

educator



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CONTENTS

2

*A Message from
Dean Gregory M. Anderson*

3

*A Letter from
the President*

4

*A Letter from
the Editor*

5

School News

6

*College of
Education Faculty*

8

*A Letter from the
Superintendent of the School
District of Philadelphia*

9

*A Letter from the
President & Chief
Executive Officer of the
Fund for the School
District of Philadelphia*

10

*Distinguished
Speaker Series*

11

*Five Decades On:
Joseph P. Ducette, PhD*

12

*History Lesson:
Ten Things I Have Learned
in 50+ Years at Temple*

16

100 Years of Change

36

Alumni News

38

*Featured Alumni:
Kim Hirschman*

39

Class Notes

42

Memoriam

*Back Inside Cover:
Educator Portrait of The Cavallos*



FEATURES

Innovation + Tech:

18 **Dr. Insook Han**

22 **Dr. Celia S. Feinstein & Lisa Sonneborn**

As technology has disrupted old methodologies in business and culture, what it could mean to education is nothing short of revolutionary.

26 **Training Prepares Future Teachers
To Recognize Trauma In Youth**

Teachers in training at Temple have received certification in Youth Mental Health First Aid, thanks to a statewide effort led by the McDowell Institute for Teacher Excellence in Positive Behavior Support at Bloomsburg University.

28 **Creating True Legacy:
The Humble Leadership of Dean Gregory M. Anderson, PhD**

The College of Education has always been an inclusive and progressive school, designed to serve students from all backgrounds. Dean Anderson's vision for the college's future is steeped in similarly progressive thinking.

COVER

*The Impact that the
College of Education has
had on the Community*

A MESSAGE FROM DEAN GREGORY M. ANDERSON, PHD



As we continue to celebrate the College of Education's 100th Anniversary, I am proud that the College of Education has been a long-standing leader in education in the Philadelphia area. In addition to being one of the largest producers of K-12 teachers in the region, we are committed to enriching the lives of individuals throughout their lifespan. Outside of teacher education, our largest graduate program is Counseling Psychology, which is committed to preparing high quality mental health providers to empower clients of all ages.

We also house an Intergenerational Center that connects individuals across different generations and provides opportunities for them to serve and support one another through a variety of programs. Additionally, we have a new Human Development and Community Engagement major, which provides students an array of opportunities to develop a nuanced and applied understanding of human development through their courses and collaborations with local non-profits.

Currently, the college has approximately 70 faculty members, and a student body of over 900 undergraduates and more than 1,000 graduate students. Undergraduate students in our college complete degrees in Adult and Organizational Development, Human Development and Community Engagement, Early Childhood Education, Career and Technical Education, Middle Grades Education, Secondary Education and Special Education.

The college also offers accelerated dual degrees in Early Childhood and Special Education, along with minors in Education, Adult and Organizational Development, Human Development and Community Engagement, as well as certificates in Leadership and Military Science,

Diversity and Inclusion, Applied Behavior Analysis and English Language Teaching. Within the college, graduate programs are offered in three departments: Policy and Organizational Leadership, Psychological Studies in Education and Teaching and Learning. All of these degree programs are housed together under the College of Education banner.

Given the national, state and local decline in enrollment in teacher preparation programs, as well as our commitment to enriching the lives of individuals, Temple's College of Education has adjusted its offering to better meet the needs of today's students. Most notably, our college enjoys growing enrollments in Human Development and Community Engagement, a relatively new undergraduate major that prepares graduates for a range of employment opportunities as experts in development and community leadership.

The College of Education aims to mark its 100th Anniversary with exciting announcements that will effectively launch the college into its next 100 years as we recruit new students and faculty.

With great admiration,

A handwritten signature in black ink, appearing to read 'Gregory M. Anderson'.

Gregory M. Anderson, PhD
Dean and Professor of Higher Education
College of Education, Temple University

A LETTER FROM THE PRESIDENT

Dear College of Education alumni,

Like many of you, educating students is my life's passion. Forty-three years ago, I arrived at Temple University as an assistant to the dean of the College of Education. At the time, I couldn't have dreamed that I'd have the honor of serving in 17 distinct roles at Temple, including as a professor, dean of the College of Education and now as president of the University.

The College of Education will always have a soft spot in my heart, because its aim is so closely aligned with the core mission of Temple: to educate students, to connect them to their passions, and to help them realize their potential and future careers, wherever that might lead.

With our College of Education celebrating its centennial, we are honoring 100 years of our collective impact. The only thing more impressive than the impact of one great teacher—which I know many of you are—is the impact of thousands of great teachers and administrators on the hundreds of thousands of their past, current and future students. That's what our College of Education continues to make possible, decade after decade.

Temple University cannot remain a preeminent university without an outstanding College of Education. Fortunately, we have one.

I hope you enjoy reading this edition of the magazine as much as I did. The stories of our College of Education's very talented and dedicated faculty, administrators, students and alumni never fail to inspire me.

Thank you so much for everything you do. Please keep engaged with your college and your university.

Best,



Richard M. Englert
President,
Temple University



100
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A LETTER FROM THE EDITOR

100

Dear College of Education Family and Friends,

It is a great time to be here at Temple University. We are continuing to celebrate our centennial, our Dean's Lecture Series and commencement. It's an amazing time in the life of the college.

We have exciting news that we share on these pages about our dean of the College of Education, our new faculty for the 2019-2020 academic year, and the awesome work that our faculty and alumni are doing.

As the new senior editor of the Educator magazine, I am honored and thankful for my colleagues and friends in the college for their commitment and dedication to this issue. This issue is a testament to the tenacity of our alumni and our College of Education family.

Our cover design concept is a visual representation of the impact that the College of Education has on the 19122 community, with the

college's Place-Based Initiative in North Philadelphia and the schools that we are touching daily, the mental health services that we offer, and the housing and urban development with which we have assisted. Thanks for taking the time to read this edition of the Educator. The Educator is for you! Please contact us to be included in our future issues and to offer content for our College of Education community.

Continued success,



Dawn Angelique Roberts
Editor and Director of External Community Relations
College of Education, Temple University



The College of Education Scholarships

mean the absolute world to me. By having these scholarships, I have the opportunity to achieve my dreams without having to worry about loans and student debt. I am forever thankful for the College of Education believing in me, and I am so excited to see where life takes me to thanks to the scholarships I received.



-Stacy DiCandilo ('20)



SCHOOL NEWS

Temple Education Scholars

The Temple Education Scholars program, designed to give college-bound high school seniors the opportunity to take a full semester's worth of education courses, celebrated the accomplishments of its twelve scholars during an end of the year celebration with keynote speaker Otis Hackney '88, the chief education officer of the City of Philadelphia, Mayor's Office. In academic year 2018-19, Temple Education Scholars received 94 college acceptance letters from 43 colleges and earned scholarships totaling \$227,400.

College of Education Rises in 2021

Best Graduate Schools of Education Ranking

The College of Education at Temple University soared to 43rd in the 2021 U.S. News & World Report Best Graduate Schools of Education ranking. The College of Education has risen 20 spots in the Best Graduate Schools of Education ranking since 2015. For 2021, the College of Education is ranked in the top 50 of more than 250 schools and colleges of education.

Dean Gregory Anderson said, "Our latest ranking reflects the College of Education's momentum as it enters its next century of excellence in education. The College is committed to meeting the needs of today's students and remaining a leader in education in the Philadelphia area." Dean Anderson recently announced several strategic priorities and initiatives, including increased scholarship support, renovations to facilities, and a proposed name change of the college. These plans coupled with the growing national recognition of the College's transformative model of place-based teaching and learning will propel the College of Education into its next 100 years.

Hill Harper Served as Commencement Speaker for Temple University College of Education

Hill Harper, actor, author and education advocate, served as the Commencement Speaker for Temple University College of Education on Friday, May 10, 2019, at McGonigle Hall. Harper reminded the Class of 2019 that they are the future and that there is nothing that they cannot achieve.

Harper is a fierce advocate for access to education and a founder of the Manifest Your Destiny Foundation, an organization dedicated to empowering, encouraging, and inspiring underserved youth to succeed through education, mentorship and grant programs. "We were proud to have Hill Harper as our Commencement speaker," stated Grace Greenwich, former assistant dean, "His work with underserved youth in urban cities across the country amplifies the promise of the College of Education's core vision of creating a profound and transformative impact on education in urban cities. Mr. Harper is an ardent advocate for programs like our Place-Based Initiative, believing, education is significant in manifesting one's destiny."

Harper graduated magna cum laude as valedictorian of his department with a bachelor's degree from Brown University and cum laude with a juris doctorate degree from Harvard Law School. He also holds a master's degree with honors from Harvard University's Kennedy School of Government and holds honorary doctoral degrees from seven universities. He is best known as an award-winning actor, best-selling author, entrepreneur, health, and wellness ambassador. Harper currently stars as Dr. Marcus Andrews on ABC's *The Good Doctor*.

COLLEGE OF EDUCATION FACULTY

The College of Education proudly welcomes eleven faculty members for the 2019-2020 academic year. With research interests ranging from improving technology use in the classroom, to the intersection of institutional effectiveness and student success, these faculty members are poised to make an impact in the College of Education and across Temple University. Get to know them by reading their brief biographies below and visit the College of Education website.



Crystal Austin, PhD

*Assistant Professor of Instruction,
Counseling Psychology*

Crystal Austin received her PhD in counseling psychology at the University of Albany. She previously completed a doctoral internship and postdoctoral fellowship in Health Service Psychology at the University of Pennsylvania Counseling and Psychological Services (CAPS) and was an adjunct professor at Temple's College of Education. Austin's research interests include exploration of intersecting identities, biracial identity experiences, race-based traumatic stress, and family of origin dynamics.



Clymer Bardsley, JD

*Assistant Professor of Instruction,
Adult and Organizational Development*

Prior to joining the College of Education, Clymer Bardsley had an expansive career as an instructor at Teachers College at Columbia University and as an attorney. He received his JD in Law from Yeshiva University's Cardozo School of Law. Bardsley's research interests encompass psychology and the neuroscience of conflict.



