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On the Cover: Jawan McSwiggan
(left) and Keith Gillespie (right),
fourth grade students at
Tannery G. Duckrey School.



DEAN'S MESSAGE



WORKING WITH OUR NEIGHBORHOOD AS TRUE PARTNERS, NOT CLIENTS

As part of our collective impact strategy, the College of Education is working with local schools and non-profit organizations to increase and enhance the educational opportunities for children in our surrounding North Philadelphia neighborhoods.

The Choice Neighborhoods Implementation (CNI), a \$30 million federal Department of Housing and Urban Development grant aimed at transforming the nearby Norris Homes apartments, is a great example of how we can create lasting, sustainable and transformational partnerships.

As the grant's lead education partner, we have been working with the City and School District of Philadelphia, a host of non-profit groups and, most importantly, the Norris Homes residents themselves to provide community support from pre-K to adulthood. In addition to providing services in the traditional sense, we are building and strengthening relationships in which community members are true partners.

Also, in an era of extremely strained public resources, our strategy involves identifying foundations and corporations interested in contributing to proven interventions.

Other examples of our collective-impact strategy include the Early Learning & Interdisciplinary Center that we are developing just north of our campus—the subject of the last *Educator's* cover story. Also, our partnership with Ernst & Young is enhancing the chances of Frankford High School graduates to earn college degrees by helping them test out of introductory remedial courses in college (see Page 18).

Internally, we are working to best leverage our students' passions, academic programs and faculty research in order to have a real, sustained impact—one based upon concrete, measurable evaluations and metrics.

Our ultimate goal is to develop effective, scalable and successful interventions and activities that can be replicated as best practices. For example, the Norris Homes residents' non-profit organization recently went to a Choice Neighborhood Initiative conference in Washington, District of Columbia to tell more than 70 other CNI grantees about the after-school program they successfully launched with the help of the college and the Philadelphia Housing Authority.

Meanwhile, I am also quite excited about a number of new faculty hires for the fall semester. These include the stellar Sara Goldrick-Rab, PhD, an expert on college affordability who will be joining us from the University of Wisconsin-Madison. In January, *Education Week* ranked her as the 13th most influential scholar in the nation in terms of her effect on educational policy and practice.

Also joining us will be several really wonderful young faculty members with expertise in innovative learning technologies. To better prepare our students for teaching in the 21st century, we needed to improve in this area. With these hires, I believe we will have created a critical mass of dynamic faculty who are interested in researching technological innovations in learning and teaching our students how to maximize their use.

As always, whether it be through your financial generosity or your time, thank you for your continuous support for the College of Education.

Gregory M. Anderson, PhD
Dean

OUR STUDENTS SPEAK

Cequan Jefferson

Class of 2018, Adult and Organizational Development, Richmond, Virginia

After beginning Temple without a declared major, I have decided to major in education because I feel that, as a teacher, I could have a big impact on kids by helping them grow—both as students and as people. My uncle, who teaches in an alternative high school in Richmond, was a good role model for me and showed me how to be a strong mentor to kids. My courses at the College of Education helped me realize that I want to teach in middle school or high school, and probably history.

I also am a scholarship athlete on the Temple football team. This past season I played on the punt return and kickoff teams, and also played cornerback in certain situations. Playing for a nationally ranked team was an overwhelming feeling. I had never played before such crowds, and it was amazing to feel all of the love that the students, the school and the City of Philadelphia showered on us.

Being a Division I football player takes a lot of hard work. During the season we wake up before 6 a.m. and have our whole day scheduled until 9 p.m., from morning workouts, to classes, study hall, training table meals, practice and film review.



But my academic advisors have been very helpful and my professors, including my education professors, have also been very welcoming and supportive. I feel like I've really grown a lot as a student since I arrived at Temple. This summer, I will volunteer as a mentor at Norris Community Summer Camp.

Kristyn Stewart

Doctoral student in Urban Education, Hamburg, Pennsylvania

First as a University of Pittsburgh undergraduate working for City Council in the the disadvantaged Homewood neighborhood, then working as an English teacher in Arkansas' neglected Mississippi Delta, my eyes were opened to inequality.

Committed to fighting for my students, I returned to Pennsylvania and received a master's degree in non-profit leadership at the University of Pennsylvania, where I learned about educational access and funding issues facing urban communities. Upon graduation, I directed the Philadelphia Center for Arts and Technology (PCAT), which provides out-of-school STEAM (science, technology, engineering, arts and math) programming to nearly 1,000 students in and around West Oak Lane.

