored during Homecoming October 2018 by the Gallery of Success, an exhibit showcasing Temple alumni who have utilized their skills and knowledge to chart their own paths in their fields.

Margot Salter, BSEd '15, MEd '16, recently began her fourth year of teaching while in her second year at her current school, Thomas Mifflin, a public school in Philadelphia. She teaches 4th grade as well as coaching Girls on the Run for girls in grades 3-5. In addition, she chaperoned the five-day middle school Outward Bound hiking trip on the Appalachian Trail.

Camika Royal, PhD '12, is currently Assistant Professor of Urban Education at Loyola University Maryland. In addition to writing a book on black educators and 50 years of racism and school reform in Philadelphia, she is a highly requested speaker, consultant, and professional developer on issues of school context-based racism and cultural oppression through ideologies, policies, and practices.

Sydney Rosenberg, BSEd '16, is currently in her third year as a learning support teacher at Mayfair Elementary School, the third largest school in the School District of Philadelphia. Mayfair was recently authorized as the first International Baccalaureate Public K-8 school in the state of Pennsylvania. On top of working full time, Sydney is also currently obtaining her Master's Degree of Education with a Reading Specialist Certificate.

Robin-Renee Allbritton, MEd '15, MEd '17, has joined the first PhD student cohort of the Policy and Organizational Studies, Urban Education Program. Her research focus is on higher education affirmative action policies, and she plans to do her dissertation on first-generation, low-income student retention. She is being advised by Dr. Marc Lamont Hill, and is the research assistant for Dean Anderson.

Elaina Hawkins, EDU '18, is currently completing her Fulbright Teaching Assistantship in Santiago de Compostela, Spain, at IES Plurilingue Rosalia de Castro. She is also developing a community engagement project for her year in Santiago. She has recently graduated with a BS in Secondary Education, World Languages (Spanish), and completed her ESL Program Specialist Certificate.

Adjoa B. Asamoah, CAS '94, EDU '01, a two-time Temple grad (CAS '94, EDU '01) and George Washington University doctoral candidate, is now a leading political consultant, who leverages extensive training in psychology to help politicians who prioritize dismantling the school-to-prison-pipeline. She was unanimously voted in as Chair of the District of Columbia's Title I Committee of Practitioners for the third consecutive year, and is the highest ranking elected member of the Commission on African American Affairs.

Barbara Ledford LaPenta, BSEd '11, recently just accepted a job at The Haverford School as part of their upper school mathematics department. She leads programs about project-based learning, as well as how to integrate iPads in the classroom, most recently at ISTE. In addition to her previous school (String Theory Schools), she created iTunesU courses for all of the high school mathematics courses, from Algebra I to Calculus I.

Francine Fulton, MEd '90, PhD '96, earned a M.ED from Temple in 1990, and defended her dissertation at Temple in January, 1996 earning a PhD. In 1998, she co-founded Imhotep Institute Charter High School. In 1999, she became the founder and CEO of Imani Education Circle Charter School, (K-8) both in Philadelphia, PA. In 2003, she opened her own preschool -- the Mary Moragne Shule. She retired from Imani School in America in 2015 and closed the Shule in 2017. She is currently serving as Founder and CEO on Imani School in the Gambia, West Africa.

Mildred Rice Jordan, BSEd '65, PhD '89, retired more than a decade ago as an associate professor of education and multicultural studies from Rider University in Lawrenceville, NJ. In 2017, she published a book: *Reclaiming African American Students--Legacies, Lessons and Prescriptions (The Bordentown School Model)*, a brief history of a school for colored youth founded by her grandfather. She served as an advisor to a group of students from Cherry Hill High School, who belonged to the National History Day Club. They chose this school for their annual project, providing valuable information for their project beyond what was written in the book.

ALUMNI PORTRAIT

DR. VALAIDA SMITH WALKER

EdM '70, EdD '73
Professor Emeritus

Dr. Valaida Smith Walker's career in education has been filled with firsts, many of which occurred during her 33-year tenure on staff at Temple.

Walker earned her doctorate in special education at Temple in 1973, a time when few women, and even fewer African American women, pursued such degrees. Among the special education professor's many notable roles were serving as the first Program Director of the Woodhaven Center, and her appointment as Temple's first Vice President for Student Affairs. When she retired in 2002, the university named the *Valaida S Walker Dining Court* in the Student Center in honor of her.

Of her time at Temple Walker says, "What I loved was the joy of seeing Temple blossom ... to be a part of that growth, to feel I had some part of it."