Kathryn (Katey) Burke, PhD

*Assistant Professor of Research,
Special Education and the Institute on Disabilities*

Kathryn Burke received her PhD in special education with a minor in research design and analysis from the University of Kansas. Prior to receiving her doctorate, she was an elementary special education teacher in Philadelphia for several years. Her research interests include self-determination for students with and without disabilities and strengths-based inclusive education.



Elizabeth Diamond, PhD

*Associate Professor of Practice,
Career and Technical Education*

Elizabeth Diamond joins the College of Education after receiving her PhD in career and technical education from Auburn University. Her research interests revolve around innovation and improving technology use in the classroom and industry credentialing of students while in high school.



Jennifer Johnson, PhD

*Assistant Professor,
Higher Education*

Jennifer Johnson earned her PhD in higher education, student affairs, and international education policy from the University of Maryland, College Park. Johnson is an active scholar-practitioner in the field of college access and student retention. A former Philadelphia middle school teacher with a background in science and mathematics, she spent several years working as a counselor and advisor for college access and success programs. Her research interests include pre-college access programs, historically black colleges and universities (HBCUs), students in science, technology, engineering and mathematics (STEM) programs, and high-achieving students of color.



Di Liu, EdD

*Assistant Professor of Instruction,
TESOL*

Before joining Temple's College of Education, Di Liu spent time at Boston University working toward his doctoral degree in developmental studies with a concentration on language and literacy and working as a lecturer. His current research interests include the cross-linguistic comparison of prosody (commonly referred to as the music of language), the cognitive influence of L1 and L2 prosody, as well as technology-enhanced language learning.



Joseph Paris, EdD

*Assistant Professor of Instruction,
Higher Education*

Joseph Paris joins the College of Education faculty full time after serving as the college's Assistant Dean of Enrollment Management and Marketing and teaching as an adjunct professor. He received his PhD in higher education leadership from Temple University. Paris' research interests explore the intersection of institutional effectiveness and student success with a particular focus on college admissions processes, strategies, and policies.



Charles Price, PhD

*Associate Professor,
Adult and Organizational Development*

Charles Price received his PhD in anthropology from the City University of New York Graduate School. Before joining the faculty at the College of Education, Price was a faculty member at the University of North Carolina-Chapel Hill for 16 years. His research focuses on identity formation, life narrative genres, action research, community organizations and community organizing, people-centered community development, and social movements, with a geographic concentration on the United States and Jamaica. Price explores some of his research interests in his book, *Becoming Rasta: The Origins of Rastafari Identity in Jamaica*, and other publications.



Jessica Reinhardt, PhD

*Associate Professor of Practice,
Human Development and Community Engagement*

After serving as the Director of Clinical Experiences, Educational Services Clinic Director and Clinical Assistant Professor at the University of Denver, Jessica Reinhardt joins the College of Education's faculty. She has a PhD in child, family, and school psychology from the University of Denver and her research interests are in graduate training, neurodevelopmental disorders, exercise as an adjunct treatment in childhood disorders and school mental health counseling.



Ben Torsney, PhD

*Assistant Professor of Instruction,
Human Development and Community Engagement*

Ben Torsney joins the College of Education teaching courses in data-driven decision making, human development and research methods. He received his PhD in educational psychology from Temple University. Prior to joining the College of Education, Torsney completed a postdoctoral fellowship at the University College Dublin (Ireland). His research is comprised of conducting descriptive studies assessing pre-service teachers' motivation and conducting an intervention assessing the engagement and motivation of middle school students in disadvantaged areas of Dublin, Ireland.



Dan Walinsky, PhD

*Associate Professor of Instruction,
Counseling Psychology*

Dan Walinsky joins the College of Education faculty after teaching psychology at Salem State University. He received his PhD in counseling psychology from the University of North Dakota. Walinsky's research focuses on the intersections of social justice and mental health. His primary interest is in supporting people with diverse sexual and gender identities in their own fulfillment in day-to-day life and at work.

Read more at

<https://education.temple.edu/news/2019/09/college-education-welcomes-new-faculty>

A LETTER FROM THE SUPERINTENDENT *of the School District of Philadelphia*

100

I would like to congratulate the College of Education at Temple University on its one hundred years of outstanding service. As superintendent of the School District of Philadelphia, I am grateful to have such a committed educational partner just a few blocks away on Broad Street. After all, our goals are the same -- to grow the next generation of learners into well-rounded, thoughtful, educated citizens.

Because of this shared vision, the District has long partnered with the college to provide our students and staff with opportunities to enhance their educational journeys. One of our most exciting collaborations is our Teacher Residency Program, which allows residents to embark on an alternative pathway to teacher certification by taking coursework at Temple, working alongside a mentor teacher in the classroom, and earning a salary throughout the program. We are proud to offer this program not only so we can grow our teacher pipeline, but also because of the high expectations we have for these residents who are receiving an outstanding Temple education.

Another initiative in which Temple is an integral partner is our Senior Year Only Program, also referred to as Temple Education Scholars. This program allows high school seniors interested in pursuing education as a career to take courses at Temple, putting them on the path to earn a bachelor's degree in education. It's a wonderful way for our students to get acclimated to the academic rigors of college before even graduating high school, and jumpstart their careers in education. We look forward to continuing this program with Temple so that we can train even more home-grown Philadelphia teachers.

As we look to the future, we are excited about the possibilities for further partnerships between the District and the College of Education, and even greater accomplishments. We are fortunate as a city to be home to an educational leader like the College of Education. Here's to the next one hundred years of success!

Bill

William R. Hite, Jr., EdD
Superintendent
The School District of Philadelphia



A LETTER FROM THE PRESIDENT & CHIEF EXECUTIVE OFFICER *of the Fund for the School District of Philadelphia*

The Fund for the School District of Philadelphia is proud to join Temple University College of Education's centennial celebration. Over the years, our shared mission of ensuring that critical investments are made in Philadelphia's public schools has made measurable impact in the success of our students, empowered by thousands of undergraduate and graduate students who have devoted their time, studies and talent to become residents in the School District of Philadelphia.

Since the College of Education's founding in 1919, it has been at the forefront of major movements, issues and innovation in education. The College immediately embraced the notion of rigorous and thorough professional education for teachers, and during the past half-century has become a leader in advancing the profession. As president and CEO of The Fund, I am moved by the hope of the children in the Philadelphia School District and the promise of a brighter future, vivid in the hearts and minds of the College's students.

Generations of graduates from the College of Education have gone on to become social agents, changing the world - locally, nationally and globally—but The Fund is most proud of the College of Education's unwavering commitment to creating a profound impact on the Philadelphia School District. Thank you.

Congratulations!



Donna Frisby-Greenwood
President and Chief Executive Officer
The Fund for the School District of Philadelphia



DISTINGUISHED SPEAKER SERIES

In celebration of the College of Education's 100th anniversary, the college launched its inaugural season of a Distinguished Speaker Series with two dynamic speakers: Valerie Jarrett and Charles Hamilton Houston III, Esq. The Distinguished Speaker Series is a forum to engage with thought leaders and innovative change-makers who inspire us to challenge our assumptions, explore the world from different angles and shape the narrative of our shared experience in regard to education and policy.

Valerie Jarrett, the inaugural featured speaker, joined the College of Education on a snowy day in November of 2018 at the Franklin Institute. Jarrett serves as a senior advisor to the Obama Foundation and president of the board of When We All Vote, a nonpartisan not-for-profit organization focused on voter registration. As the longest-serving senior advisor to President Barack Obama, she oversaw the Offices of Public Engagement and Intergovernmental Affairs and chaired the White House Council on Women and Girls.

Prior to speaking to the college community, including an audience of faculty, students, alumni, and donors at the Franklin Institute, Jarrett visited the main campus of Temple University and spoke with College of Education graduate students about discovering their passions, leadership and life, and education being a gateway to changing the world.

"We chose Valerie Jarrett as our inaugural distinguished speaker because throughout her professional career she has exemplified an unfading commitment to ensuring that all Americans have both equity and full access to quality education, which aligns well with the College of Education's core mission and vision," stated Grace A. Greenwich, former assistant dean of development and alumni relations.

In recognition of the 65th anniversary of the landmark decision *Brown vs. Board of Education*, the College of Education selected Charles Hamilton Houston III, esq. as its second speaker for the series, which took place in February 2019, in the Comcast NBC Universal Auditorium. A corporate attorney with a background in litigation, compliance, ethics, corporate governance and international business, Houston was recognized by the National Bar Association as one of its Top 40



Advocates Under 40, and named one of the 100 Emerging African-American Leaders by TheRoot.com.

In his telling, Houston's grandfather, Charles Hamilton Houston, conceived of and piloted the legal strategy leading to the end of legalized racial segregation in the United States, as part of a more wide ranging, twenty-year strategy to create a better country for the next generation of African-Americans. He and those he taught and mentored laid the legal groundwork through thought and action that ultimately led to the 1954 U.S. Supreme Court decision in *Brown v. Board of Education* that made racial segregation in public primary and secondary schools unconstitutional.

"Houston challenged and inspired each of us to live out the shared legacy of his grandfather to become social agents of change in our work and the lives we lead," said Greenwich.



1000 VISION

FIVE DECADES ON: JOSEPH P. DUCETTE, PHD

By Ayana Jones

It's been over 50 years since Joseph P. DuCETTE joined Temple University's faculty, however, even after more than five decades, his enthusiasm for educating students has not waned. The longtime educator enjoys teaching statistics courses at the masters and doctoral levels.

"As an administrator, I never had to teach, but I always did," said DuCETTE, professor of higher education. "I love teaching. That's what I love to do, so that's what has kept me going."

"If you're teaching a large chemistry class, that's kind of impersonal, whereas if you're working with doctorate students on a dissertation, it's one-on-one, so you get to know them and for a time at least, you get to be a part of their life. That's exciting."

