

# EDUCATOR

TEMPLE UNIVERSITY COLLEGE OF EDUCATION

FALL 2016



Dr. Darling-Hammond  
Goes to Washington

ALSO

AN INTERVIEW WITH  
MARC LAMONT HILL



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College of Education



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**On the Cover:** Linda Darling-Hammond, President & CEO of the Learning Policy Institute and Charles E. Ducommun Professor of Education Emeritus at Stanford University

Photo credit: Linda A. Cicero/  
Stanford News Service



# DEAN'S MESSAGE

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## CONTINUING OUR ALUMNI'S PROUD LEGACY AS AGENTS OF CHANGE



As I reflect on the 100th anniversary of the founding of the College of Education, I am struck by the multiple ways that College of Education alumni like yourself have gone on to be agents of change in your communities, in the country and in the world. The alumni notes found in every issue of the *Educator* underscore this impressively broad and influential impact.

Not only are our alumni making a difference in education, but they are also making profound differences in, for example, business, the health professions and the nonprofit world. Looking at their broad contributions to society that are not just subject to or constrained by the College of Education degree they obtained, we have begun to think differently about how we can continue to educate and create change agents.

When we think of teachers, most people think of folks who teach children. When we think of educational leaders, the traditional pathway involves starting as a teacher and then moving on up the administrative ladder by becoming a vice principal, then perhaps a principal and even a superintendent. Yet we also know that our graduates who become teachers also lead in other ways: impacting legislation and policy, for example, or leading other teachers as departmental chairs and mentors of both student teachers and their teaching peers.

The historic and ongoing mission of the College of Education underscores a commitment to equity and opportunity in serving children and families, particularly in communities that need it most. That commitment continues to be front and center, and I would argue has never been stronger than today.

However, drawing upon the wide career paths our graduates have taken and the broad expertise and skill sets offered by our faculty, we have embarked on curriculum changes, both at the graduate and undergraduate levels, that both better prepare students for broader career options and better integrate our varied faculty strengths.

For example, as a story on page 14 about our revised graduate degree offerings indicates, we are now offering a master's degree in teacher leadership for teachers interested in mentoring other teachers or student teachers or in becoming department chairs or curriculum coordinators.

Meanwhile, a strong example of our efforts to more deeply integrate our diverse faculty expertise is our new undergraduate human development & community engagement major. Drawing collectively upon the strengths of all three of our departments, the degree program helps students interested in early childhood education and/or child-oriented nonprofit advocacy groups understand how children develop, how to

build curriculums and how organizations work. Students may elect concentrations involving either childhood mental health, community-based education or non-profit organization and advocacy.

Since we first began offering the human development & community engagement last fall, 100 students—including both some who initially declared another major and incoming freshmen—have opted for the major. Once they graduate, I look forward to learning how they will become the College of Education's latest agents of change.

As always, whether it be through your interest, your time or your financial generosity, thank you for your continued support of the College of Education, our students—and the students and families they ultimately will serve.

Gregory M. Anderson, PhD  
Dean

## OUR STUDENTS SPEAK

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### Nick Aninsman

Class of 2017, Special Education and Elementary Education, Bensalem, Pennsylvania

“This past March, out my apartment window I saw teenagers playing basketball behind the Tanner G. Duckery Elementary School. But the rims were bent and they had no nets. I played basketball at Bensalem High School, and currently coach a summer PAL team and am an assistant football coach at my old middle school. I thought the neighborhood kids deserved better, so I launched ‘The Net Project,’ a Go FundMe campaign, with an initial goal of \$125. By mid-summer I had raised \$2,000 and we had distributed new basketballs and refurbished 14 local school and playground basketball courts.

“I was a business major at Bucks County Community College, but coaching and working at a township summer camp made me realize I wanted to give back and inspire youth as an educator. Kids are such sponges. In one of my practicums, I worked every Wednesday through a translator on math and reading with a fourth-grade Vietnamese student who spoke only a few words of English. At the end of the year, though, he knew so much. It’s really cool to be able to do that.

“I’m also interested in special education because one of my best friends in middle school was Kevin Grow, the student manager of our basketball team who has Down’s syndrome. His senior year, the high school basketball team practice couldn’t end until he sank a free throw. During the team’s final game, which made ESPN, Kevin played the final two minutes and scored 14 points. He’s changed my life.”

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### Amity Fairlight Gann

Doctoral student in Science Education, Philadelphia, Pennsylvania  
Temple Teacher Residency technology and recruitment specialist

“I really enjoyed conducting research while I was earning a master’s degree in molecular and cellular biology at the University of Washington. But while I was a teaching assistant there, I was struck by how little some students understand basic ideas about science and how it works. They just wanted to memorize material and did not want to think deeply about something if there was any uncertainty, but that’s what science is about. It’s a process of finding things out and making sense of your universe.

“That led me to earn a master in teaching secondary education degree and to teaching middle school math and science in the Seattle School District. But when my wife, Rebecca Hubbard, became an associate professor of biostatistics at the

University of Pennsylvania, I decided I wanted to investigate how to get students to really understand science and how to teach people to teach others how to do science.

“I chose Temple because of the college’s excellent research and its commitment to social justice and urban education. Shortly after I arrived, I was diagnosed with ovarian cancer, and the faculty said, ‘If you decide to stay, we will help you,’ and they have been amazingly supportive. I underwent surgery and then four months of chemotherapy, and I am now in remission.

“I was even able to make a presentation at a conference regarding how pre-service elementary education students’ emotional feelings, such as anxiety, about science



impact their teaching of science—research that I have been working on with Dr. Janelle Bailey.

“I don’t think I could have done this anywhere else.”



Linda Darling-Hammond speaking at the College of Education's Urban Education 360 Symposium in 2011.



College of Education  
Dr. Linda Darling-Hammond  
Watson Fellow



College of Education  
Dr. Linda Darling-Hammond  
Watson Fellow

# Linda Darling-Hammond Goes to Washington:

## BRIDGING THE GAP BETWEEN RESEARCH AND POLICY TO BETTER SUPPORT ALL STUDENTS AND TEACHERS

**H**ow, wondered U.S. Sen. Sheldon Whitehouse (D-RI), could richer public school curriculums be restored in the wake of the stripped down teaching-for-the-test environment created by the now defunct No Child Left Behind Act?

Among those responding to him at a U.S. Senate Committee on Health, Education, Labor & Pensions hearing in July on the implementation of the 2015 Every Student Succeeds Act (ESSA)—which is replacing the NCLB—was Linda Darling-Hammond EdD '78. Last year she retired as a Stanford professor in order to launch her non-profit Learning Policy Institute, which seeks to bridge the gap between proven research and U.S. educational policy.

“We have an accountability indicator in California,” responded Darling-Hammond, “that asks: ‘Are kids getting access to science and history and all of the content areas that they need?’”

“... and the arts,” added Whitehouse.

“Which disappeared in a lot of schools,” Darling-Hammond noted. She also testified that ESSA should take into account students access to, and completing, International Baccalaureate, Advanced Placement or dual credit courses, AP or dual credit courses, as well as college prep and high quality career technical sequences. Besides the law’s basic requirements, she argued for more flexibility for the states to develop innovative, multiple measures that don’t boil down to a single, summative score.

Darling-Hammond, who has testified multiple times before congressional committees, is no stranger to Washington and the educational policy world. That’s one reason that her institute has offices in both Palo Alto, California, and Washington, District of Columbia. Eight years ago she also was the director of President Obama’s educational transition team and was one of the leading candidates to be President Obama’s secretary of education.

“The clarity of her voice regarding how we use the best information and knowledge to inform and advance education begs national attention. She continues to be called upon as a rational, sane and informed voice about educational policy and practice issues in the U.S. and abroad.”

—JAMES EARL DAVIS

More recently, she was actively involved in helping shape the ESSA legislation—including a multiple-measures approach to accountability that is part of the law, and for assessments measuring higher-order thinking skills, including performance tasks and student portfolios. She also advocated for a number of equity measures, such as including school funding data in annual reports and a requirement that states must evaluate and correct resource inequalities for schools deemed in need of improvement.

Since earning her doctorate at Temple, for nearly four decades the former president of the American Educational Research Association has forged an impressive research and policy career focused on educational equity, teaching quality and school reform. Among her more than 500 publications are 25 books, including several award winners, that she either wrote, co-authored or edited. In one way or another, they all have highlighted research throughout both the United States and the globe that illustrates the best ways to enhance the education of all American students.

“Linda is a giant and a pioneer,” says Sharon Robinson, president of the American Association of American Association of Colleges for Teacher Education, of which Temple is a member. “Her contribution to scholarship in is pretty unparalleled in terms of both the sheer volume of the work and the vigorous, high integrity methodologies and analyses that she has employed. It has set the bar.

“She has created an understanding that the profession of teaching requires a well-articulated knowledge base and very well trained professionals to apply that knowledge with well-crafted skills. She also has highlighted the very immoral maldistribution of teacher talent that results in high-need students having teachers who are among the least experienced and credentialed.”

“The clarity of her voice regarding how we use the best information and knowledge to inform and advance education begs national attention,” adds James Earl Davis, the Bernard C. Watson Endowed Chair in Urban Education, who has known her since he was a graduate student in the TU College of Education. “She continues to be called upon as a rational, sane and informed voice about educational policy and practice issues in the U.S. and abroad.”

Little wonder that this year’s RHSU Edu-Scholar Public Influence Rankings, compiled by the American Enterprise Institute’s education policy maven, Rick Hess, named her the country’s most influential educational researcher.