I came to Temple to pursue a PhD because the College of Education prides itself in serving the community through both research and practice. Upon entering the program, I hoped to learn how to conduct academic research in order to better evaluate the outcomes of programs such as PCAT. At Temple, I've learned more than how to do research; I've learned how to approach problems with an inclusive mindset, and the importance of addressing the political, sociological and economic foundations of education issues.

In short, I love Temple. I am working with incredible professors who really care about what they are doing and stay grounded in practice. My dissertation research will focus on how school closures impact student experiences.



My dream job? Being Philadelphia's chief education officer—the last two of which, Lori Shorr (now a Temple associate professor of urban education) and the current chief, Otis Hackney, are both Temple alumni.



Amanda Chandler, BSEd '18 (middle) reading to Duckrey students, Genuwine Barfield (left) and Bree Byrd (right).

Federal Choice Neighborhood Implementation Grant:

COLLEGE GETTING INVOLVED IN A BIG WAY WITH CLOSEST NEIGHBORHOOD SCHOOLS

After most of their classmates have already gone home, several grade schoolers at the Tannery G. Duckrey School, located just northwest of Temple University's main campus, are sharpening their math skills by playing games that require quick calculations. Across the room, another half dozen students are writing computer code.

Meanwhile, down in the school's lower level, a trio of other students are involved in "Game On!": "hacking," or creatively changing the rules of common games such as Tic-Tac-Toe, to see how such changes affect the outcomes. Bridget Warlea, a volunteer and freshman legal studies major in Temple's the Fox School of Business, asks the students: "Do you think there will be fewer ties if we expand the grid to five by five? And what if you only have to get four in a row, instead of all five?"

To answer those questions, the students begin playing multiple games—against each other or against Warlea or Sakira Harris, a science club leader. Afterwards, when prompted, a frequently victorious student named Grace says, "I found out it's easy to win when you pay attention, and it isn't when you don't."

"What else?" Warlea wonders.

"It's easier if you only have to get four in a row instead of five," Grace says.

The after-school science, technology, engineering, art and math (STEAM) program at Duckrey is run by Steppingstone Scholars Inc., a non-profit organization that was recruited by Temple University and the College of Education as part of a \$30 million federal Department of Housing and Urban Development (HUD) Choice Neighborhood Implementation grant.



Bridget Warlea (left), a Temple student who works with Steppingstone, Inc. with a Duckrey student.

Working with families and school partners, Steppingstone provides rigorous educational programming and support for talented underserved students in the Philadelphia region. Warlea, who started off in a Philadelphia public elementary school and graduated from Abington Friends School, is one of the Steppingstone's first graduates.

The program, which enables 4th- to 8th-graders to achieve high school and college success, is just one of many partners the College of Education has enlisted as part of the federal grant. The grant's goal: to revitalize the neighborhood and preserve affordable housing for the residents of the Norris Homes, a Philadelphia Housing Authority property on the eastern edge of the Temple campus.

Supervised by a combination of Steppingstone staff, Duckrey teachers and Temple work-study and/or student volunteers, throughout the week the Duckrey students also: work on homework and individualized Khan Academy online exercises, delve

into science, create art, build K'Nex constructions, engineer robots for competitions and undergo one-on-one or small group math and literacy assessments. A summer camp, and field trips, such as to the Academy of Natural Sciences of Drexel University, the Wagner Institute and the Philadelphia Museum of Art, are also offered.

One Steppingstone participant, fourth-grader Jawan McSwiggan, recently earned honorable mention at a multi-school science fair for his poster presentation that compared the corrosive effects of vinegar and bleach. He is also a member of one of Duckrey's two robotics teams. "Science," he says, "is cool."

David Cohen, the second-year principal of the 650-student K-8 school, concurs: "It's a chance for kids to learn away from the kids who don't think it's cool to learn math and science. When you get a kid building a robot and making it move, their passion for learning just grows. Some of these are the kids who are having

trouble learning in school, but all of a sudden they are turning it on after school and getting excited.

"They are driving our kids' passion for learning."

Keisha D. Whatley, Steppingstone's STEAM coordinator at Duckrey, also works with the administration and teaching staff to enhance STEAM education schoolwide, and teaches a 4th-grade honors STEAM class during the day. "Targeting students in that grade who may have looked elsewhere because they weren't being challenged is huge," says Cohen. "They are now working with robots and going above and beyond what students are doing elsewhere in science. The students are excited, and I can't tell you how pleased their parents are."

Steppingstone's similar presence at the nearby 284-student K-8 Paul L. Dunbar Promise Academy is having a similarly profound effect. Dunbar students won a robotics championship and were visited

by Philadelphia Eagles' players, who discussed career options and stressed the importance of completing school.