DuCETTE, 77, a former native of Eau Claire, WI, joined Temple's faculty in September 1968, when the University was undergoing a transformative expansion. He's seen Temple transition from a university that catered to commuters to an institution that now draws more residential students.

"Temple was going through the interesting, but in some cases difficult, time of going from a small, kind of local institution to a large one," DuCETTE says, reflecting on his early days at the university.

At the time, the school's faculty was primarily comprised of former school teachers and administrators.

"There was an expectation that the faculty would do research at that time, but it wasn't heavily emphasized," he says. "That has changed across time, so there is more of an emphasis on current research, and from different, divergent studies."

During his years at Temple, DuCETTE has served as the chairperson of the Department of Educational Psychology and as the associate and acting dean of the College of Education. In his current role, he juggles teaching courses with writing systematic reports. He currently chairs a committee tasked with monitoring the university's student teaching evaluation system.

"He brings a lot of institutional history," says his longtime colleague, S. Kenneth Thurman, who has been with Temple for 44 years himself. "He brings a lot of knowledge of procedures, statistics and statistical analysis. He's very well respected by colleagues."

"Colleges of education typically don't have a lot of status in universities," DuCETTE explains. "Sometimes that is a difficult thing to overcome. I think we have a very important part that we play, but sometimes you have to convince people that what we are doing is good and does have value."

DuCETTE has certainly lived his life that way, devoting his entire career to education, one student and one class at a time.

HISTORY LESSON: TEN THINGS I HAVE LEARNED IN 50+ YEARS AT TEMPLE

By Joseph P. DuCette, PhD

I arrived at Temple in 1968 to begin my career as an assistant professor in the Department of Educational Psychology in the College of Education. Already when I arrived at Temple University, it had begun the process of growth that would take it from a relatively small, private school to a large, public one. All change is difficult, and as a witness to and a participant in that change, I can attest to the fact that where we are is far better than where we were. I can also attest to the fact that the road was not always smooth. I couldn't list all of the things that I have learned along the way, but I have attempted to describe ten of the lessons that seem most important.

1 Teaching is the most important thing I do.

I went to graduate school because I wanted to be a college teacher. I envisioned myself as the lead character in my personal version of "Goodbye Mr. Chips," an admirable mixture of saint, philosopher, father figure and stand-up comedian). My PhD is from Cornell, and when I first got there, I chose a senior faculty member held in high esteem for my academic advisor. When I told him I wanted to teach, he told me how important teaching had been in his life. Then, I came to Temple and promptly forgot everything he had taught me. I began publishing articles and chapters and making presentations, and obtaining grants. When my advisor retired from Cornell after five years had passed, the department held a reception in his honor. That night, he graciously met individually with all of us. Of course, I launched into my publications, the grant I had just received and the presentations I had made. He responded, "that's really nice, and how is your teaching?" -which made me realize I had forgotten why I had taken the job in the first place.

2 Often, the most important part of teaching is deciding what not to teach.

About the same time, I began teaching statistics, the material about which I am most passionate (as everyone should be!). Like many neophyte college professors, I was full of all the material I had been taught: I knew how to derive the formula for the statistical tests I was teaching; knew why one kind of test was better than another; and knew the assumptions for these tests and how these assumptions were tested, etc. When I taught, I tried to make sure that absolutely everything I knew was conveyed to the class, which seemed to work because the students were getting good exam grades. Later on, when I started working on some of these students' dissertations, however, I discovered that more than half of what I thought I had taught was completely gone, and all that was left was a few important, but relatively small, fundamentals. I learned then it is far more important to teach what your students need to know rather than what you want to teach. Now, I realize what I teach today is less than half of what I taught when I started.

3 Students will always assume what is assessed is what's valued.

I know that critiques of standardized testing are one of the pillars of the College of Education, and in many ways I agree with them. However, I would have to admit that my relationship to assessment is complex. I think students will assume that if something is assessed, it is valued, and conversely, that if it isn't assessed, it's not. But within this, there are very complex issues that are continuing to generate more critical analysis. Way back in 1985, Temple President Richard Englert asked me to run the impending National Council for Accreditation of Teacher Education (NCATE) visit, and analyze the College of Education's data for the initial administration of the Pennsylvania Teacher Certification tests that had started that year. We were doing okay—not great—on the tests, and I presented the data to the faculty. What surprised me the most was that the tests raised questions we seemed to have not thought important; specifically, how well are we training teachers and how can we improve? The tests didn't give us answers to those questions, but it did make us ask them.

4 The most important aspect of teaching is honesty.

This point might be self-evident, but it is something I constantly remind myself: Never fake it with your class because they will always figure you out. Almost all of my teaching at Temple has been with graduate students. All graduate students enter my class with an impressive background of being a student: eight years in elementary school, four years of high school, four (or more) years in college, and, for some, two/three years earning a master's degree. So, at the minimum, my students have 16 years of experience in a classroom. They are, then, essentially professional students. Any professional will know when you are not being honest about the thing of which they know most. There are several implications of this for me, but one of the most important is to have the courage to admit that I'm not in possession of all knowledge. If a student asks a question and I don't know the answer, I will always say "I don't know the answer, but I'll try to find one."

5 Four heads are better than one.

Dissertation advising has been one of the biggest parts of my academic life. I have learned many things from this experience but two of the most important are these: collaboration is one of the best ways to learn and grow; and doctoral students are amazing. Referring to collaboration, a doctoral sponsoring committee consists of three faculty members and the student, a little like a family, although one with a limited life span. The only way that this works is for all four of these participants to collaborate, cooperate and communicate. Working on a doctoral dissertation with a student is not only a great way to teach, it is a wonderful way to learn about one's colleagues. As for amazing, most of the doctoral students I have worked with over the years have been adults with full-time jobs and families. I have been consistently impressed by their ability to accomplish all of this and still maintain their sanity. The opportunity to interact with and get to know the more than 1,000 students whose dissertations I have participated in is one of the best parts of my career at Temple.

6 Don't assume your definition of quality is the only one that matters.

I was working with a doctoral student in School Psychology on her dissertation and it was a real struggle. She couldn't understand the statistics; wasn't a great writer; and was weak in design. As we went along, I concluded she simply didn't belong in graduate school. At the same time, I was conducting research observing Child Study teams in several nearby school systems. One of the sites chosen for me to visit was the school district where my student worked, where I would attend a meeting she was chairing. What I observed was one of the most stellar performances I had ever seen. She knew all of the regulations and rules; she deeply understood the students; and, most important, she made it possible for everyone in the room to participate and to feel valued. She was a model of the perfect professional, and I came out of there with a reaffirmation of an essential Temple value: Judge people on what they can do and not on what they can't, and allow everyone to succeed in the way that they can best use their skills and knowledge.

7 It is sometimes more important to be silent than to be right.

This might be more of a philosophy than something I have learned, but I think it is important. As faculty in higher education, we live in a world where it is very important to be right. We have opinions, and we try to convince others that our opinions are correct. We are in a position as teachers to tell others when we think they are wrong. I don't deny the importance of any of that, but I also think that sometimes it's simply better to choose silence. I have referred to my academic advisor above and there is another wise rule-set he followed during department meetings: Only say something if it's important for others to hear; if someone has already said it, don't say it again; moreover, if nobody has said it, but you know nobody will listen, just keep quiet. I have learned over the years, as with many other things, in this, he was absolutely correct. If everyone followed these rules, department meetings would be much more efficient—and a good deal shorter.

8 Everybody has the same responsibility about the past: deciding what is worth keeping.

As the faculty with the second longest tenure in the College of Education, I have more or less assumed the role of College historian. In this role, I've been accused of saying the past represents a golden age. If I have ever drifted into that stance it was because I do look back with fondness on the college and its history. Having said this, it also has to be said that there have been difficult times and there have been many flawed decisions. Summing it all up, I still believe that the good far outweighs the bad, and some of what was done before was extraordinary. I now view my individual responsibility as distinguishing what in the past was good and what was bad; what worked and what didn't. What I came to realize was that new people who come into the college and the University have exactly the same responsibility. This creates a critical bridge between senior faculty and junior faculty that links us together in trying to make the college the best it can be.

9 **Prestige and quality are not necessarily the same thing.**

Anyone who works in education at any level is aware that the profession does not enjoy a particularly high status in academia. This is true of colleges of education throughout the country and, I suspect, is even true of those places where the education school is considered one of the top five in the U.S. What I have come to realize is that this ridiculous perception is just about impossible to change, and as such, should be ignored. I'm not sure about other cultures, but it seems to me that Americans have never been able to distinguish prestige from quality. My 50+ years in the college have convinced me that the quality we possess far exceeds the prestige we have. As former Dean Trevor Sewell used to say, we are the profession that makes all other professions possible. All members of this community should remember the critical role we play in society and should be proud of that. Whether this role receives the prestige it deserves should not be and can not be our central concern.

10 **The more things change, the more they remain the same, except when they don't.**

I included this last lesson because anyone who has been anywhere for more than 50 years has inevitably seen many changes. Since I have been at Temple, I have had seven presidents, nine deans and more provosts than I can count. Each of these, understandably, had an agenda and made changes. Some of these changes have lasted beyond the administration of the person who created them and some haven't. What I have learned over these many years is that change is inevitable and often positive, but the one thing that shouldn't change is our dedication to our core values. Temple's core mission is the same today as it was 50 years ago: to provide a quality education and to make this education as broadly accessible as possible. This belief demonstrates Temple's deep commitment to social justice in its many forms. In my opinion, and I am obviously biased, these core values are demonstrated in the College of Education more clearly than in any other part of the university. Nothing that has occurred during the last 50 years has changed that essential truth.

I can say with all honesty that being a faculty member is just about as good as it gets, and I wouldn't have changed this job for anything else. The deans I have worked for, the colleagues I have had, and, most importantly, the students I have taught have made this life memorable. While the higher education I have known is clearly going through profound changes, no matter what happens, there will always be a process of teaching and learning between teachers and their students. I am deeply thankful for the opportunity over these last 50 years to be involved in that process.