The summer before she entered Yale University to major as a piano/voice music major, Linda Darling-Hammond worked in her hometown of Cleveland, Ohio as a teacher’s aide in a federally funded summer enrichment kindergarten program. “I fell in love with the kids and the teachers and teaching,” she recalls. “I had helped raise my younger siblings, but it is a very different thing to be in a classroom where you’re really having the opportunity to see the joy of learning, well-orchestrated, up close and personal.

“The kids were so engaging. Their eyes would light up when they discovered things.”

Darling-Hammond particularly enjoyed the focus on improving literacy. “I loved reading with the kids, and there was a program at the time in Cleveland called ‘People of the Book,’ which gave free books to families and preschoolers,” she says. “Years later I got a chance to actually evaluate that program, and at the time I think it turned on my interest in helping children become ‘people of the book,’ as it were.”

At Yale, she furthered that passion by working as an English teacher and ultimately the English curriculum director for a middle-school summer academic program funded by the Ulysses S. Grant Foundation. Nonetheless, Darling-Hammond persisted with her music major and graduated magna cum laude in 1973. However, rather than go on a music tour through Europe, after she graduated she responded to a bulletin board flyer that beckoned: “Come to Philadelphia and be a Teacher.” The flyer was promoting the Temple College of Education’s intern teaching program.

To earn her teacher’s certification, that summer she served as a student teacher in a Camden high school, then spent the 1973–74 school year as a high school English teacher in the Rose Tree Media School District, which was undergoing desegregation. Then, after working with students that need study skills support, first at Widener College, then at Temple’s Student Resources Center, she wandered into the office of Professor Bernie Watson, the principal founder of the college’s Urban Education Program. She told him she wanted to learn more about the educational policies that were affecting so much she was seeing as a teacher.

“As a teacher,” she says, “you can do certain things, such as creating an oasis in your classroom and try to do good work on behalf of your children. But you cannot control many of the things



“Teachers work so hard, they try so hard to learn what will work for their kids, to manage all of the expectations that schools and society put on them, which are always growing. That’s why they need a rich, powerful toolkit to teach all of the kids in their classrooms.”

—LINDA DARLING-HAMMOND

that actually affect what goes on, such as the big inequalities in resources that schools experience or how they are designed.

“I saw that very starkly in Camden and even in Rose Tree Media, where I taught in big, warehouse-style high schools where every teacher has 150 to 180 kids, every student has eight teachers and it’s easy for a kid who is struggling to sort of fall through the cracks. And I saw that afterwards at Widener and Temple, with the kids who had come out of those systems who were struggling with college.”

That’s why she was such an easy recruit for Watson’s program. “I got a great doctoral education,” she says. “Bernie was spectacularly dynamic and brilliant, and really helped me understand the way that the systems had evolved in education, particularly in urban schools—along with the politics, policies and elements of all of that.

“And I had some wonderful, wonderful classes, including a terrific grounding in statistics all the way up through the most advanced multivariate statistics and qualitative methods in sociology and politics and economics—all of the features that you need to understand school systems.


“Also, studying under Bernie’s wing was especially precious for my evolution as an educator because he combined this deep understanding of the system and how it operates, including the genesis of inequalities and the strategies to fix them, with a passion that was infectious.”

While completing her EdD in urban education, which she earned with highest distinction in 1978, Darling-Hammond also worked variously as a researcher/consultant with the



Linda Darling-Hammond with James Earl Davis (center) and Bernard C. Watson at the TU College of Education’s Urban Education 360 Symposium in 2011.

David DeBalko



“For me,” she says, “teacher education is a sacred trust. ...If you really want to transform the nature of education for the 21st century, you have to invest in teachers.”

—LINDA DARLING-HAMMOND

Education Law Center in Philadelphia and an associate editor of *Cross-Reference: A Journal of Public Policy and Multicultural Education*. Her dissertation, which explored how Pennsylvania’s school financing could be reformed to eliminate inequities, focused on one of the main themes of her subsequent career: litigating school finance equity. Drawing on her in-school and Temple experiences, she has also been heavily involved in the re-design of U.S. schools and the pre-service training and professional development of teachers.

“I experienced how important it is for teachers to have a very, very strong knowledge base because the amount that you need to know to be an effective teacher is startling in its scope,” says the 1990 Temple University Honorary Doctor of Humane Letters recipient and 2005 College of Education Gallery of Success honoree. “To be able to teach a kid in your 12th-grade class who doesn’t know how to read, to teach English-language literature to children who are learning English or to be able to help kids make up gaps in their education and engage and excite them and to organize their learning so that it really works for them, is an art and a science.”

All of these interests, she says, attracted her to the educational policy arena, where she could function as both a researcher and as a practitioner working with others in the schools.

With her husband Allen Hammond launching President Carter’s Minority Telecommunication Program in Washington, District of Columbia, beginning in 1977 she worked for the National Urban Coalition for two years on school finance reform and education quality issues (and also taught a year as an adjunct assistant professor at the TU College of Education’s Graduate School of Education Baltimore campus).

Then, after a decade with the nonprofit RAND Corporation as a social scientist and then director of its Education and Human Resources Program—from where she helped launch a still active pre-school and day care center in Silver Spring, Maryland—in 1989 she returned to academia, at the Teachers College of Columbia University.

“I was missing the call of the classroom and missing working directly with students, with schools,” she explains. While at Columbia she co-directed the National Center for Restructuring Education, Schools, and Teaching; became the William F. Russell Professor in the Foundations of Education; and between 1994 and 2001, served as the executive director of the college’s National Commission on Teaching and America’s Future.

Supported by the Rockefeller Foundation, the commission’s groundbreaking 1996 report, “What Matters Most: Teaching for America’s Future,” proved to be one of that decade’s most influential reports on U.S. education. “We were probably the first group to say, very clearly, that if you really want to transform the nature of education for the 21st century, you have to invest in teachers,” says Darling-Hammond. “We put teaching on the map as a key area for policy and investment.”

Besides educational researchers, the committee elicited input and participation from organizations representing teachers, school administrators and school board members; businesses; state and federal departments of education; and governors. The report concluded that “the single most important strategy for achieving America’s educational goals” was to recruit, prepare and support excellent teachers in all of America’s schools. It established a blueprint to ensure that “all communities have teachers with the knowledge and skills they need to teach so that all children can learn, and all school systems are organized to support teachers in this work.”

In addition to the national report, the commission helped 25 states establish their own commissions to assess and reform the condition of teaching in their states. The result, says Darling-Hammond: hundreds of pieces of legislation and regulations, both at the state and federal level, aimed at recruiting and enhancing the professional development of qualified teachers.

A year-long sabbatical working at Stanford University and her husband’s concurrent offer to teach at the nearby Santa Clara University School of Law led Darling-Hammond to Stanford in 1998. One of her first tasks involved putting into practice what her research and experience had taught her in order to revamp the Stanford Teacher Education Program, which now incorporates a full year of student teaching with a curriculum that focuses on equity, social justice, child development and learning. Such year-long residencies—which the college’s STEM-oriented Temple Teacher Residency program (see page 16) follows—improve teacher efficacy, competence and retention in high-need school districts, according to a recent review by Darling-Hammond’s Learning Policy Institute.

“For me,” she says, “teacher education is a sacred trust. Teachers work so hard, they try so hard to learn what will work for their kids, to manage all of the expectations that schools and society put on them, which are always growing. That’s why they need a rich, powerful toolkit to teach all of the kids in their classrooms.”



Until last year, Darling-Hammond—the Charles E. Ducommun Professor of Education—also co-directed both Stanford’s School Redesign Network and its Educational Leadership Institute. As she and three co-authors describe in *Be the Change: Reinventing School for Student Success*, in 2001 Darling-Hammond was also one of the founders of the East Palo Alto Academy—a charter school that became the first high school in highly segregated East Palo Alto in a quarter century.

Bussed outside of their neighborhoods to predominantly white schools, at the time two-thirds of the mostly black and Latino students from East Palo Alto were failing to graduate. Now, 90 percent of the academy’s students are continuing their education at two- and four-year colleges

The educational philosophies Darling-Hammond says she first learned at Temple and then elsewhere that the East Palo Alto students now experience include: a project-based curriculum; research projects they must present and defend as part of their graduation portfolios; social-emotional learning in the school’s advisory system; a mindfulness program; conflict resolution skills; and community service projects that teach social responsibility.

“For years we’ve had kids who have come in after having participated in gangs or other less than pro-social activities,” says Darling-Hammond, “but with very intensive support they graduate ready to take on leadership roles in the community.”

In 2008, Darling-Hammond headed President Obama’s education policy transition team. One of their responsibilities was to develop the American Recovery and Reinvestment Act of 2009, an economic stimulus package that allocated about \$100 billion for education in order to save hundreds of thousands of jobs and support states and school districts. The funds were used to avert teacher layoffs, expand Pell grants, invest in early learning, modernize school buildings and improve services for students with disabilities.