"A lot of them are now very interested in science and engineering and talking about going to the Engineering and Science High School and going into those fields," says Dawn Moore, Dunbar's principal for the past six years. "They are really looking at their grades and trying to make improvement because they have a career goal or high school in mind—and they are putting plans in place to get there thanks to the Steppingstone Scholars program."

Steppingstone, which annually serves a 1,000 students regionally, is now renting space in the College of Education's Ritter Hall for its headquarters. "The students and faculty at the college have been a tremendous resource for us," says Sean Vereen, EdD, Steppingstone's president. "We're focusing on ways to use their expertise and leadership abilities at the school level to get them involved in our programs. It's a really powerful synergy."

Steppingstone's efforts at the two closest public elementary schools to Temple's main campus are just one prong in a multi-faceted approach that the College of Education has marshalled as the lead education partner for the federal CNI grant. James Earl Davis, the Bernard C. Watson Chair in Urban Education, played a critical role in helping the City of Philadelphia secure the grant.

"Given all the players involved—the School District of Philadelphia and its neighborhood schools, the City of Philadelphia and its Office of Housing and Community Development (OHCD) and the Philadelphia Housing Authority, the Norris Homes residents and a host of non-profit service organizations—it can be complicated," says Davis. "But the potential for Temple University to work in concert with all of these people and organizations is enormous.

"Considering all those complications, I also think that the early stages of implementation have been impressive, and that's because the commitment of all the people we are working with has been so impressive."

Davis adds that, "The CNI grant has enlivened and actualized the Bernard C. Watson Chair's potential to connect with neighborhood schooling and to build and strengthen the North Philadelphia community."

For example, the endowed chair is funding the position of M. Meghan Raisch, PhD '14, the education engagement specialist who is orchestrating the multi-pronged CNI effort—an effort that represents a significant shift for the College of Education from just a provider of educational services to a convener that is bringing together a host of resources from both within and without the university.

"We're changing our mindset from being a provider that works in the community to one that works with the community," says Raisch. "It's a small shift in language but it's a really big difference in approach."

Davis agrees: "It's not a top-down relationship. We've learned as much as any of our partners about our capacities, resources and roles from them. The residents and children in our community are providing us with lots of lessons to make us better at what we do."

After Duckrey was assigned students from another nearby school that closed, Temple also stepped into the breach by supplying a lot of furniture and equipment, including gym equipment, sleek flat-screen TVs for the hallways and more than 200 refurbished computers—enough to put six to eight in every classroom rather than having to send children to a computer lab. "My goal is to have each student go online at least once a day," says Cohen, "and that wasn't possible until Temple intervened."

"H UD is very clear that there has to be a strong anchor institution for these CNI grants, and, besides being the lead education partner, Temple is a good community partner and a strong anchor," says Melissa Long, the deputy director of the City of Philadelphia's Office of Housing and Community Development (OHCD).

Although the five-year federal grant awarded on July 1, 2014 will ultimately be worth \$30 million, Philadelphia has identified another \$130 million in leveraged funding and in-kind services. In that regard, she says, "Temple has been a fantastic partner. We can't say enough great things about the Temple College of Education. They've gone above and beyond in providing in-kind and direct resources to ensure the program's success."

She lauds Temple's creation and funding of Meghan Raisch's education engagement specialist position, and the enthusiasm, commitment and belief that Raisch and Davis have exhibited for the grant's mission to elevate education through a community-based partnership.



Credit: Raisch Studios



Temple student Pedro Ortiz with Anthony DeShields, a fourth grade student at Duckrey.

For example, she touts the collaboration between Temple, the Norris Community Resident Council and its president, Donna Richardson, to create the Norris Community Afterschool Program.

As Long notes, the after-school program, which is currently serving 35 K-8 residents, and its eight-week summer camp, which last year drew 55 students, originally was not part of the grant. “But Donna and the Resident Council, Temple and PHA recognized a way to meet the need for an after-school program,” Long says. College of Education is providing curriculum and professional development for the resident staff members and volunteers, as well as evaluating outcomes. “They’re not just having the kids play with toys,” says Long. “They are tracking progress.”

Richardson, who also serves as the Norris homes after-school program administrator, says, “We approached a few different educational organizations with our idea of an after-school program run by the residents, but nobody wanted to support it—until I met with James Earl Davis and Meghan Raisch. They got it. They believed in our vision.” Both Long and

Erik Soliván, Esq., a senior vice president with the Philadelphia Housing Authority, believe the Norris after-school program will become a best-practice model that will be replicated throughout the city and elsewhere.