100

YEARS

OF CHANGE

THE TIMELINE

Since its founding in 1919, Temple's College of Education has always served as an educational resource and training ground for underrepresented populations. Over the decades, that has been reflected in the college's strong commitment to equality and education for all. Over 100 years, as the program has risen from a small teachers college to a huge, sprawling, nationally ranked College of Education, that foundational aspiration has never wavered.

In its first 100 years, the College of Education has welcomed visits from a pair of presidents (one as a senator), and received countless awards. It has established locations and sister schools in other countries, including Nigeria, Jamaica and Japan, and grown its considerable reach internationally.

Currently led by Dean Gregory M. Anderson, the future of the College of Education seems indelibly bright. Here's a look back at some of the highlights of the College of Education's century of impact.

START •

1919 •

Founding of Teachers College.

INNOVATION + TECHNOLOGY

BY TRE JOHNSON

EMBRACING THE FUTURE

DR. INSOOK HAN, ASSISTANT PROFESSOR OF TEACHING AND LEARNING, ADVOCATES FOR TEACHERS TO STOP WORRYING AND LEARN TO LOVE TECHNOLOGICAL ADVANCEMENT IN THE CLASSROOM—EVEN IF IT SCARES THEM.

While in a doctoral program at Teachers College at Columbia University, Temple College of Education's Dr. Insook Han participated in a fascinating ethnography project; exploring Harlem with a fellow student. Armed with just their iPhones, they conducted a series of deep-dive interviews in New York City's historic black neighborhoods.

In particular, they interviewed staff at Hotel Theresa, the famous former hotel that once housed everyone from Muhammad Ali and Malcolm X, to Fidel Castro. The richness of the hotel's history intrigued Han and her classmate. "There were so many stories of African-Americans that lived and worked all around there," she remembers, "we wanted to capture it all." And so they did. Recording footage and interviews, they converted their iMovie onto CD-ROMs (the most advanced technology at the time) and then, instead of merely keeping it for themselves and their class, they did something else—they dispensed copies to local schools in the area. "There were so many students that

didn't know how important their neighborhood, the world right around them, was," Han recalled.

Han's career has taken her all over from Korea, to Kansas, to New York and finally to Philadelphia, where she's been teaching and acting as the program coordinator for the Instructional Learning Technology (ILT) graduate certificate program in the College of Education. ILT is a relatively new field; a marriage of instruction and technology, ranging from virtual reality (VR) to devices such as Chromebooks and other types of tablets.

Through her courses at Temple, she teaches about 25 educators per semester how to utilize these technologies in a way that, as Han puts it, is not about "the fancy devices in the classroom," but rather, "supporting teachers on how to use [them]." A lot of experienced educators, she finds, come to the course ready and eager to aid their schools in technology implementation, but as these educators bring the will

A portrait of Dr. Insook Han, a woman with dark hair, smiling and looking slightly to the right. The background is a teal grid. There are several decorative elements: two red triangles at the top left, a cluster of dark circles at the top right, a large teal circle with a red arc on the left, and a dark teal banner at the bottom with a red brushstroke effect behind the text.

DR. INSOOK HAN

and develop the skills through ILT, there are some real structural and positional issues at play that often stymie implementation and integration.

For one thing, the focus on only teachers being the critical turnkey for technology innovation and integration is itself a limiting factor. “It’s very important that the leaders and principals embrace and advocate for technology in schools, too,” Han shared. The reality is also that these sorts of initiatives require political and leadership buy-in as the new technology represents a shift in instruction and culture. In addition, the technology integration puts the onus on teachers to be the sole vessel in carrying a lot of this knowledge, and with a wide array of applications, devices and modules out there, it can be overwhelming to take on this often one-person initiative at the school level.

Zooming in more locally, Han sees some additional issues when she examines and listens to teachers in Philadelphia. As the School District of Philadelphia invests in advancing its technology with more tools, like Google-based products for example, the lack of teacher professional development and other key barriers are more apparent. Professional development is critical in helping teachers to understand how to best utilize these investments in technology. Han explains professional development and preparation have yet to be fully embraced by the District. Elementary school

teachers aren’t required to take technology classes, however, teachers are required to know how to use technology in the classroom. The gap in training makes the opportunity to use these technologies more difficult than it needs to be.

When technology is implemented in the classroom, “there’s often a lot of resistance,” Han said, “including distrust by teachers that students won’t properly use the technology. I often hear that students will merely be distracted or cheat if we give them these sorts of tools. Some teachers are feeling very threatened by the idea of technology in the classroom.”

But Han poses a question for these naysaying educators: “Why don’t we bring their culture into the classroom?” To the idea that students will just cheat to find the answers to tests, she suggests “in an information-rich age, it’s more about how to find that information, to find verified, valid information and how to share that information.”

In Han’s eyes, this is about meeting modern students—their culture and lifestyle—where they’re at. “They’re already taking pictures and videos that they’re editing and using. We’re ignoring their culture and their lifestyle. If we don’t teach them how to use technology, what are we accomplishing?”

1923 •

Five master’s degrees and an Ed.D degree created.

1925 •

Teachers College is fully accredited and registered by the New York Board of Regents.

1931 •

Temple University acquires the Oak Lane Country School and converts it to a lab school for the college.

She reflects on that pivotal project she did in Harlem. “That was a project that any high school student could do. Let them create a documentary to create a meaningful project or lesson. Let them create and produce something; to them it’s an opportunity to [take] more ownership.”

With an eye to the future, Han is currently developing a master’s program in Instructional Leadership Technology that will more fully provide the sort of development and practices that can equip teachers and educators to integrate the tremendous boom in technological advancement to better prepare students for the future. At the end of the day, this work is about empowerment and ownership of learning—for students and teachers alike.



1936 •

President Roosevelt visits the Temple campus, which gains attention from national media.

1938 •

The School District of Philadelphia closes down its Normal School, in favor of sending its students to Temple’s Teachers College.

TOTAL ACCESS

BY TRE JOHNSON

NEW EYE-WEAR TECHNOLOGY HELPS OPEN UP THE ART WORLD FOR THOSE WITH DISABILITIES

ARTS AND ENTERTAINMENT OPTIONS CONTINUE TO ABOUND, BUT ARE OFTEN INACCESSIBLE TO PEOPLE WITH DISABILITIES. A PAIR OF TEMPLE ALUMNA ARE HOPING TO CHANGE THAT, WITH THE HELP OF ADVANCED TECHNOLOGY.

Celia S. Feinstein is the former executive director of the Institute on Disabilities at Temple University, College of Education-Pennsylvania's University Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD). In her role as the Institute's executive director, she leads all directives, including leadership development, assistive technology, research and evaluation, and policy, media arts and culture. In addition, Feinstein serves as associate professor of urban studies at Temple University's College of Education.

Feinstein and a member of her team, Lisa Sonneborn, director of media and arts culture, are working together to remove long-standing cultural and access-barriers in the art world to reinforce a simple message: everyone should be able to access, view and create art. Their key approach has been tackling the issue through both new technology and community partnerships.

The world of the arts can seem impenetrable for a lot of at-large populations. Everything from pricing, to

location, to cultural competency and diversity has mitigated the sector's ability to reach as many people as possible. Often overlooked in this discussion are the ways that the art world has struggled to be inclusive of people with disabilities, either as participants, creators or admirers.

For Sonneborn, who received her masters of fine arts from Temple, the inspiration to build inclusive and accessible cultural experiences came into sharp focus after a pivotal experience. In 2011, she produced the Institute's "Visionary Voices" project—a collection of interviews aimed at telling the hidden history of the disability movement. Sonneborn conducted numerous oral history interviews with the movement's leaders including people with disabilities, families, and advocates. "The people I met spoke openly and honestly about their challenges, their dreams, their triumphs, and their hopes for the future," Sonneborn recalls that working on this project was one of many experiences she had via the Temple community that made her eager to continue. "What makes you stay are the extraordinary people you meet here."

1938 •

An additional graduate division called Social Group Work is added – later developed into the School of Social Administration in 1969.

1948 •

Conrad Seegers becomes the second dean of the Teachers College.

1953 •

Joseph Butterwick becomes acting dean of the Teachers College.

LISA SONNEBORN

CELIA S. FEINSTEIN

1955 •

Willard Zahn named dean of the Teachers College.

First courses in the General Education Program for Teachers offered, as a way of helping teachers become better acquainted with the contemporary world, enabling them to adjust creatively with their times.

1960 •

The Teachers College changes its name to the College of Education.

“I THINK THEATERS DO WANT TO BE WELCOMING, BUT THEY NEED SUPPORT TO TAKE THAT FIRST STEP.”

At the same time, the seed of wanting to do more grew and grew, especially the idea of bringing together her two primary passions. As director of the Institute on Disabilities’ Media and Arts Culture program (MAC) she’s been able to do just that. “We see arts access as having a direct connection with our mission to create a more inclusive society,” she shared in the Institute office over a long conversation about the partnerships and relationships that have brought these issues and stories to the forefront.

Sonneborn and Feinstein understood that the stories and experiences of the disability community weren’t reaching a wide enough audience, and wondered if arts based methodologies could be employed to explore the persistent, even divisive issues faced by people with disabilities.

In 2016, after a four-year development, Suli Holm’s *A Fierce Kind of Love* used text, movement and song to tell the largely unknown history of Pennsylvania’s intellectual-disability rights movement debuted to strong response. Featuring a mix-ability cast, *A Fierce Kind of Love* is a completely accessible production; all performances included ASL interpretation, open captioning, audio description and amplification, alternate format programs, and sensory-friendly enhancements including fidget and sensory friendly toys, earplugs and noise canceling headphones. In March of 2019, *A Fierce Kind of Love* was selected to open the new High Pressure Fire Service Festival at Philadelphia’s famed Fringe Arts space.



1960 •

Then senator John F. Kennedy visits Temple’s campus on his presidential campaign tour.

1963 •

Paul Eberman named dean of the College of Education.