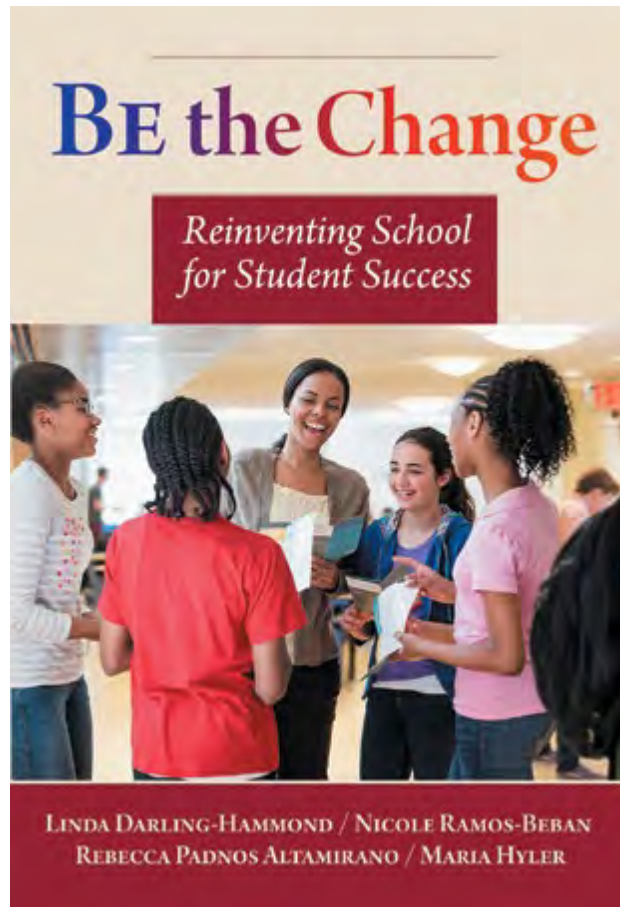
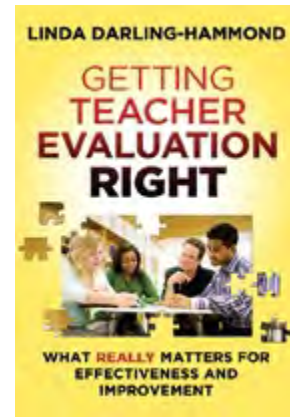
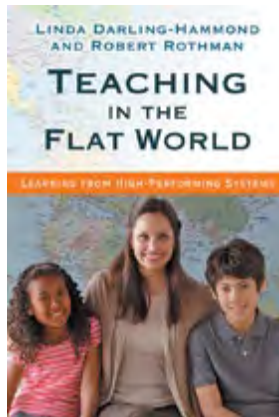
Finally, last year, she retired from Stanford to launch the Learning Policy Institute to bridge which she views is a significant divide between the best known educational practices and this country’s educational policies. The institute, which has offices in both Palo Alto and Washington, District of Columbia, has two major missions, according to Darling-Hammond.

“The first is to organize, conduct, and summarize research and carry it into the policy arena in the forms and at the moments and in the ways that policymakers can use it directly to create better-informed policies on behalf of kids.”

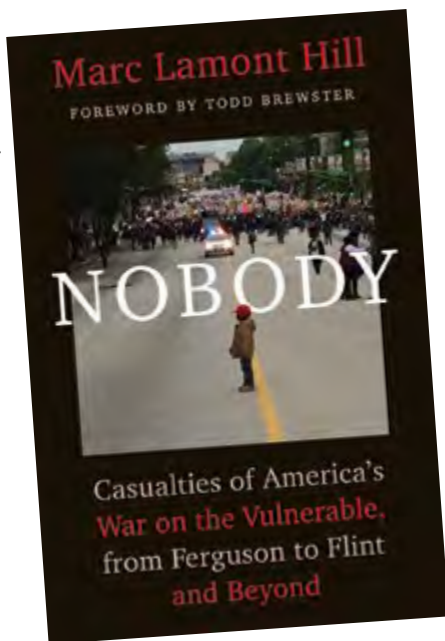
Secondly, she says, with knowledge expanding rapidly, children need to learn how to problem solve, to think critically, to learn how to become lifelong learners, like never before. “We’re going to be asking them to basically use knowledge that hasn’t been discovered yet, with technologies that haven’t been invented yet, to solve big problems that we haven’t managed to solve.

“That’s a different kind of learning than the rote-transmission curriculum that we have had for much of the last hundred years. So we need to put this kind of learning at the center and change the policy infrastructure all around it”—which is one of the chief goals of her Learning Policy Institute.

To support the Bernard C. Watson Chair in Urban Education, please reference the enclosed remittance envelope.



Courtesy of Teachers College Press



## RIPPED FROM TODAY'S HEADLINES:

*Alum Marc Lamont Hill's book investigates treatment of vulnerable African-American 'Nobodies'*

Just a month before the August publication of Marc Lamont Hill's latest book, the nation looked on in horror as yet two more fatal police shootings of African-Americans occurred in Baton Rouge and Minnesota, which were closely followed by the ambush murders of five Dallas police officers and then three more in Baton Rouge.

Those incidents, obviously, were not included in Hill's book, *Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond* (Atria). But, says Hill, BS education and Spanish '00 and a former assistant professor in the College of Education, "Every time I thought the book was done more black people died."

However, Hill—who was teargassed during protests in Ferguson, Missouri, a week after Michael Brown's death—came to believe his book was about more than just individual deaths. As he writes in his preface: "Long before he was standing in front of the barrel of Darren Wilson's gun, Michael Brown was the victim of broken schools and evaporated labor markets. Prior to being choked to death by Daniel Pantaleo, Eric Garner lived in a community terrorized by policing practices that transform neighborhoods into occupied territories and citizens into enemy combatants."

"Underneath each case is a more fundamental set of economic conditions, political arrangements, and power relations that transforms everyday citizens into casualties of an increasingly intense war on the vulnerable."

Hill knows of what he speaks. After being confronted by police officers with guns drawn after dropping off a passenger from his car in the Logan section of Philadelphia six years ago, he filed a federal civil-rights lawsuit which was quickly settled.

*Kirkus Reviews* calls Hill's book, "An impassioned analysis of headline-making cases ... Timely, controversial, and bound to stir already heated discussion."

Hill first began to reach national prominence with the 2009 publication of his award-winning book, *Beats, Rhymes, and Classroom Life: Hip-Hop Pedagogy and the Politics of Identity*—an expansion of his 2005 University of Pennsylvania PhD dissertation that he wrote and refined while teaching at the College of Education between 2005 and 2009.

This past July he began hosting "VHILive!," a new Sunday late night talk-show that focuses on pop culture and current issues. In addition, he is a CNN political commentator, a BET news correspondent and a distinguished professor of African-American studies at Morehouse College in Atlanta. He also has started

his own documentary film production company. Previously, he was a Fox News commentator and was a co-founder and host of HuffPost Live.

None of this could have been anticipated, particularly by the Philadelphia native himself, with his less than auspicious beginning as an undergraduate at Morehouse. He dropped out and came back home after attending one class his sophomore year. He had gone to the Atlanta alma mater of the Rev. Martin Luther King more to try to play basketball as a non-scholarship player than to be a student. That did not work out, and academically, despite decent grades, he felt he was drifting.

His return home ultimately led him to Temple, which he had walked past daily from the nearby subway station on his way to George Washington Carver High School of Engineering and Science just west of the main campus.

"I knew I needed the support of my family and the kind of economic relief that Temple offered for in-state students," recalls Hill. "Temple was so important in helping me get back on track and figuring out my direction."



Matthew Christopher

With a mother who was a Philadelphia public elementary school teacher for nearly three decades and a father who taught at a number of schools, including Carver, before becoming a school counselor and psychologist, that direction was education.

“Coaching some youth basketball and other informal experiences I had had made me realize that teaching was something I cared about,” says Hill. That mindset was reinforced not only in his education classes but in his practicums: “Being able to walk into classrooms and see what teaching looked like in real life made the difference for me.”

Exposed to the cutting-edge research Temple’s faculty was conducting regarding literacy, Hill also learned he was interested in studying how people learn to read and write. Says Hill: “They really inspired me”—as did Robert J. Mahar, EdD, now professor emeritus of early childhood/elementary education, who suggested when Hill was a senior that he really should consider graduate school, something that, Hill says, “hadn’t even crossed my radar.”

That led to Hill’s doctorate at Penn and his subsequent return to the Temple College of Education as an assistant professor of urban education and American studies in 2005. “I look fondly on my time back at Temple,” he says. “It was a very special time to be there because the energy was high, in part because of the hiring of a lot of new faculty members

such as Jennifer Connelly, Wanda Brooks, Michael Smith and Maia Bloomfield Cucchiara. They were great colleagues, so smart and engaging and thinking about literacy in different ways, and I had great mentors such as Joseph DuCette and James Earl Davis. No one has been more influential in my career than Dr. Davis.”

Then there were the Temple students. “I’ve never had better students than at Temple,” he adds. “They were smart, critical and hardworking, and they cared about what was happening in the real world. They didn’t just want to study, they worked hard and wanted to change the world.”

All of which helped to enhance the writing of *Beats, Rhymes, and Classroom Life*, which won the National Council of Teachers of English 2010 David H. Russell Award for Distinguished Research in the Teaching of English. “It’s a Temple book in every way,” Hill contends. “The energy from my students and ideas that circulated through the department with my colleagues all helped to make the book what it was. I don’t think it could have been written anywhere else.”

Based, in part, on his experience teaching a hip-hop-centered English literature course in Furness High School in South Philadelphia, the book showed how hip-hop could drive up attendance and test performance while enabling students and teachers to renegotiate their classroom identities. Explains Hill: “I didn’t just

want to ask questions such as: ‘Should we bring culturally relevant material into the classroom or does it work?’ I wanted to look at the change in the power dynamics in the classroom when the students’ own knowledge is at the center of the classroom and teachers suddenly aren’t the experts anymore.”

The book won the National Council of Teachers of English 2010 David H. Russell Award for Distinguished Research in the Teaching of English. In 2013, the Teachers College Press, which published Hill’s first hip-hop book, also published his follow-up: *Schooling Hip-hop: Expanding Hip-Hop Based Education Across the Curriculum*—such as in social studies, math and science.