“Temple has been a great partner in sharing their expertise with the resident instructors to allow them to build their own capacity and work with the kids to improve their literacy and numeracy,” says Soliván. “The way that Temple is engaging with the community that is right at its doorstep, including having undergraduates and graduate students supporting the program, is helping build bridges within the community.”

It has become such a model that in March Richardson discussed their program at a national conference of CNI grantees in Washington, District of Columbia.

“It’s a great public-private partnership,” adds Soliván—so much so that PHA has already begun to work with some of the same partners to replicate the Norris Homes’ success as part of a community school that is envisioned for another Choice Neighborhood Implementation west of Broad Street in North Philadelphia.

“From the outset of the CNI grant, our president and CEO, Kelvin Jeremiah, has really had an interest in figuring out ways to better partner with our universities and residents, and the Norris Homes CNI is a natural outgrowth of that,” says Soliván.

Back at the two elementary schools, several mornings each week Temple students who have been trained by Kristina Najera, PhD, assistant dean of teacher education, in conducting interactive read alouds, spend time engaging first-graders in storybook reading—an innovation developed by Raisch called The Reading Hour.

One recent morning, both Amanda Chandler, a sophomore secondary education major from San Diego, and Haley Connaughton, a junior journalism major from central Bucks County who is considering pursuing a graduate

education degree, were volunteering at Duckrey Elementary in the first-grade classroom of Eileen Wager. Ensnared comfortably on a beanbag, Chandler was reading Dr. Seuss’ *Green Eggs and Ham* with two boys, Paul and Syncer, by her side.

“Would you like to eat them in a box? Would you like to eat them with a fox?” she reads, then asks, “Where’s the fox?”

“Right there,” points Paul.

“Where’s the box?”

“Right there,” Paul points again.

On the next page, Chandler asks, “Where is he walking, to or from the box?”

“From,” responds Syncer.

“Why?”

“Because,” explains Syncer, “he doesn’t want the eggs and ham.”

“That’s right,” Chandler repeats, “he doesn’t want the eggs and ham.”

No, No!” Syncer corrects, “He doesn’t want the *green* eggs and ham.”

Says Cohen, the school’s principal: “When you have kids in each room learning at all different levels, the more bodies you have the better. Meghan’s volunteers drop the ratios from 1-to-30 to 2-to-15 or 3-to-10, that’s a huge help.

“That’s at least one reason—in addition to more access to online materials and more supplies—that I think our reading scores have risen.”

To support the future of programs like these at the College of Education, please give to the College of Education Annual Fund (see enclosed envelope).

Other Choice Neighborhood Implementation Partners

Y Achievers

The 16-branch Philadelphia Freedom Valley YMCA offers this national program—an academic achievement/ career development initiative that helps teens set and pursue high educational and career goals—to a dozen fifth- to eighth-graders each Monday as part of the Norris Community Afterschool Program. Participation also includes free membership and access to the nearby YMCA at 1400 N. Broad Street.

“We want to expose the students to a world that they might not have known before,” says the Y’s program director, Jennifer Thompkins.

The YMCA also hopes to soon begin involving high school students from The U School in its high school program.

After School Activities Partnerships (ASAP)

Founded 14 years ago by Marciene Mattleman, BSEd '51, MEd'67, EdD '67, ASAP sponsors after-school activities, including hundreds of chess, debate, Scrabble® and drama clubs and competitions, for 5,000 Philadelphia school children a year—including students from two new public high schools that share a building at 7th and Norris Streets, Building 21 and the U School.

“Our greatest strength is the relationships we can build with educators who understand the impact that after-school programs can have,” says ASAP’s executive director, Justin Ennis. “The hours between 3 p.m. and 6 p.m. are the most dangerous for kids, and we promote positive experiences for kids that enhance public safety.”

Building 21, Global Classroom Program

College of Education students once a week volunteer to help 9th- and 10th-graders at this new public high school to learn community engagement, social entrepreneurship and international service skills, which culminated this May in a service-learning trip to Costa Rica.

School & Neighborhood Crime & Safety Committee

An inter-agency committee, led by the College of Education and OHCD, focused on reducing youth-involved crime and increasing the number of students involved in positive youth development activities. The committee, which meets every other month, includes representatives from the university, local schools, nonprofit afterschool activity providers and representatives from five police departments, including the City of Philadelphia, Philadelphia Housing Authority, SEPTA, School District of Philadelphia and Temple University.