Plans for the building of a formal Education Center announced.

Fierce demonstrated what was possible in terms of art accessibility, yet, the institute was aware that many presenting organizations struggle to make their venues fully inclusive. Significant barriers remain for people with disabilities to access theaters, music halls, and galleries. Much of the captioning support, including vision and hearing is limited by its expense, so it is not readily available in many theaters, a fact hardly lost on Sonneborn, though she remains guardedly optimistic about their progress. “I think theaters do want to be welcoming, but they need support to take that first step,” said Sonneborn.

The Institute’s Smart Caption Glasses project is designed to do just that. The institute has partnered with the Royal National Theatre of Great Britain, and closer to home with Chester County’s People’s Light, to offer ‘always on’ captioning for people who are deaf or experiencing hearing loss.

Smart Caption Glasses display a synchronized transcript of the play’s dialogue and sound from the production directly onto the lenses of the smart glasses (manufactured by Epson). Lightweight and entirely customizable, smart caption glasses provide a radical departure in how open captioning is delivered.

In January of 2022, smart caption glasses will be available to the public at People’s Light, making it a part of the theater’s regular production operations. This partnership offers Sonneborn a lot of hope that things will greatly improve for future audience goers with hearing loss, calling these improvements and integrations “game-changers.”

To their credit, People’s Light had already made a commitment to accessibility, and with support from the Barra Foundation, the Knight Foundation and the National Endowment for the Arts to assist with costs, their collective hope is to make Philadelphia the most accessible city for the arts in the U.S. The smart caption glasses come with some front-loaded costs, but those costs will ultimately decrease over time and potentially be offset in part by increased attendance at the theatre by people with hearing loss.

For Sonneborn, this is all just the beginning, though. She understands there’s still a great deal of work to do to further remove access barriers for those populations. “We realized [the key to] building an inclusive society [is by] broadening access to the arts to the disability community,” she said. “Arts access is a reflection of culture, legacy, equity—even justice.”

1965 •

Ritter Hall is built to house the College of Education, among other departments.

1972 •

The College of Education receives the Distinguished Achievement Award from the American Association of Colleges for Teacher Education.

TRAINING PREPARES FUTURE TEACHERS TO RECOGNIZE TRAUMA IN YOUTH

By Cal Setar

Most teacher-preparation programs don't linger long on the concept of student mental health. But considering that traumatic childhood events have far-reaching—at times, even life-altering—consequences, from risky health behaviors to poor social-emotional development and even early death, teachers are in a crucial position to help support their students.

Jean Boyer, an assistant professor of instruction in Temple's College of Education and a long-practicing school psychologist, has focused on infusing just this type of trauma-informed education—also known as mental health literacy—into the teacher-training curriculum at Temple. In fact, Boyer was already focused in this area when the McDowell Institute for Teacher Excellence in Positive Behavior Support at Bloomsburg University came calling in 2019.

The ask? For Temple to join the institute in its efforts to expand Youth Mental Health First Aid training for teachers across the state.

Ultimately, Temple's involvement was an easy decision.

"We give [students] lots of field hours experience in the schools around [Temple]," Boyer said. "They see kids who've got incarcerated parents, or they see kids who've experienced the loss of family members through violence or other kinds of trauma, and they want to know what to do."

Teachers, of course, aren't mental health professionals. They're educators with schedules to set and curricula to plan. But considering teachers do spend a significant amount of time with their students, they're well-positioned to identify trauma and help children get the support they need.

Developed and delivered by the National Council on Behavioral Health, Youth Mental Health First Aid (YMHFA) is a program designed to teach adults who regularly interact with children, but who are not mental health professionals, how best to respond to mental health challenges. Once the Substance Abuse and Mental Health Services Administration awarded their grant to the McDowell Institute to train pre-service teachers across Pennsylvania in YMHFA, the call went out to other local universities who might be interested in participating.

Enter Boyer—and Temple, in addition to more than 20 other universities across the state.

"It's not therapy—we're not training therapists," Boyer cautioned. "But it might help that person self-refer to a mental health professional, it might be getting them to a mental health professional if they need help doing that. It might just be calming someone's who's having a panic attack, right in the moment."

Active listening. Compassion. Understanding. Providing factual information. Immediate in-the-moment support. Whether before,

1973 •

Benjamin Rosner appointed dean of the College of Education.

1975 •

Jay Scribner named dean of the College of Education.

1977 •

Temple's master's of education degree is created at a sister college in Nigeria.

ACTIVE LISTENING. COMPASSION. UNDERSTANDING.

place, Boyer believes teachers need to be well-equipped for the challenge of addressing student trauma.

“You could liken it to CPR training,” Boyer said. “You might see someone in distress, you know how to administer CPR, elevate for shock, those kinds of things, while the professionals are on the way.”

YMHFA is an eight-hour course for pre-service teachers entering the student-teaching portion of their preparation. Those who take part in the program are certified by the National Council of Behavioral Health and, in addition, receive resources to initiate and build a mental health literacy toolkit for the remainder of their careers.

Boyer and the College of Education late last year launched an OwlCrowd campaign—with a big assist from Temple’s OwlCrowd crew, led by Levi Dillon and Josh Schroder—in order to purchase

books and space in the program for all 36 of Temple’s current student-teacher cohort.

In December, Boyer said, all 36 of the student-teachers earned their certifications and will receive endorsements from the Pennsylvania DOE.

But there are nearly 200 soon-to-be student teachers hoping for the same opportunity, hungry for the same knowledge, and the aim is to expand the program and train additional teachers-to-be as they prepare to enter Philadelphia’s schools.

“We know from neuroscience that trauma has a huge impact on brain development, both structurally and functionally,” Boyer said. “As we become more aware of the impact of trauma on kids and what it means cognitively, [we realized] this is something that teachers need to know.”

1980 •

Dean Scribner, Temple President Wachman and Trustee Harry Nichols travel to Nigeria for the first overseas commencement ever held for the school, with 62 teachers receiving their master’s degrees.

In conjunction with Ohio State University, the College of Education establishes the first cooperative, long-range educational program conducted by American universities in China, through the Multilingual Education Resource Information and Training Center (MERIT), directed by Dr. Frank X. Sutman.

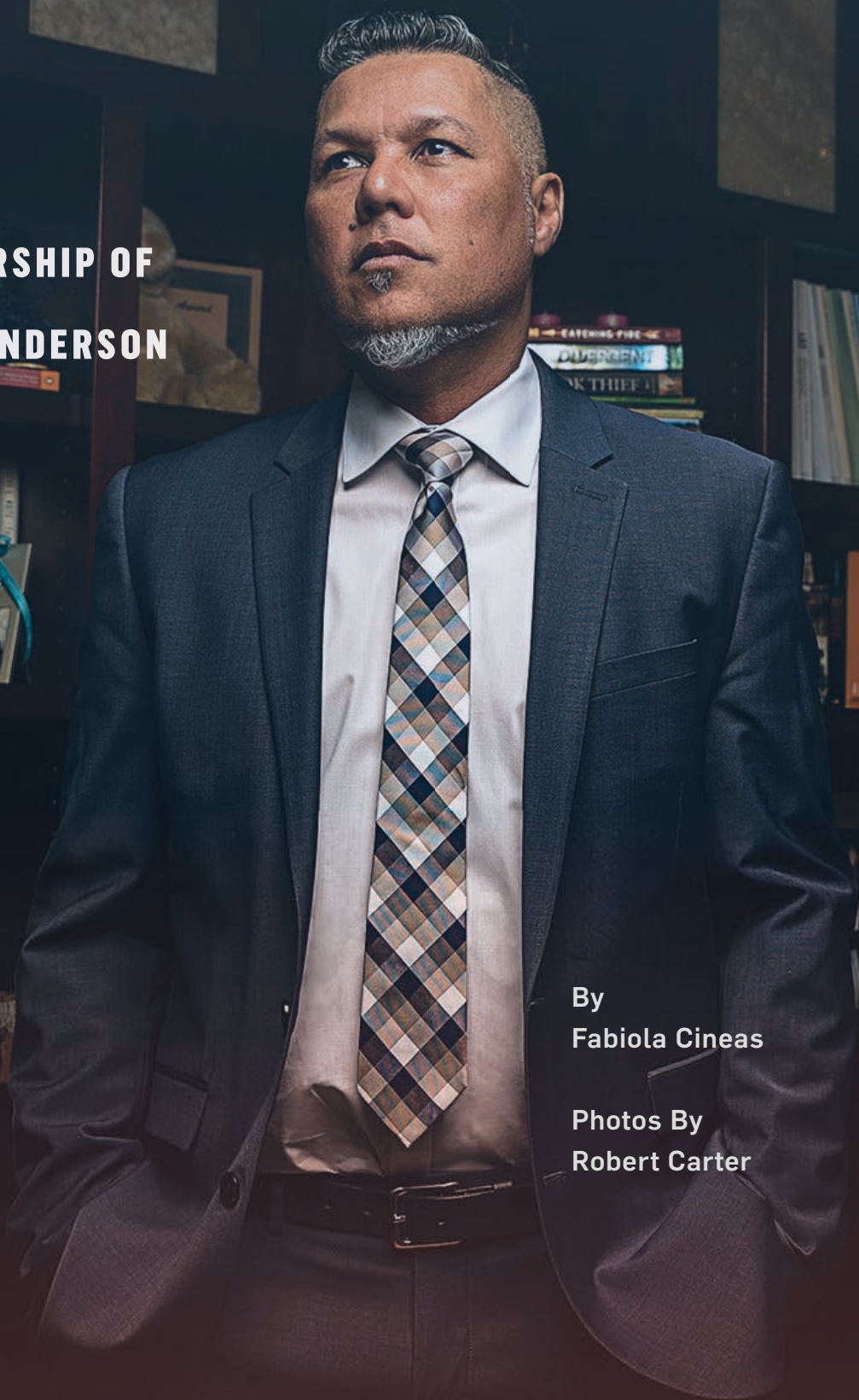
1983 •

A master’s and PhD in Teaching English to Speakers of Other Languages (TESOL) is offered at Temple University’s Tokyo Campus in Japan.