In 2009, the same year his first hip-hop book was published, Hill became an associate professor of education at the Teachers College of Columbia University. Hill left Columbia two years ago to join the faculty at Morehouse. “I wanted to go back home to Morehouse,” he says, “to be the kind of professor I didn’t have access to when I was there as a student.”

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**To support the future of the College of Education, please give to the College of Education Annual Fund (see enclosed envelope).**

## FACULTY RESEARCH SPOTLIGHT

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### TEST BIAS: WHAT IT IS, WHAT IT ISN'T, AND WHAT WE CAN DO ABOUT IT

By **Laura Pendergast**  
Assistant Professor of  
School Psychology



This is the latest of an ongoing series of essays by our faculty members about their work and research.

**Tests. Love them or hate them,  
it is tough to avoid them.**

**In modern society, tests are ubiquitous.**

Suppose that a new child, Baby Amy, has just been born. Within five minutes, Amy will be whisked off for her first test: the Apgar—an infant health measure. From that moment on, tests and assessments will continue to be commonplace in Amy's life, from regular developmental screenings to dozens of tests per year during her school-age years, the SAT to get into college (where more assessments will await her), followed by, professional licensure exams and employee performance assessments.

Testing is pervasive and important. Unfortunately, tests do not always function in the same way across gender, race, language and culture. This can lead to inequities in access to resources and accuracy of decisions. When tests do not measure what they are supposed to measure (depression, intelligence, mathematics skill) as well for members of one group (e.g., girls) than for another group (boys), “test bias” may be a concern.

Few issues in education and psychology have been as controversial and as misunderstood as test bias. For many decades, researchers and laypeople have raised concerns about test bias. Given the historical misuse of test data, including the use of test scores in inappropriate and unscientific ways to support discriminatory practices, such concerns are entirely understandable. A high level of scrutiny about tests is warranted. However, it is also important to approach the issue with a nuanced understanding of test bias.

### What Isn't Bias?

Traditionally, test bias was determined based on group differences in average test scores. For example, if boys scored higher on a math test than girls, in the past the math test could be considered to be “biased” solely due to those differences. However, this approach is problematic. For example, my bathroom scale would yield different average weights for men and women. However, that does not mean that my bathroom scale is biased. On average, men do weigh more than women. Thus, mean differences alone do not constitute bias.

On a math test, if boys score higher than girls, it might be indicative of bias. However, the girls' lower test scores could accurately reflect true systemic issues. Suppose that teachers are less likely to refer girls for advanced mathematics courses. This could lead girls to have less access to higher-level math instruction which would impact their skill development and result in true skill discrepancies. Mean difference between boys and girls would reflect an important systemic equity issue. Falsely attributing the mean difference to test bias could delay efforts to improve girls' access to advanced mathematics courses.

## What Is Bias?

Test bias (also referred to as differential item functioning) is present when either a test does not measure what it is intended to measure in one group (girls) as well as it does in another (boys); or a test does not predict what it is intended to predict—such as SATs intended to predict college GPAs—as well for one group (girls) as the other (boys).

Suppose that a high stakes test asked: “If Joe runs five yards per second, how long would it take him to run the entire length of a football field?” A.) 10 seconds, B.) 15 seconds, C.) 20 seconds, D.) 25 seconds. The answer (C) is derived by dividing 100 yards—the length of a football field—by 5. To correctly respond, the test-taker must know a football field’s dimensions. Males tend to have more exposure to football than females. While some males may not know the length of a football field and some females may, males would be more likely to get the above item correct—not because of superior math skills, but because of greater access to necessary background knowledge.

## Bias, Fairness and Consequences

The definition of bias presented previously is a mathematical one. Even “unbiased” tests can be problematic. Unlike bias, test fairness is not a mathematical issue but a philosophical one about which reasonable people can disagree. A test can be unbiased mathematically but used in ways that have inequitable consequences. For example, quantitative SAT scores are often heavily weighted in college admissions. However, students who attend high schools in high-income areas have more access to higher level math classes than those who attend lower-income high schools, and thus tend to receive higher scores—which may be accurate reflections of their present math skills. As such, many individuals disagree about the fairness of using quantitative SAT scores in this way. Institutions must carefully consider their values and mission when determining how to address disagreements about fairness.

## Conclusion

My research focuses on issues of measurement quality, including bias, across diverse groups both in the United States and abroad. In the U.S., I have examined measurement issues related to diversity; my international work focuses on the use of standardized assessments in developing nations. During the course of my work, I have learned that, at times, standardized tests do contain bias that must be remedied. However, research and history have also shown that the magnitude of the test biases is usually less than the scale of the biases inherent in systems and in the non-quantitative decisions, or clinical judgments, made by often well-intentioned individuals—a critical but far more challenging issue to address.

Many educators use tests to make important decisions. When doing so, it is important to ensure that test scores are valid and accurate for members of the demographic groups with whom they are used. For most high-stakes tests, information on these issues is available in testing manuals, publisher websites or independent research articles. Users of high-stakes test results should be mindful of the purpose in testing and ensure that tests are used in a manner that is fair and consistent with the values of their institution.



## NEWS IN BRIEF

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### REVISED GRADUATE PROGRAMS

## Revamped Graduate Programs Include Urban Education Focuses and Executive Cohorts

The College of Education is in the process of significantly overhauling both the focus and the educational format of many of its graduate education programs—both for educators interested in advancing their K-12 administrator and teaching careers and those interested in advancing their higher education leadership roles.

The highlights of curriculum changes already approved by the Temple University Board of Trustees includes:

- a master's degree in K-12 school leadership that offers concentrations in principal leadership, supervision of curriculum and instruction or reform and change leadership
- a master's degree in urban school leadership
- a master's degree in teacher leadership that is integrated with the master's degree in urban school leadership and is geared for teachers interested in mentoring student teachers or their peers or in taking on leadership roles, such as becoming a department chair or curriculum coordinator; it includes a state-approved instructional coaching endorsement
- a master's degree in higher education that offers concentrations in college access and success, institutional effectiveness and student affairs leadership.

In addition, once approved this fall by the Temple University Board of Trustees, the current doctorate in education (EdD) with educational leadership concentrations in either K-12 or higher education—which received a record number of applications for fall 2016—will be replaced by two distinct EdD programs that focus more intently on each of those two areas.

All of the programs would reinforce the university's and College of Education's commitment to social justice and equity—with the master's programs in teacher leadership and school leadership, as well as the EdD in educational leadership, particularly focusing on urban education issues.

"But this doesn't exclude anyone from the suburbs because even many suburban school districts are facing the same challenges with poverty, burgeoning immigrant populations and accompanying language acquisition needs and cultural communication challenges," says Peshe C. Kuriloff, the professor of instruction in teaching & learning who developed the master's degree in teacher leadership program.

There are, however, some distinct differences involved in leading urban and suburban schools—differences that the various school leadership graduate degree programs reflect. "For example," says Christopher McGinley, the associate professor of school leadership who developed the new K-12 school leadership graduate degree programs, "urban school leaders have to decide what types of programs and services they will provide with federal Title I dollars, but otherwise often have less staffing, resources and dollars for textbooks, so they have to be more aggressive working with outside partnerships."





“There also tends to be more competition among public, charter and private schools for students,” adds McGinley, who has been a Philadelphia School District principal and superintendent of both the Cheltenham and Lower Merion School districts, “and with so many city school options, children are much less likely to spend 13 years in one set of schools that feed into each other, as is true in the suburbs, and that raises curriculum challenges for administrators.”

### EXECUTIVE LEARNING FORMAT

The master’s programs in teacher leadership and school leadership, and the educational leadership EdD programs, will also be offered in an executive format designed for working educators. Eight-day summer institutes will be combined with class sessions one weekend a month during the school year and online interactions. Completing the master’s program with other students as a cohort, students will be able to finish the master’s programs in 18 months and the doctoral program in three years. The EdD program also includes an opportunity to earn a superintendency certification.

Another unique feature is that five of the 10 master’s degree courses in both teacher and school leadership will be offered together. “Teachers need to understand the goals and challenges of their school leaders and the school leaders need to stay in touch with the goals and challenges of practicing classroom teachers,” says Kuriloff. “We believe this back-and-forth will make the program stronger, and also create an ongoing learning community that will continue to support each other after the degree programs end.”

### HIGHER EDUCATION EdD

Like its K-12 counterparts, the EdD in higher education would strongly focus on issues of equity in and access to postsecondary education in urban communities—an emphasis that few other U.S. EdD programs share.

“One of the striking benefits of the program is its exclusive focus on higher education and issues facing higher education administrators in the 21st century,” says James Earl Davis, professor of higher education and the Bernard C. Watson Endowed Chair in Urban Education.

These issues include:

- accountability: the value that institutions of higher education add to both their students, including economic outcomes and post-secondary options, and to the regions and states that they serve; as well as meeting state and federal college completion goals
- equity, diversity and inclusion
- leadership in managing finite resources in an era of reduced state and federal support.

A research dissertation is required. However, stresses Davis, “This is a practice-based model in which the focus will be on applied research that can be used to improve the practice of higher education.”

In addition to four higher education core courses, students will select as their electives a six-credit, two-course cognate designed to provide an area of sub-specialty based on each student’s research and practice interests and planned dissertation topic. The cognates include, but are not limited to: compliance and effectiveness in higher education; teaching in higher education; learning and development; adult and organizational development; teaching and supporting English language learners; the ethics of educational leadership; and the sociology of urban education.