CREATING

TRUE LEGACY

THE HUMBLE LEADERSHIP OF
DEAN GREGORY M. ANDERSON



By
Fabiola Cineas

Photos By
Robert Carter



After a childhood of struggle and the salvation of academia, the College of Education's dean stands poised to lead his charges into the next summit of educational outreach.

With segregation as the backdrop, Dean Gregory M. Anderson's life's journey is one of firm resolution—finding a place where he could help make a difference. Now, he's fighting so that young people have a different path: place-based hubs with abundant opportunities.

Dean Anderson knows that the idea of working twice as hard as others to get by is not some blanket, clichéd platitude; he has lived it. So, too, have his South African parents, and his grandparents before them. The birthplace of his elders would eventually lead him to his calling as an educator, one driven by a mission towards access.

South Africa under apartheid was not kind to people who look like Anderson's mother, father and grandparents. For one, his mother and father could not attend a university because of the color of their skin. Despite their lack of educational opportunities under apartheid, education remained the family's core value.

Dean Anderson's mother was a secretary for most of her career. In her later years, she worked as a librarian at a high school. His father was certified as a public health inspector. Many relatives on his mother's side were teachers, and his maternal grandfather was a principal. "I have education in my blood," Anderson said.

It was the very real toll of segregation that prompted his parents to involuntarily uproot their lives in search of greater opportunity. The process of searching for (and building) a place to support diverse identity would later become the foundation of Dean Anderson's vision.

His fate needed a helping hand because, despite his family's emphasis on education, Anderson was not always an engaged student. Indeed, by high school, if it weren't for sports, he would have dropped out altogether. During those years, it was the basketball court, soccer field and hockey rink that kept him anywhere near education. "I just did school because I had to," Anderson said.

His working-class neighborhood was the only future he envisioned by the time he neared his final year. In fact, his dream at the time involved him getting into construction, buying a motorcycle and eventually living with his girlfriend.

Getting into a university was a miracle of his mother's doing. She secretly completed the college application that he threw in the trash. He was accepted by a local university, and Anderson started on an education track because of the random boxes his mother checked. To his surprise, he actually liked university, earning straight A's.

"I had no expectations," he said. "I took courses not really knowing anything"

But his early academic success was short lived. Anderson wanted to be the next educator in his family's long line, but what he experienced as a student teacher in his second year deterred him. It also foreshadowed a need that he would later identify: Educators must teach in a manner that addresses the totality of a student's lived experiences and circumstances.

That year, he worked in the Jane and Finch neighborhood of Toronto, with a teacher who stereotyped students. "I just didn't think that she brought in their cultural and historical strengths, the things that they brought to the table that were resources," Anderson said.

In light of this experience, he resigned from student teaching and dropped out of college altogether. He thought being an educator of children just wasn't for him. In the next two years, he was a busboy, a waiter, and then a world traveler.

But even with all the globetrotting, he couldn't escape his calling. He eventually re-enrolled, transferring to the University of Toronto, earning his baccalaureate and a master's degree in sociology. Ultimately, he'd satisfy his itch to leave Canada to pursue bigger opportunities at the City University of New York, where he entered into a PhD program in sociology. At that moment, Anderson was finally certain that education was his way to carve out a life. He could also see how institutions of higher education were vehicles for equal opportunity.

EDUCATION IN MY BLOOD

By the time he became an assistant professor at Columbia University's Teachers College, he felt successful. "I never would have thought that a working-class kid with South African roots could have done that, let alone become a dean of a college," Anderson said. He served as dean of the Morgridge College of Education at the University of Denver from 2009 to 2013.

Since becoming dean of Temple's College of Education in 2013, Anderson has implemented his signature, innovative place-based strategy, which reflects his roots and experiences.

A fundamental component of Dean Anderson's vision is a multi-generational, place-based approach that supports surrounding communities, and promotes access to previously untapped non-profit partners, non-education funders, corporate sponsorships and donors.

The genesis of the place-based strategy stems from the research Dean Anderson conducted on South Africa's University of the Western Cape, the first national university to defy apartheid. He recognized that the school's efforts in resistance were, essentially, a place-based initiative. This university went beyond just focusing on what students in the region needed academically but also created various centers tailored to community outreach, literacy, health care, dentistry and even a center for law.

So what happens when such an approach is applied in North Philadelphia where Temple University's Main Campus is located?

For Dean Anderson, the place-based strategy becomes a vehicle for the college to fulfill the transformative mission by sharing its resources in partnership with communities, neighborhoods, schools and nonprofits in order to tackle disparity.

"That's the way I see a college of education," Dean Anderson said. "It can't just be about educating our own students. Yes, that is our first and foremost responsibility, but our students come with an initial desire to make a difference."

In practice, an example of an initiative stemming from the place-based strategy is the use of new grant funding to support a local organization's after-school program, where the staff members require professional development. Temple could provide additional human capital and simultaneously research the impact of high-quality professional development for after-school staff.

Another example is an early childhood community engagement center, a joint collaboration between nonprofit partners. Caretakers could drop off their child at one part of the center for an early childhood literacy program, then go receive workforce development training upstairs in another part of the center. This integrated set of programs are

1986 •

Richard Englert named dean of the College of Education.

1987 •

Center for Research in Human Development and Education created, Margaret Wong named director.

1990 •

The Institute on Disabilities, Pennsylvania's Center for Excellence in Developmental Disabilities, becomes part of the College of Education.



1993 •

Dr. Trevor Sewell named dean of the College of Education.

The International Educational Development Program (IEDP) is established that allows Peace Corps volunteers to earn their master's in education and receive help finding jobs within the School District of Philadelphia.

1995 •

After the closing of the Navy Yard, Temple's Secondary Teacher Education and Placement Project places a dozen former engineers in high school classrooms to teach math and science.



designed to support the betterment of families and the community overall.

Dean Anderson admits that the college still has work to do in building out such initiatives. “I can’t say we’re there yet, but the more partnerships the school establishes and sustains over time, the more it can show itself to be a good, reliable partner.”

He also knows what it’s going to take for the initiatives to really take hold: “It’s going to take students doing well at the outside organizations and representing the school well, engaged alumni and faculty, socially responsible corporations, and committed philanthropists who believe in the transformative value of this strategy.”

Dean Anderson remains optimistic. “Hopefully,” he said, “communities can start seeing us as not

interlopers or a place to be skeptical about but rather part of the community. Temple is not going anywhere and Philadelphia’s neighborhoods are well established with strong identities.”

As Dean Anderson advances this signature initiative, he is also making changes in other areas of the college to expand opportunities for College of Education students.

Under Dean Anderson, the college has launched a new undergraduate degree—“Human Development and Community Engagement”—that prepares students to lead engagement and educational change that is not just based in the classroom.

Dean Anderson’s career and tenure at Temple has been about being diligent about the work, but

approaching it with respect and humility. As the College celebrates its 100th year, Dean Anderson explains, “it is not about hanging my portrait on the wall alongside the leaders who came before. It’s not about tying progress to just one person. True legacy is work we do that sustains itself in support of others.”

Just as Dean Anderson received a helping hand from his mother that transformed his life, and by extension the lives of his family, so too will the principled work of the College of Education strive to benefit all members of its community for the next 100 years and beyond.

1996 •

The College of Education offers a bachelor’s degree program in Jamaica.

2003 •

Kent McGuire named dean of the College of Education.

2005 •

The William Penn Foundation helps found the Urban Education Collaborative (UEC), which seeks to better coordinate between local school improvement efforts and professional evaluations by higher learning institutes.

WEAN SIDED IN

Dean Anderson's vision for the College of Education is for it to serve as a center of excellence in teaching and research that promotes learning in the community. In doing so, the college will solidify its position as a broker of knowledge, and a leader in preparing educators and educational professionals who share a collective mission: to promote social justice through education. This vision is manifest in the college's collaborations and partnerships and is carried out through the pillars described below.

1

A UNIFYING MISSION

Dean Anderson envisions that members of the College of Education community are driven to expand opportunities for all students regardless of their zip code, status or station in life.

2

EXPAND STUDENT PERSPECTIVES

Students need as many different perspectives as possible. "It's not our job to give them my perspective. It's our job to give them multiple perspectives so they can make the best choices for themselves," said Dean Anderson. College of Education faculty are empowered to expand the possibilities for their students by developing innovative models of teaching and learning that address the specific needs of students, the community, and the field of education more broadly. For example, the college's Temple Teacher Residency program prepares students to fulfill the critical need for highly-qualified STEM teachers in Philadelphia and beyond. Additionally, the counseling psychology program has placed important emphasis on multicultural counseling practices.

2007 •

In partnership with the College of Science and Technology, an innovative secondary education teacher-training program called TUTeach is introduced.

2011 •

James Davis named acting dean of the College of Education.

2012 •

College of Education offers EdD in Education Leadership in Jamaica.

THROUGH EDUCATION



2013 •

Gregory M. Anderson named dean of the College of Education.

2014 •

College receives a multi-million dollar Choice Neighborhood Initiation grant to provide quality early learning programs, improve educational attainment and increase graduation rates for local youth.

2015 •

Intergenerational Center joins the College of Education.

A LETTER FROM GERMAINE EDWARDS, PHD

BA '85, MED '88, PHD '03

What an awesome time to be an alumnus/a!

In 2019, we celebrated a Century of Impact – the 100th Anniversary of the College of Education. To honor our proud past, impactful present, and boundless potential, the College of Education Alumni Association is offering extraordinary opportunities for fellow alumni to reconnect and create new memories.

Our proud, diverse alumni have used education as a primary means to increase social mobility and social justice for all learners. For the past 100 years, the world has undergone landmark changes and innovations in education and related fields, and our alumni have been on the forefront of many of them. We stand on a solid tradition of excellence.

In this tradition, as part of the milestone celebration, the College of Education hosted an outstanding Distinguished Speaker Series, “A Century of Impact 1919-2019: 100th Year Anniversary Celebration.” The series established a forum engaging with thought leaders and innovative change-makers, inspiring students and faculty to challenge their assumptions, explore the world from different angles and to shape the narrative of our shared experience. Nationally renowned speakers Valerie B. Jarrett and Charles Hamilton Houston, III, have shared their insights with us.

Envisioning a bolder future, we are reimagining our outreach and interaction with fellow alumni, building new COE alumni traditions, which will allow us to connect with and celebrate our fellow alumni, as well as impact the Temple University community on a more in-depth level.

Now, more than ever, we need you to share your vision, your ideas, your time, talents and treasures with the College of Education Alumni Association. Come back for a visit to our alma mater and experience the many wonderful changes that are taking place. With your involvement, it will be an exciting journey as we embark on the next century of excellence. Join us!

Germaine Edwards, PhD
President
Alumni Association
Temple University College of Education



Germaine Edwards, PhD

MEET OUR ALUMNI ASSOCIATION BOARD OF DIRECTORS

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Dara Ruiz-Whalen, BSEd '95, MED '01

ALUMNI NEWS

BOARD NOMINATION RECEPTION

The Temple University College of Education Alumni Association hosted a Board Nomination Reception recently at South Restaurant. The reception provided an incredible opportunity for nominees and Board members to meet and learn more about upcoming programs for the Board.



Tory Hagains, PhD (Left) and John Hackman, PhD (Right)

WE ARE ACCEPTING NOMINATIONS TO THE ALUMNI ASSOCIATION BOARD!

College of Education alumni are represented by the Alumni Association, an advisory body of members appointed to serve for three years. They represent the diverse interests and needs of the graduates and other attendees of the college. If you are interested in becoming an Association member, and/or know of an individual that would make a dynamic Association leader, please complete the nominations form online via the following link, education.temple.edu/alumni.

Nominations are taken year-round, though they are not reviewed until the fall for appointments in July.



Helen Sanders, Kenneth Foelster and Germaine Edwards, PhD (Left - Right)

ENGAGEMENT OPPORTUNITIES

College of Education Alumni are all over the globe, 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.

For additional information, please contact the Office of Development and Alumni Relations at alumni.ed@temple.edu.

UNIVERSITY COMMENCEMENT CEREMONY & COLLEGE CEREMONIES

The University will not be holding the traditional in-person ceremony on May 7th and the College of Education in-person ceremony on May 8th. The University is currently exploring alternatives to this long-standing tradition and we will be sure to communicate more information once we have more information.

FEATURED ALUMNI:

ELINOR “KIM” HIRSCHMAN, EDU ‘63

By Steve Whisler



Elinor “Kim” Hirschman’s story starts out the same as many other Philadelphia-area students. The College of Education graduate enrolled in the spring of 1960 on a scholarship created by the School District of Philadelphia, a program now managed by The Fund for the School District of Philadelphia. That scholarship made it possible for her to receive a degree and to meet her future husband, Paul, who was working his way through school.

“Temple was the only school I applied to,” she said. “I knew I wanted to go into teaching and Temple was the best around.”

Despite her love of working in the classroom, Hirschman’s education career was short-lived. After a few years teaching in the suburbs, she took a hiatus to start her family. While she continued to work part-time as a substitute at local schools and the YMCA, she was unsure whether or not to return to teaching full-time.

A serendipitous dinner date with friends changed her whole career trajectory, though. A close friend’s company was creating a new long-term healthcare facility in her hometown and needed a department head to help with its establishment.

“And that was my big leap to a 25-year career in healthcare,” Hirschman said.

Even in a new career, the lessons Hirschman learned at Temple’s College of Education were always close at hand. “I found myself using my teaching skills constantly,” Hirschman said. “I was team building and instructing department heads about policies and federal regulations.”

“Long-term care is one of the most heavily-regulated industries in the country, and I had to take those new policy changes and teach the staff.”

After rising to a corporate consultant, Hirschman eventually retired in 2005, and she and her husband Paul now reside in Delray Beach, Fla. Still, they remain inextricably tied to the Temple University family. “The College of Education gave me a comprehensive education to understand the broader world, in addition to my teaching skills.”

The Hirschmans also feel truly indebted to the university for giving them a start to their long and successful careers. “We’ve always had space in our hearts for Temple—Paul went there as an undergraduate while holding a full-time job and then earned an MBA -- and we feel strongly about the school,” Hirschman said. “It was our foundation, it was how we got started, and we wanted to give back.”

The couple says it’s the community focus of Temple and the institution’s dedication to the Philadelphia community that inspires them most. Today, the Hirschmans support Temple athletics, the College of Education and the Fox School of Business. They also established a charitable trust for the University.

However, supporting students who, like themselves, are from working-class backgrounds, hoping to use a Temple education to better themselves, makes the couple the proudest.

“I needed to give back,” Hirschman said. “I was fortunate to receive a scholarship and I lived at home, so it didn’t cost me anything to receive an incredible 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.

1970s

Gerald A. Miller, Jr., BSED '77

is retiring after 43 years as a secondary school teacher, with 40 years teaching at La Salle College High. By taking a new course at Temple University in 1982 on the Vietnam War as the first Television War. Gerald went on to teach a course on The History of Vietnam for 35 years, sending all of his students to the Philadelphia Vietnam Veterans Memorial from its very dedication until today, as well as taking 65 classes (over 1000 students) to Washington DC. and the National Vietnam Veterans Memorial. In 2013, Gerald was awarded the La Salle College High School LaSallian Educator of the year. With the strong background in education he received at Temple he knows that is what contributed to his successful career in education.

Tana Reiff, MED '78

is the author of *Hopes and Dreams*, a series of historical fiction at an easy reading level, designed for ESL and older new readers, published by Pro Lingua Associates. The twelfth title in the series, *Neighbors*, about immigrants from El Salvador, has been released. Most of the books are significant new editions; one, *Amala's Hope*, about Muslims in America, is all new. *Neighbors* spans 38 years, from the civil war in El Salvador to the present day, telling the difficult story through characters developed from real events.

1980s

Roberts G. Cuzzolino, EDD '89

retired in Fall 2019 after 40 years as an academic administrator and senior officer at Philadelphia College of Osteopathic Medicine. Cuzzolino served PCOM in admissions, student affairs, educational resources, strategic planning, program development, and accreditation.

Alicia King Redfern, PhD '89

was elected and installed as the 82nd president of Pennsylvania State Chapter of P.E.O. Sisterhood, a philanthropic educational organization. She is the first African American president of the PA State Chapter. P.E.O. is one of the oldest women's organizations in North America. It was started in 1869 and has grown to more than 6,000 local chapters with nearly a quarter of a million members in the United States and Canada. It celebrates the advancement of women by providing educational opportunities to women through scholarships, grants, awards, loans and stewardship of Cottey College, located in Nevada, Mo. Since 1907, P.E.O. has assisted over 109,000 women for almost \$345 million. Redfern is a faculty emerita of Bloomsburg University, and 1989 PhD graduate of Temple University, College of Education.

1990s

Evens Charles, CLA '94, EDU '96

executed his first small transaction that required an out-of-pocket investment of \$1,000 resulting in a \$25,000 profit six months later. Today, he operates Frontier Development and Hospitality Group, one of the nation's largest black-owned businesses with annual gross revenues of more than \$50 million. Charles controls a hotel portfolio of Marriott, Hilton and IHG hotels in urban and secondary markets such as Atlanta, Nashville, Columbus, and the Washington, D.C - Baltimore corridor that's worth more than \$200 million.

2000s

Adjoa B. Asamoah, BA '98, MEd '01

recently got two racial equity bills introduced. The first is the one several people are talking about, in part because it's made the news, and that's the CROWN Act in California to outlaw hair discrimination.

The other bill had a hearing right in the nation's capital. Among other things, it requires government employees to receive racial equity and implicit bias training. It's also worth noting the legislative victory to codify the nation's first Office on African-American Affairs she claims as her own, as she led those efforts as well.

Because of her organizing work, perfected while she was a student activist, Adjoa served as the sole consultant for the Democratic Party to develop the Black women engagement and mobilization strategy during the 2018 midterm elections, and was the liaison between the DNC and CBC.

Jacquie O'Malley, MEd '01

received her graduate degree in Counseling Psychology. Since that time she has worked in the counseling field in various capacities: TSS, BSC, School Counselor and Counselor for at risk youth. Seven years ago she started a business, Project Mindful, LLC, which teaches mindfulness skills in school (creating aware resilient empathic students) and in her private practice in Fort Washington. She has taught over 3,000 students and teachers in the Greater Philadelphia area in both private, parochial and public schools. As of this year, she has two other teachers assisting her in teaching mindfulness skills in the schools.

Therion Baker, FOX '03, EDU '05

has become the voice of the Georgetown Hoyas basketball team, where he is on the court getting the crowd excited. He has also recently undertaken other speaking engagements, which include acting as a keynote speaker at the 2018 Congressional Black Caucus.

Daniel DiFranco, EDU '07

has published his first novel, *Panic Years*, with Tailwinds Press in August. The book is a deadpan account and brutally realistic record—not only of the underground music scene, but of everyday existence. His writing has been nominated for the Pushcart Prize and Best of the Net. He is currently an English and music teacher in Philadelphia at Multicultural Academy Charter School. His website is danieldifranco.com.

Kwame Sarfo-Mensah, BS '06, MSED '10

recently published a book, *Shaping the Teacher Identity: 8 Lessons That Will Help Define the Teacher in You*. The main objective of the book is to help aspiring and current educators see how their unique life experiences can guide them in shaping their identities as teachers. The book touches on such issues as culturally responsive teaching, self-advocacy, professional development, etc. Kwame's hope is that this book can be a resource for pre-service teachers, graduate students, and first-year teachers so that they can navigate the changing landscape of public education in Boston, Cambridge, and around the country.