Adds Davis: “The new EdD in higher education reflects what colleges and universities now expect: a deep level of knowledge and practice competencies from people highly trained in how to manage and operate within higher education.”

The master’s degree programs in school leadership and higher education both began receiving applications for admission in June for the spring and fall 2017 semesters. The master’s degree programs in teacher leadership and urban school leadership are considering applicants for summer 2017. Pending approval by the university’s board of trustees, applicants for both the EdD in school leadership and the EdD in higher education may begin applying this December for the fall 2017 semester.

### For More Information

To learn more about the College of Education’s graduate programs, please contact the Office of Enrollment Management at 215-204-0999 or [educate@temple.edu](mailto:educate@temple.edu). Or contact the faculty program coordinators:

For the master’s and the proposed EdD degree in school leadership: Associate Professor Christopher McGinley, 215-204-6167 or [christopher.mcginley@temple.edu](mailto:christopher.mcginley@temple.edu).

For the master’s degree in teacher leadership: Professor Peshe Kuriloff, 215-204-3341 or [peshe.kuriloff@temple.edu](mailto:peshe.kuriloff@temple.edu).

For the proposed EdD in higher education: Professor James Earl Davis, 215-204-3002 or [jedavis@temple.edu](mailto:jedavis@temple.edu).

TTR PROGRAM

## Temple Teacher Residency Master's Program Places STEM Teachers in Philadelphia Middle Schools

Recently, one woman was working in information technology after previously helping to conduct diabetes research as a Temple undergraduate. Another woman used to be an administrative/research assistant in a hospital's psychiatry department, and another was a recent Virginia Tech graduate. Meanwhile, one man had been a Stanford University mathematics graduate student, another had been a senior special agent with the Environmental Protection Agency and a third man had been a civil engineer who previously worked as a water engineer and missionary in South Sudan.

But this fall, thanks to the College of Education's intensive one-year Temple Teacher Residency master's program, these six are certified middle school science or math teachers who are filling one of the region's greatest educational needs as middle school science, technology, engineering or mathematics (STEM) teachers for the School District of Philadelphia and American Paradigm Schools (APS), a charter school organization.

Funded by a five-year, \$2.2 million grant from the U.S. Department of Education, the teacher residency program is modeled after medical residency programs. Students who have earned a bachelor's degree in a STEM-related discipline can earn a MEd in middle-grades education while completing a year in residency at a public Philadelphia district or charter school. Residents who successfully complete the program are eligible for initial Pennsylvania teacher certification in grades 4 to 6 science, mathematics, language arts and social studies and in grades 7 to 8 science and/or mathematics. Residents can also opt to earn certification in special education, another high-demand area.

Besides taking pedagogy courses, the residents spend 75 percent of their time teaching in a middle-grades classroom



while receiving direction from a school-based mentor teacher and a College of Education-based coach.

As a result, Aashita Batra, the former information technology professional, feels extremely well prepared for her new assignment: teaching science at the C.C.A. Baldi Middle School in Northeast Philadelphia. "The Temple Teacher Residency program really believes that you learn by doing," she told WDAS radio host Frankie Darnell last June during a joint interview Darnell conducted with Batra and Philadelphia Schools Superintendent William Hite, who was announcing plans to hire 500 new public school teachers.

"The residents bring significant experience and knowledge of science and mathematics, and we teach them how to teach," says Michele Lee, the college's TTR program director.

In return for a three-year teaching commitment, the program includes a generous living stipend during the residency year, and two years of professional development support once the residents begin teaching full time.

"Offering deep and extended school-base experiences through a residency model is an innovative way of training teachers that has gained traction across the country," says Wanda Brooks, the college's middle grades program coordinator and associate professor of literacy education. "Some research has shown that it creates successful teachers who are more likely to remain in the profession."

In addition to recruiting recent graduates from Temple University's College of Engineering and College of Science and Technology, TTR is recruiting at other universities throughout the Delaware Valley, including at historically black Cheyney and Lincoln universities. The challenge: to interest people who often have other more lucrative STEM career options to pursue a career in urban education.

"The people we are attracting have a service-oriented mindset who want to work with children and convey to them their knowledge, excitement and enthusiasm for mathematics and science," says Lee.

"Middle grades students are just starting to explore careers and it is fun to introduce them to a variety of STEM careers," explains Batra.

"I want to be a mentor and teacher for minority children who might not see themselves in their teachers very often," adds Adaure Akanwa, an African American who is now teaching 7th- and 8th-grade science at (APS) Tacony Academy Charter School.

"I believe in the power of empowering a community through education," says John Sender, who is now teaching 7th-grade science at Baldi. "While I was working as a civil engineering missionary in South Sudan, in addition to improving the local infrastructure I had the opportunity to work as a community educator and realized that I really enjoyed teaching."

There are now 11 residents in the second TTR cohort, which began their residencies this fall. For more information about the TTR, please go to: <http://sites.temple.edu/templeteacherresidency/>.

**To support the Temple Teacher Residency Program, please reference the enclosed remittance envelope.**

# NEW FACULTY

## College Welcomes 5 New Distinguished Faculty Members



**Armando X. Estrada, PhD**

**Assistant professor, adult and organizational development**

**PhD: The University of Texas at El Paso, industrial and organizational psychology**

**Previous position:** Program manager/senior research psychologist, U.S. Army Research Institute

**Professional interests:** diversity, inclusion and engagement; leadership, team effectiveness and performance; strategic planning and program evaluation.

"I chose to join the Department of Policy, Organizational and Leadership Studies within the College of Education because of its strong research tradition and its commitment to advancing research and practice at the local, state, regional and national levels. I am excited to join the ranks of highly accomplished faculty who are deeply committed to their work, the students and the surrounding community. I hope to build on their efforts by helping to strengthen opportunities and experiences for students to engage in research and service opportunities within the local community."



**Sara Goldrick-Rab, PhD**

**Professor, higher education policy and sociology**

**PhD: University of Pennsylvania, sociology**

**Previous position:** Professor of educational policy studies & sociology, University of Wisconsin-Madison

**Professional interests:** Addressing hunger and homelessness in higher education; finding effective ways to make college affordable; rebuilding support for public higher education.

"I study ways to make college accessible and affordable. I came to Temple because of a desire to be closer to the students whose lives I study, in an institution and a College of Education clearly committed to these 21st century public urban university goals.

"I want to build upon Temple's longstanding focus on social justice and civic responsibility by adding something new: a laboratory that will connect researchers, policymakers and practitioners to address the holistic needs of people pursuing college degrees. Poverty is affecting the undergraduate experience, leaving too many students hungry and even homeless. I will create a team dedicated to fighting the impacts of poverty by conducting applied research on how to effectively integrate social policy with higher education's policies and practices."



**Insook Han, EdD**

**Assistant professor and program coordinator, instructional learning technology**

**EdD: Teachers College, Columbia University, instructional technology and media**

**Previous position:** Assistant professor, Emporia State University

**Professional interests:** Embodied cognition, mental models, learning technology, technology integration, preservice education.

"I came to Temple University to join the nationally distinguished academic programs in the College of Education. I also like the diversity of the university and of Philadelphia. I am honored to work with colleagues who have built a strong research community and look forward to serving the diverse needs of students with innovative technological intervention."



**Lori Shorr, PhD**

**Associate professor, urban education policy**

**PhD: University of Pittsburgh, critical and cultural studies**

**Previous position:** chief education officer, City of Philadelphia's Office of Mayor Michael A. Nutter

**Professional interests:** Education policy, community organizing, theories of social change and issues of implementation.

"After 13 years in state and local government, I returned to Temple University because of its commitment to working on local solutions in order to improve the educational opportunities for Philadelphia's most marginalized communities. The faculty are not only respected researchers and scholars, but caring and committed people who see themselves as citizens of the city. I hope to bring my experience in the area of policy development and implementation together with my critical theory training to bear on educational projects, both intellectual and practical."



**Diana L. Wildermuth, PhD, NCC, LPC**

**Assistant professor, psychological studies in education (counseling psychology)**

**PhD: Temple University College of Education, educational psychology**

**Previous positions:** Assistant professor, Caldwell University; school counselor, Kennett High School

**Professional Interests:** Resilience, school counselor identity development and advocacy for diverse populations, sports counseling.

"I am very excited to return to my alma mater, because Temple has always been home to me. The faculty, students and staff are amazing! I am looking forward to teaching the next generation of school and mental health counselors by working alongside some of the best researchers and educators in the field of psychology."

# FACULTY NOTES

## Psychological Studies in Education Department

**Frank Farley**, Laura Carnell Professor of Educational Psychology, was named to the board of directors of the Elwyn Institute in Media, Pennsylvania. Elwyn is one of the nation's oldest and largest private non-profit organizations serving people with intellectual, developmental and behavioral challenges.

**Catherine A. Fiorello**, professor and chair of the Psychological Studies in Education Department, and **Avi Kaplan**, associate professor of educational psychology, have been elected to national leadership positions in school and educational psychology. Fiorello is the president-elect of the Division of School Psychology of the American Psychological Association (APA). Representing the Division of Educational Psychology, Kaplan has been elected to the APA Council of Representatives, the governing body of the overall APA.

The research of Associate Professor **Annemarie Hindman**; **Barbara Wasik**, PNC Chair in Early Education; and College of Education research scientist **Emily K. Snell** shows that the vocabulary gap of poor children is evident at 18 months and widens to make learning more difficult and create lifelong disadvantages. Their research was posted online by the *Child & Family Blog*.