Nicholas Krainak, EDU '12

is the Coordinator of Transportation for North Penn School District. Krainak is one of 23 attendees from the entire state invited to the 1st Annual Pennsylvania Association of School Business Officials Emerging Leader Summit, to be held at the Sheraton Erie Bayfront Hotel.

Jan Cohen, EDU '14

has received the 2019 Lindback Award from the Christian R. and Mary F. Lindback Foundation. Cohen, along with 60 other Philadelphia public school teachers, had been chosen because she demonstrates excellence in promoting learning at the highest levels. As a Spanish teacher at Kensington High School for the past six years, Cohen always sees the potential in each of her students to learn and grow.

Margot Salter, BSED '15, MEd '16

is finishing up her fourth year of teaching and her second year at her current school, in the School District of Philadelphia, where she teaches 4th grade and coaches Girls on the Run for girls in grades 3-5. In addition, she has chaperoned the five-day Outward Bound hiking trip on the Appalachian Trail for students in grades 7-8. Recently, she became certified by the Lakeside Global Institute for Trauma 101: Trauma-Informed Care, and was welcomed as an Educational Leader and Mentor by the National Youth Leadership Forum. This year, Margot was also a practicum mentor for Temple graduate students and facilitated professional development sessions on accessing grade-level instruction.

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CLASS NOTES PROFILE: Linda Darling-Hammond

EDU '78

**Linda Darling-Hammond Appointed Head
of California Board of Education**

California Gov. Gavin Newsom appointed Linda Darling-Hammond, EDU'78, head of the 11-member California state Board of Education. Darling-Hammond is one of the most renowned names in education. An expert in teacher education and educational equity, she served as transition chief to Barack Obama after his 2008 presidential election win. Darling-Hammond is a former president of the American Educational Research Association and recipient of its awards for Distinguished Contributions to Research, Lifetime Achievement, and Research-to-Policy. She is also the former executive director of the National Commission on Teaching and America's Future, whose 1996 report "What Matters Most: Teaching for America's Future," was named one of the most influential reports affecting U.S. education in that decade.



eCLOSE Recognized for Educational Entrepreneurship

Congratulations to Temple Owl Dara Ruiz-Whalen, BSEd '95, MEd '01, and current doctoral student, and her business partner Alana O'Reilly. Ruiz-Whalen and O'Reilly are executive directors and co-founders of eCLOSE Institute, a not-for-profit public charity (501(c)3). Setting the framework for building teacher-scientist teams to bring cutting edge research into the classroom, eCLOSE programs provide professional research training to students and teachers that bring core concepts in high school science education to life. Recently, eCLOSE was named the 2020 Greater Philadelphia Social Innovations Award winner for Education Entrepreneurship.

"We were nominated by our peers and we won because the people of Philadelphia believe in us," said Ruiz-Whalen. "People were able to vote online for companies that had the biggest social impact in Philadelphia."

eCLOSE is built on the concept of citizen science, a progressive approach where previously untrained participants contribute directly to professional scientific research projects. Four iterative eCLOSE program levels provide comprehensive research training to high school students and teachers, actively including participants in professional cancer research projects.

Other recent awards and recognitions for Ruiz-Whalen, Chief Learning Officer, and O'Reilly, Chief Scientific Officer, include the 2019 Milken-Penn: Finalists and Winners of American Public University System (All Around Runner Up) Award and the NEXT/Shulman Rogers Audience Choice Award.

MEMORIAM

1940's

Walter H. Scott, EDU '42, '49
 M. Arlene Hunsecker, EDU '47
 Virginia B. Doane, EDU '48
 Joseph T. Durham, EDU '49
 Lewis H. Benzon Jr., EDU '52

1950's

Dorothy L. Lemmert, EDU '51
 Phillip Rosen, EDU '51, '54
 Elizabeth C. Snyder, EDU '52
 Joseph G. Burcher, EDU '53, '59
 Jane Koehlert Cecil, EDU '53
 Barbara K. Crowers, EDU '53
 Margaret Kline Yaure, EDU '55, '71
 Walter F. Bingham, EDU '56
 Joseph O. Olson Jr., EDU '56
 David W. Ross, EDU '57
 Irving Rosenstein, EDU '60, '73

1960's

Patricia L. Gump, EDU '60, '73
 Anthony R. D'Alessio, EDU '62
 James R. Muschlitz, EDU '62
 David L. Towers, EDU '62
 Ernest R. Giese, EDU '64
 William E. Smedley, EDU '64
 Dorothy M. Wroblewski, EDU '64
 Margaret G. Haines, EDU '66
 Gerald E. Novak, EDU '67
 Walter L. Gordy, EDU '68
 Donald R. Rentschler, EDU '68
 John R. Edwards, EDU '69
 Gladys Styles Johnston, EDU '69
 Barbara F. McMillen, EDU '69
 Norman W. Waldman, EDU '69

1970's

Sandra Z. Himmelstein, EDU '70
 Edith Nemeth, EDU '70
 Ossie E. Rometo, EDU '70
 Anne L. Bowman, EDU '71
 Raymond C. Gross, EDU '71
 Pamela Henderson Wood, EDU '71
 Doris M. Ray, EDU '71, '75
 Ronald C. Herman, EDU '72, '78

1980's

Carol L. Almeida, EDU '80
 Elaine S. Depree, EDU '81, '92
 Edward Davis Jr., EDU '83
 Jill P. Sagendorph, EDU '86
 Edward W. Mihalek, EDU '89
 June C. Stewart, EDU '89

1990's

Gregory R. Rosas, EDU '92

2000's

James F. Pote, EDU '00



FACULTY

Susan A. Wheelan, 72, formerly of Philadelphia, a psychologist, and professor who studied the dynamics of work teams and created an intellectual model to map their success, died Saturday, Oct. 26, at Beth Israel Deaconess Hospital in Plymouth, Mass.

A former resident of Mount Airy, Dr. Wheelan moved in 2002 to Provincetown, Mass.

From 1975 to 2002, she was on the faculty at Temple University. She was appointed associate professor in 1979 and became a full professor in 1982. She directed Temple's Center for the Study of Psychoeducational Processes.

"Dr. Susan Wheelan was extremely well-known in the Temple University and broader professional community, as well as internationally," said her colleague and close friend Marion Frank. "She is one of those people who really made a difference in the world."



Temple University's College of Education

is recognized for excellence in both teaching and research, with a special commitment to serving the communities of metropolitan Philadelphia. Your gift to the College of Education can help make a Temple education possible for high-performing students who otherwise may not have the financial resources to pursue a college degree.

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3

FOSTER INTERDISCIPLINARY COLLABORATION

Education is inherently an interdisciplinary field. This is why the College of Education is establishing new academic programs that allow students from different disciplines to work together to solve challenges in education. For example, the college is working to develop a Master's in Educational Technology to help students think creatively about using technology to enhance the classroom, workplace and organizational environment by connecting curricula across an array of academic programs. According to Dean Anderson, interdisciplinary programs will broaden students' pathways and expose them to a variety of perspectives and opportunities.

4

A PLACE-BASED INITIATIVE

A fundamental component of Dean Anderson's vision is a multi-generational, place-based approach that supports surrounding communities, and promotes access to previously untapped non-profit partners, non-education funders, corporate sponsorships and donors. Many of the college's initiatives are designed to support the traditional mission of providing the highest quality teacher preparation, while diversifying the array of programs, degrees and certificates informed by the multidisciplinary expertise of our faculty to address the needs of today's education marketplace. As it looks to the future, the college seeks to conduct research, scholarship, curricular, programmatic and service-related efforts purposefully designed to have a multi-generational impact (i.e. early childhood and adult literacy, children and parents/families, students and community, etc.) that extends beyond classrooms and schools.

5

A CALL FOR PARTNERSHIPS

The College of Education is committed to the development and sustainability of longstanding and mutually beneficial partnerships with non-profit and community organizations, schools and school districts. For example, Temple Education Scholars, a dual enrollment program in partnership with the School District of Philadelphia, provides high school seniors the opportunity to enroll at Temple to complete a full semester of tuition-free education coursework. The program brings students to Temple's campus to experience a college environment while participating in academic workshops, events and other experiences designed to support their continued success in college. The college has also maintained Gear Up and Upward Bound grant programs to support students' access to postsecondary education.

-Fabiola Cineas

2019

Centennial Anniversary of the College of Education.

In March, 2019, the College of Education ascends to 45th in the 2020 U.S. News & World Report Best Graduate Schools of Education ranking.

2020

College of Education rises to 43rd in the 2021 U.S. News and World Report Best Graduate Schools of Education ranking.

EDUCATOR PORTRAIT

George Cavallo, ENG '74 (Left) and Iris Cavallo (Right)

IRIS CAVALLO

By Steve Whistler

Retired educator, Temple University College of Education Board of Visitors member, Temple University Leadership Council

Iris Cavallo may not have graduated from Temple University, but that never stopped her from becoming an integral member of the College of Education community. As a lifelong educator, Cavallo began her career in her hometown of Trenton, New Jersey, before teaching for three decades, about 35 miles down the thruway, at Eastern High School in Voorhees, N.J.

Cavallo notes that her husband, George, graduated from Temple with the help of a scholarship, so she has always felt indebted to the university. But it wasn't until she became involved with the College of Education that she cemented her bond with the school.

"It's the people who make the College of Education special. They have beautiful hearts and are very professional, kind, and caring," Cavallo says. "When I walk through campus, I feel the excitement—people are happy to be there." While the couple relocated full-time to Florida, Cavallo continues to serve on the College of Education's Board of Visitors.

The Cavallos are now making a lasting impact on a new generation of Temple University students. The couple sponsors scholarships in the Colleges of Education and Engineering, including the Iris and George Cavallo Education Scholarship, which was established in memory of their late friend and teacher, Beverly Ellenport, and supports students in the College of Education who have financial need.

TEACHING PHILOSOPHY

"Every day is a fresh start."

PERSONAL QUOTE

"Whatever good that happens to me, I want to pay it forward."






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