## Policy, Organizational, & Leadership Studies Department

**Armando Estrada**, assistant professor of adult & organizational development, has been appointed to the Committee on Division and American Psychological Association Relations (CODAPAR).

**Maia Cucchiara**, associate professor of urban education, discussed the Montessori charter school model in a recent article in *Education Week*.

**Sara Goldrick-Rab**, professor of higher education policy and sociology, in September published *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream* (University of Chicago Press). Based on an unprecedented study of 3,000 young adults who entered public colleges and universities in 2008, the book concludes that college is far too expensive for many people today, and the confusing mix of federal, state, institutional and private financial aid leaves countless students without the resources they need to pay for it. Her suggested solutions include a public sector-focused "first degree free" program.

Goldrick-Rab, who recently made Politico's list of the top 50 people who are transforming American politics, also has been awarded a five-year, \$2.1 million Institute of Education Sciences grant to study retention of financial aid and college persistence. She and her research colleagues will investigate whether an intervention that provides financial aid information, reminders and advising to college students increases completion of the Free Application for Federal Student Aid (FAFSA) and compliance with the Satisfactory Academic Progress (SAP) requirements of the Pell grant program.

**Top row, left to right: Frank Farley and Catherine A. Fiorello. Second row, left to right: Avi Kaplan, Annemarie Hindman, Barbara Wasik, Emily K. Snell, Armando Estrada and Maia Cucchiara. Third row, left to right: Sara Goldrick-Rab, Yasko Kanno, Doug Lombardi, Julie Booth, Michael Smith, and Marilyn Murphy.**



## Teaching and Learning Department

**Yasuko Kanno**, associate professor and coordinator of the TESOL Program, is now the editor of the *Journal of Language, Identity, and Education*. She replaced founding editors Thomas Ricento and Terrence G. Wiley, who stepped down after 14 years of service. Kanno had been the research notes and forum editor of the journal for the previous two years.

**Doug Lombardi**, assistant professor of science education, and **Julie Booth**, associate dean of undergraduate education, will be team members in a recently funded National Science Foundation (NSF) project in the Science of Learning: Collaborative Networks Program.

**Michael Smith**, associate dean for graduate programs and faculty affairs and professor of literacy education, was awarded the 2016 David H. Russell Award for Distinguished Research in the Teaching of English by the National Council of Teachers of English. This makes him only the second recipient in the award's 52-year history to win twice.

## Centers

**Marilyn Murphy**, director of the college's Center on Innovations in Learning (CIL)—one of seven content centers funded by the U.S. Department of Education—co-edited *The Handbook on Personalized Learning for States, Districts, and Schools*, which was published by Information Age Publishing in June.

## What Are *You* Doing?

The College of Education, we are proud of all our alumni and want to include an item about you in the Alumni Notes section of the next issue of the magazine. It's a great way to let your former classmates and the rest of the College of Education community know what you are currently doing.

Please include your class and degree or degrees, the town in which you currently live, and your phone number and e-mail address in case we have to contact you to clarify any information. Send your Alumni Notes submission to:

Susie Suh  
College of Education  
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## Message From Susie Suh Assistant Dean, Institutional Advancement



Greetings to our supporters!

With the fall semester well under way, I can sense the energy in Ritter Hall and all over campus. It is one of my favorite times at the college. From the moment they arrive, students across the campus are immersed in constant waves of change.

Hearing bits of conversations amongst students in the hallways always makes me reflect on new beginnings. Our students, whether new or returnees, consistently impress me with their ability to embrace new, unfamiliar situations.

Seeing this each year invigorates and inspires us to welcome change. Each new academic year brings us opportunities to expand our techniques, perspectives and, most of all, build relationships and strengthen the ones we have.

Dean Anderson supports our students as change agents. The College of Education's Institutional Advancement Office also aims to be an agent of change. Expanding our network of engagements, we challenge our supporters as well as ourselves to keep an open mind to the new and unfamiliar. Isn't this what lifelong learners do? Alumni viewpoint and alumni impact are new to the *Educator* and we hope you enjoy them.

We look forward to your growing feedback and continuous support.

Sincerely,

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

**Susie Suh**  
Assistant Dean, Institutional Advancement

## ALUMNI IMPACT

# Mentoring Program Empowers Male Inner City African-American Students to Value Education

By **Olufemi Fadeyibi, MEd '10**,  
EdD educational leadership program student  
Vice Principal, Mathematics, Civics and Sciences  
Charter High School, Philadelphia



Olufemi Fadeyibi and Dr. William R. Hite Jr., superintendent of the School District of Philadelphia in conversation during a mentoring program session.

At bottom right, Otis Hackney, BSEd '98, Philadelphia's chief education officer, speaking to a group of mentees.

As an English teacher in comprehensive inner city Philadelphia public high schools for more than 10 years, I have had the privilege of educating many poor, at-risk African-American males. However, since I began, countless of my male students have been incarcerated, and 10 have been murdered.

Clearly, what affects a child outside of school is often more influential than all of the instructional interventions they experience within schools. And in my experience, rarely are interventions implemented that help predispose students or increase their motivation for learning. Interventions usually focus on teachers and forms of pedagogy; seldom, if ever, do school-district-based interventions encourage students to value education. Across the nation, this represents a missed opportunity.

We need to help the most marginalized students see that there is a value in education. People will invest in what they value. Therefore, if we can create, in traditionally unmotivated students, deeper values towards education, there is a greater chance that the students will take a greater responsibility towards their learning—thereby increasing their chances for higher academic achievement.

That's why I have started a mentoring program to increase the academic achievement of my school's lowest performing 9th graders. The Youth Empowerment Mentoring Program for at-risk inner-city adolescent African-American males began in the 2014–2015 school year. The program was held at Penn Treaty High School, a traditionally under-resourced, low performing inner-city comprehensive high school in the Fishtown neighborhood, where 99 percent of the students qualify for free or reduced lunch.

The program attempts to erase the stereotypes that often portray African-American males as either criminals, athletes or entertainers. To focus on identity, I invited a series of professional African-American males to speak with the students. This shows students that being a future professional is accessible and attainable regardless of color. When students see others who look like them, who have succeeded in professional careers, they are more confident and motivated to follow in their footsteps. Before each speaker gives his presentation to the students, I ask

him to focus on how education has given him opportunities to enhance the trajectory of his life. The more that students hear the theme that education is the pathway to success, the more the students will invest themselves in their schooling.

This past school year, the speakers were dynamic. William Hite, the superintendent of the School District of Philadelphia, spoke to the mentees about the notion of being 'smart.' He reiterated that 'smart' is more of an attitude of working hard and being resilient than an innate intellectual capability.

The speakers also included accomplished Temple graduates. Otis Hackney, BSEd '98, Philadelphia's chief education officer, discussed the importance of setting high bars and pursuing noteworthy dreams. State Sen. Vincent Hughes, CLA '04, challenged the mentees to give back to their communities along with helping one another become great. Other moving speakers included Michael Johnson, BSEd '04, an assistant principal in the Lower Merion School District; Brandon Cordero, CLA '16, of the Philadelphia Police Academy; Mike Goings, STHM '05, the director of alumni and youth marketing for the Philadelphia 76ers; and Ricardo Calderón, TFMA '12, the director of the Philadelphia Youth Commission.

Their narratives about struggles, persistence, resiliency and the benefits of being educated resonated deeply with the mentees—which, besides African-Americans, have also included white, Palestinian, Latino and Asian students.

Besides the speakers' program, the program also includes roundtable discussions that focus on remaining resilient in the face of negative situations.

At the end of the mentoring program this past academic year, the grade point averages of 11 of the 12 mentees increased in a statistically significant way, with the average GPA nearly doubling from 1.05 to 2.03.

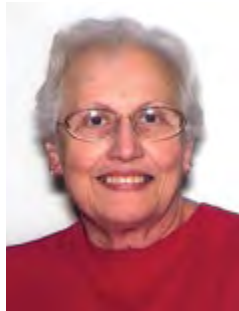
Nonetheless, it is not enough. Unfortunately, after the four-month-long mentoring program ends and time elapses, the grades of the mentees usually drop. That's why, during this current school year, I intend to run the Youth Empowerment Mentoring Program the entire school year.

To learn more about the Youth Empowerment Mentoring Program, go to [www.crowdrise.com](http://www.crowdrise.com) and type "Olufemi Fadeyibi" in the search bar.



## ALUMNI VIEWPOINT

### Rethinking Educational Reform: A Teacher's Point of View\*



**By Dolores Parrotto Giesman, MEd '67**

Over 50 years ago, I walked into my first inner-city classroom to teach those students who wished to learn. Believe me, that wasn't everyone. I taught in both city and suburban communities in New Jersey, California and Connecticut—a fair cross section of America. Although I saw variations among the diverse

student populations, I also found that the mechanics of the educational process remained the same.

Yet, many critics who have never seen the inside of an elementary or secondary school classroom have issued alarms regarding the many ways teachers have failed their students, especially in underserved neighborhoods. I saw many reform movements come and go with predictable regularity, but few of them really worked well enough to remain a permanent solution.

In the 1960s, I witnessed Sputnik-inspired changes, particularly in math and science. In the next decade, I saw the emphasis shift to career education. During the Reagan era, a special commission's report, "A Nation at Risk," created concern among educators by highlighting glaring deficits in many schools.

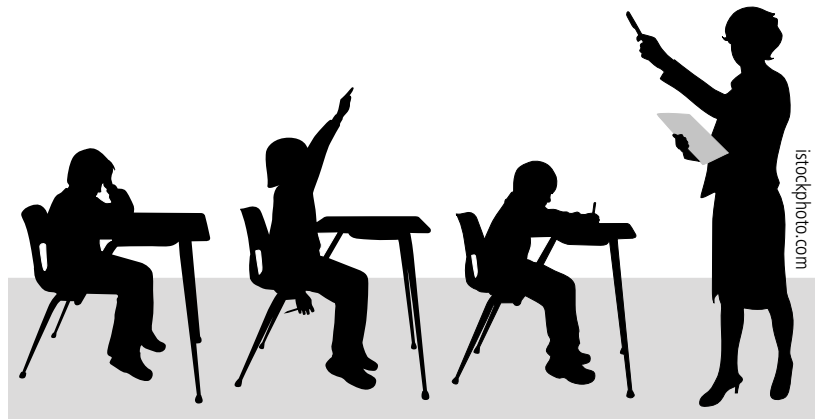
This report led directly to some of the reforms we see today, including Teach for America, which, after just five weeks of training, places high achieving college graduates as teachers in some of the nation's most difficult inner-city schools for two years. As a teacher who actually faced her first challenge in Camden, I know only too well how difficult such an assignment can be.

Then came Common Core, which set standards from kindergarten to high school. Although the established criteria have been accepted by the majority of the states, this program is no longer a federal mandate under the new "Every Student Succeeds Act." But Common Core continues to create concern because of its emphasis on test scores that are in some instances used in teacher evaluations. Even on classroom tests students sometimes fail because they either do not study the material, or a learning disability prevents them from retaining important aspects of the subject matter.

Although the established criteria have been accepted by the majority of the states, this program—which is no longer a federal mandate under the new Every Student Succeeds Act—also has created concern because of its emphasis on test scores that are in some instances used in teacher evaluations. Sometimes the inevitable student failures on such tests occur when students do not study and learn the material, or a learning disability prevents them from retaining important aspects.

Likewise, on standardized tests, there are a certain number of youngsters who will not achieve good scores. Is this all the teacher's fault? I think not. There is only so much a teacher can do, and I did a great deal. What I could not do, however, was force the students to absorb the material presented in the classroom, nor could I control a toxic home environment that interfered with the learning process.

Learning is just as important as teaching, and the reason no reform actually works is that reformers fail to consider student motivation, especially in high school. I have never understood why the onus for "failing schools" falls squarely on the shoulders of classroom teachers.



Reformers seem to think that if they can just place a Wonder Woman or a Superman in every classroom, all students will reach their full potential. Those of us who have been on the classroom front lines know there are only a limited number of these exceptional teachers, and they happen to be human too. For some reason teachers are held to a higher standard than are individuals in other professions

While I understand that Americans support the notion of an egalitarian society, I also know that not all students are created equal. Teachers would love for all of their students to be highly intelligent and motivated, but that utopia is not possible. Student abilities and motivation vary considerably, and it is the teacher's challenge to accommodate these differences. No one reform has or will solve all of the inherent difficulties that are part of every classroom.

Ultimately, reformers must recognize that, while teachers play an important role in the learning process, they are not the sole variable in determining outcomes.

**\* Note: The views and opinions expressed in this article are those of the author and do not necessarily reflect the official policy or position of the College of Education. By including an opinion section in this magazine, we hope to offer a platform for the voices of our passionate and dedicated alumni.**

# ALUMNI NOTES

## 1950s

**Lawrence H. Geller**, FOX '55, MEd '66, founded the Anne Frank Theatre Project in 1998, which is still ongoing. The theater group performs *The Diary of Anne Frank* and *Lida Stein and the Righteous Gentile*, a play that Geller wrote, for schools and youth groups.

## 1960s

**Honora Levin**, BSEd '61, published *The Friction Within: How the Political Divide in America Affects Personal Relationships* with CreateSpace. The book explores how 28 Americans from across the political spectrum respond when interacting with those who are their polar opposites.

**Becky Rutberg**, BSEd '62, authored *Mary Lincoln's Dressmaker*, a young adult nonfiction book on the life of enslaved woman Elizabeth Keckley, who bought her freedom and became Mary Lincoln's dressmaker and best friend.

**Catherine Bulkley**, BSEd '63, has served as the Faith Community Nurse at Central Baptist Church in Muskogee, Oklahoma, for the past four years. Bulkley directs the dental, denture and vision clinics for the congregation, which received the excellence rating for a certified healthy congregation in March 2016.

**Michael Kolsky**, MEd '68, was promoted to South West Regional Manager for Ganau America, an Italian cork producer and one of the largest cork producers in the world. Kolsky is responsible for wineries on the central coast of California, Utah, Arizona, Nevada, Colorado, New Mexico, Texas, Oklahoma and Louisiana.

## 1970s

**Jeff Margolis**, BSEd '70, was honored by the Southwest Florida Chapter of Hadassah, along with wife Ida Margolis, FOX '70, for outstanding achievement and leadership. The couple, who met at Temple, are involved in numerous educational and philanthropic projects.

**Sherry Vernick Ostroff**, BSEd '72, published *The Lucky One*, based on her mother's memories about her childhood in Russia and Romania from 1918 to 1927. She has given presentations, book talks and led book groups throughout Lancaster County, Pennsylvania.

**Morris Wiener**, MEd '73, EdD '75, teaches "Why Do Airplanes Crash" on the aerodynamics of flight at the Osher Lifelong Learning Institute at Temple. He is a retired United Airlines captain with over 17,000 flight hours and an FAA aviation inspector, class 1 accident investigator. Wiener also is a part-time paid firefighter in the Cherry Hill Fire Department and was formerly a firefighter with the London Fire Brigade Station G-33.

**David Speace**, SMC '76, MEd '78, self-published the second edition of *Janka Festinger's Moments of Happiness*, his mother's Holocaust story. He recently won a Telly Award for his documentary about the historic Bowmansville Roller Mill, which was screened at the Reading Film Festival.

**Sheila A. Sydnor**, MEd '77, received the 2016 Dr. Robert Poindexter Award at Freedom Credit Union's Excellence in Education Awards in June. She currently serves as the founding principal of the Penn Alexander School in West Philadelphia.

**Roseann B. Termini**, MEd '79, LAW '85, served as the conference director for the Sixth Annual Food and Drug Law CLE at Widener University Delaware Law School. Termini teaches food and drug law at Delaware Law School. She also spoke recently at the Central Atlantic Association of Food and Drug Law Officials' 100th Annual Educational and Training Seminar.

## 1990s

**Patricia Slaughter Van Tryon**, BA '91, worked with Catherine C. Schifter, professor emeritus, in developing professional development opportunities for College of Education faculty regarding teaching online. Together they interviewed three faculty members who taught online for the first time during this year's first summer session. Their purpose: to understand how to better prepare the faculty going forward. They then developed six modules to compliment the design work available through the Office of Digital Education.

Slaughter Van Tryon also helped draft policy questions and statements to discuss with Dean Gregory Anderson. Her experience and knowledge were invaluable.

**Heather A. Wilson**, BSEd '90, MSW '99, was named a trustee of Linden Hall School for Girls in Lititz, Pennsylvania. She is both deputy executive vice president of the Pennsylvania Medical Society and executive director of the Foundation of the Pennsylvania Medical Society.

## UPCOMING EVENT

### Save the Date!

#### ALUMNI WEEKEND

Temple University Alumni Weekend 2017 will take place from Friday, June 9 to Sunday, June 11.

More details to come on the exciting weekend's events, including the annual Diner en Cherry pop-up dinner party. We hope to see you there!



Temple University alumni from all schools and colleges enjoyed the 2016 Diner en Cherry event with live music, delicious food, and fun atmosphere.



**Sue (Kubiak) Gagliardi**, BSEd '93, received a Letter of Merit for Fiction for her children's story, "Just Enough for Me" (*Ladybug Magazine*, Sept. 2015), in the Society of Children's Book Writers and Illustrators (SCBWI) 2016 Magazine Merit Awards. Her fiction, nonfiction and poetry appear or are forthcoming in several children's magazines including *Ladybug*, *Spider*, *Boys' Quest*, *Fun For Kidz* and *Highlights Hello* and *High Five*. A picture eBook titled *Benjamin's Bookshelf* is forthcoming with Houghton Mifflin Harcourt's Curious World. In addition, she writes nonfiction reading passages for the Center for Educational Testing and Evaluation (CETE) through the University of Kansas. She teaches kindergarten at Upper Moreland Primary School in Hatboro, Pennsylvania.

**Bridget A. Haines-Frank**, MEd '98, was appointed dean of students at Neumann University in Aston, Pennsylvania.

### 2000s

**Randall O. Pennington Jr.**, MEd '02, was promoted to academic development specialist at the University of Delaware English Language Institute. He also was named evening program coordinator of the institute's evening extension courses for the general public. Pennington is a graduate of Temple University Japan.

**Rich Finelli**, BSEd '04, created a 38-video course on web development, called Mastering CSS, published through Packt Publishing in June. In January, Finelli guest authored an article, "The Sass Ampersand," on the popular web development blog CSSTricks, about understanding the special ampersand character in the CSS preprocessor Sass.

**David Haggard**, MEd '08, and his wife are working to open a ranch outside Chattanooga, Tennessee, utilizing equestrian therapy for female survivors of human trafficking. It was featured on WRCBtv and in the *Chattanooga Times Free Press*.

### 2010s

**Michael T. Beachem IV**, MEd '12, earned a certificate in student affairs law and policy from NASPA, the leading association for student affairs professionals in higher education. He currently serves as the associate director of resident life at International House in Philadelphia.

## Now in his 90s, Marvin Levitt keeps on painting and teaching

At 91, Marvin Levitt BSEd and BFA '49, MFA Tyler '53, doesn't appear to be slowing down. During the past two summers the painter and sculptor sold about 45 art pieces at the M.T. Burton Gallery in on Long Beach Island, New Jersey, where he has spent his summers since the 1950s.

In 1950–51, Levitt was the Tyler School of Arts' first Fulbright Scholar to study in Italy. Upon his return from Florence, he began a dual path—both making and teaching art—that would become a constant for the rest of his life. He initially taught at the Oak Lane Country Day School, which Temple operated as a laboratory-demonstration school, and also taught evening sculpture classes at Tyler, whose campus was then located in Elkins Park, Montgomery County.

After eight years at Oak Lane, which Temple operated in Cheltenham Township as a laboratory-demonstration school, Levitt also taught art at public schools in Bristol and Morrisville, Bucks County, and then at Princeton Middle School for 25 years.

Meanwhile, after Boris Blai, the founding dean of the Tyler School of Art, introduced him to Long Beach Island, he spent 54 straight summers, from 1957 to 2011, teaching at the Foundation of Art & Sciences, which Blai founded in Loveladies. After Blai lured Frank Lloyd Wright to Elkins Park to design the Beth Shalom Congregation synagogue in the late 1950s, the dean suggested to the architectural icon that Levitt could create 16 stained glass windows for the synagogue.



Marvin Levitt working on a sculpture last year.

"I didn't know much about making stained glass windows," says Levitt, who successfully completed the job, "but I knew it was something I would like to learn and know how to do."

Levitt, who spends half his time in Loveladies and winters in Longboat Key, Florida, sums up his life this way: "I've always enjoyed teaching children and adults. It's in my DNA; I'm a giver.

"I still walk into the foundation and people say, 'Hey, Marv, what do you think about mixing glazes?' and I start telling them how I used to do it. My daughters say, 'Dad, why don't you stop teaching?'"

"I say, 'you're always a teacher. You can't get that out of your system.'"

Both photos: Pat Johnson, Sandpaper newspaper

# IN MEMORIAM

## '30s

Ruth V. Balish, EDU '39

## '40s

Sybil A. Schinfeld, EDU '40  
Edythe C. Porterfield, EDU '41  
Mary C. Toto, EDU '43  
Beatrice Snyder Mattleman, EDU '47, '51  
Jules Grosswald, EDU '48, '51, '75  
Sara Jane App Tupin, EDU '48  
Jean S. Abboud, EDU '49  
Howard W. Cunningham, EDU '49

## '50s

Leo T. Gladnick, EDU '50  
Robert L. Bryan, EDU '51  
Sidney S. Slutsky, CLA '51, EDU '54, '66  
Donald C. Bakely, EDU '52, CLA '55  
Alphonso Giles, EDU '52  
Mervyn Tuckman, EDU '52  
Marilen Ruth Bowser, CPH '55, EDU '62  
Barry P. Hershon, EDU '55, '58  
Ralph J. Homsher, EDU '56  
Charles D. Moyer Jr., EDU '56  
Eleanor Goman Toub, EDU '56  
Alice Hurst Williamson, EDU '56  
Robert K. Wolfe, EDU '56  
Harry J. Pellegrini, EDU '57, '59, '76  
Anita S. Freedman, EDU '58  
Frances P. Murawski, EDU '58  
Christine Newton, EDU '58  
Eleanor K. Weiler, EDU '58

## '60s

Eugene C. Krus, EDU '60  
Edward McCabe, EDU '60  
John L. McWilliams, EDU '60  
Mary Fetter Semanik, EDU '60, '51  
Theodore I. Serewitch, EDU '60  
Carol N. Abrams, EDU '61  
Myron S. Dietz, EDU '61  
Charles Lohin Jr., EDU '61  
Emma S. Peiffer, EDU '62  
Charles M. Sandwick Jr., EDU '62  
Helen Mullaney Coyne, EDU '63  
Harold H. Kramer, EDU '63  
Gerald R. Potts, EDU '63  
William Appel, EDU '64  
Terry W. Reber, EDU '64, BYR '64  
Paul James Doyle, EDU '65, '68  
Joy Soloner Kaufman, EDU '65  
A. B. Kingsbury, EDU '65  
Jeanne Perlmutter, EDU '65  
Russell Shellenberger, EDU '65  
Sydney Eltringham Jr., EDU '66  
Gilbert A. Gregory, EDU '66  
Ernest F. Kasprovicz, EDU '66  
Harry A. Olson, CLA '66, EDU '68  
Georgia Russopolos, EDU '66  
Ruby S. Bowen, EDU '67  
Joseph J. Kach Sr., EDU '67  
Judith T. Biffen, CPH '68, EDU '70  
Doris D. Paine, EDU '68, '72  
Martin F. Telanoff, EDU '68, '75  
Bernice K. Starrantino, EDU '68  
Louise P. Dowling, EDU '69, '72  
Vance L. Miller, EDU '69  
Norman K. Spencer, EDU '69  
James F. Street, EDU '69  
Devora G. Wigrizer, EDU '69

## IN MEMORIAM:

### Dr. Lee Messinger

The College of Education is mourning the death of Dr. Leroy (Lee) Messinger, CLA '62, who passed away Aug. 29, 2016. The Wynnewood, Pennsylvania resident was 76.

A former U.S. Army intelligence officer, Dr. Messinger earned his PhD at the University of North Carolina. He joined the Department of Educational Psychology faculty in 1969. During his Temple career his primary responsibility was teaching developmental psychology at both the undergraduate and graduate level. He worked with numerous graduate students and served on a large number of dissertations. In 1974, he also co-authored, with his friend and colleague, Temple Professor Thomas V. Busse, *Activities in Child and Adolescent Development*. For many years, the book was one of the major resources for field work in teacher education programs.

After his retirement in 1999, the associate professor emeritus established the Dr. Margaret J. Messinger Scholarship to provide scholarships for undergraduate students in the College of Education and graduate students in educational or school psychology who have demonstrated academic achievement and financial need. The scholarship was named for his wife, who passed away earlier that year. She had earned her BSEd '68, MEd '70 and PhD '82 (educational psychology), all from Temple.

"Lee was a great friend of the College of Education and the university and his support and encouragement will be missed," says Joseph P. DuCette, senior associate dean of assessment and evaluation and professor of educational psychology.



## '70s

George M. Beschen, EDU '70  
Joan F. Gandy, EDU '70  
Christine W. Schwartzkopf, EDU '70, '83  
Nora G. Dirvin, EDU '72  
Nancy Drigan, EDU '72  
Dorothy Fisher, EDU '72  
George J. Froelich, EDU '72  
Beatrice Heine, EDU '72  
Joseph A. Woll, EDU '72  
Marjorie F. Merwin, EDU '73  
James F. Mole, EDU '73  
Katherine Minton Tatum, EDU '73  
Donna Kaspruk Wontorsky, CLA '73, EDU '88  
Jessica Angela Bills, EDU '74  
Sherrill Jones Kay, EDU '74  
Jane Trout, EDU '74  
Wendy Barba Upton, EDU '74  
Sara A. Chernoff, EDU '75  
Paul E. Hostettler, EDU '75  
John F. Casavecchia, EDU '76  
Stephen M. Cuff, EDU '76  
Paul F. Tatela, EDU '76  
Thomas J. Usher Sr., EDU '76, '79  
Jack A. Apsche, EDU '77, '86  
Joel S. Rodkin, EDU '77, '87  
Peter A. Sabato, EDU '78  
Pamela B. Compton, EDU '79

## '80s

Priscilla H. Haflich, EDU '80  
Hiram S. Mowrer, EDU '82  
Michael C. Fiske, EDU '84  
Martha B. Johnston, EDU '84  
Robert E. McKenna, EDU '85  
Kenneth J. Ciano, EDU '87  
Anna M. Donofry, EDU '87  
Beryl L. Thomas, EDU '87  
Catherine G. Gibson-Havemeier, EDU '88  
Peter M. Halesy, EDU '88  
Jacquelyn F. Douglass, EDU '89

## '90s

William S. Krash, EDU '90  
Mary Colman O'Loughlin, EDU '90  
Patricia N. May, EDU '91  
Nancy L. Kiracofe, EDU '92  
Alan R. Lisk, EDU '98

## '10s

Julianne M. Gross, EDU '12



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## Why I Give

“At Temple, I had wonderful teachers and enjoyed hanging out at Mitten Hall when I wasn’t working or studying, and I loved taking group dynamics courses for my doctoral work. Ted Amidon, Larry Kraft, Rod Napier and Irene Casper were wonderful teachers! I still exchange holiday cards with Irene, who was my dissertation committee chair.

“I worked for the Philadelphia School District for five years as an English teacher and 33 years as a guidance counselor. I also became an educational consultant for wrap-around services in Chester County and worked with private schools to help students get into college.

“In 2002, I retired from the High School of Creative and Performing Arts to follow my own advice that I gave to students: ‘Follow your dream!’ I became a full-time professional artist, started ARTsisters, a nonprofit of professional female artists who empower each other and the community through our art, and smART business consulting, which helps emerging artists reach their goals and their audience.

“Temple was part of my life from 1961 to 1983. I got an excellent education, owed no student loans and had a great career in education. Thanks to Temple and the College of Education, I was prepared for all of my careers in education, so I say thank you by donating back to Temple. I appreciate what it did for me and I want to help others get a great education there.”

—Linda Dubin Garfield BA English ’64, MEd counseling ’69, EdD PEP (now Ed Psych) ’83