ALUMS WITH ALTERNATIVE CAREER PATHS

Taking Charge: Grads Pursue Careers Beyond the Classroom

The mission of the College of Education always has been, and always will be, to produce first-rate teachers, administrators, counselors and trainers. Through a wide range of undergraduate and graduate degrees, students in the college gain the knowledge and hands-on experience that make them uniquely qualified to pursue careers in a variety of settings. The college is proud of the diverse industries and roles in which our educator alumni are excelling—both in and outside of the classroom.

As Dean Gregory Anderson noted during his State of the College Address last October, “We also want the college to be known for its leadership. We produce leaders; teachers are leaders. But we have all sorts of other ways in which we can produce leaders ... And so we want the college to be known for the production of high quality leaders that have an impact in not only in the city and region but in the country and even globally.”

Examples of alumni following alternative career paths include: Ann Fastiggi, MEd '90, an executive search expert within the hospitality and leisure industries; Rich Leonard, BEd '75, MEd '77, Aetna's chief technology officer; and Pinki Mehta, BEd '88, the global head of web and online platforms for J.P. Morgan Asset Management.

Fastiggi notes that Julia Child did not publish her first cook book until she was nearly 50 years old. Fastiggi's advice: “It is okay to not know what you want to do with your life and your career in college, after you graduate or in graduate school. I originally studied biomedical engineering before I switched to counseling. Your journey can and will take many different paths. You need to be able to adapt and navigate.”

HERE'S HOW THIS DYNAMIC TRIO OF ALUMNI HAVE DONE EXACTLY THAT:

Ann Fastiggi, executive head hunter

Ann Fastiggi is a managing director of RSR Partners in Greenwich, Connecticut, and leads the firm's hospitality & leisure practice. Born in England and raised outside of Boston, after earning her BA in psychology from Boston University she came to Temple to earn her MEd in counseling psychology. Her career plan: to become an elementary school counselor, for which—along with her master's degree—she also earned certifications in Pennsylvania, Massachusetts and Connecticut.

However, when a school counseling job proved hard to find, she took a sales and marketing position with a small European tour operator. That evolved into her current role for the past two decades as an executive search expert. During that time she has conducted more than 250 executive job searches, with a focus during the past decade on lodging, restaurant, cruise and travel sectors. Her clients have included Hilton Worldwide, Starwood Hotels & Resorts, Hyatt Hotels, Choice Hotels, Wyndham Worldwide, Dunkin Brands, Carlson Restaurants, Royal Caribbean, Hertz and the Ensemble Travel Group.

“Initially,” she says, “I didn't fully realize how rewarding the recruiting was going to be in terms of actually leveraging some of my graduate studies. However, when you're interviewing people, a lot of the skills you've learned in the program at Temple about how to ask open-ended questions, how to get people to talk and open up and share things that they wouldn't ordinarily share with other people actually becomes extremely important skills to have in my line of business.”



“I find it’s not hard at all, but I realize it’s just that I was trained really well, so it is very instinctual to me.”

When she is interviewing someone for an executive position, she often gets revealing responses about what makes candidates tick when she asks them about their earlier years: Where did you grow up? What was your early life like? Why did you choose your college or university, and why did you select your major?

Regardless of your career, Fastiggi also believes the ability to give and receive feedback is critical. “Feedback is a gift. Not everybody gives you true and good feedback. Good feedback is often in the form of criticism and your ability to actually take it and own it and digest is a really tough skill that most people really struggle with.”

One soft skill she looks for in candidates is emotional intelligence. “Being attuned to others’ emotional intelligence and, similarly, being attuned with your own is an incredibly important skill and a true differentiator in leadership,” she says.

“The tough thing with emotional intelligence is it is actually not easy to teach. You can learn it, for sure you can learn it. I think that going through a program like the one at Temple you can become much more attuned to it because you are forced to think outside of yourself. So instead of experiencing things only from your own perspective I learned through the program how to become much more balanced and see things through other people’s experience.”

Rich Leonard, healthcare technology chief

Rich Leonard took a somewhat circuitous route from earning two degrees from the College of Education to becoming the chief technology officer of Aetna, the mammoth managed health care company. Also head of what is called the *Fortune 50* firm’s Enterprise Architecture organization, Leonard leads a team that designs and maintains standards for technology solutions that will work throughout the company.

His group is also responsible for assessing the technology and driving the technical integration of acquisition targets. Prior to joining Aetna two decades ago, Leonard also held a variety of information technology positions at Verizon—which began while he was still a Temple student, working for what was then Bell Atlantic. He actually helped oversee the construction of the main campus’ Bell Building (12th Street and Montgomery Avenue), which held computers and data systems for the company. He also worked with U.S. Healthcare before it was acquired by Aetna.

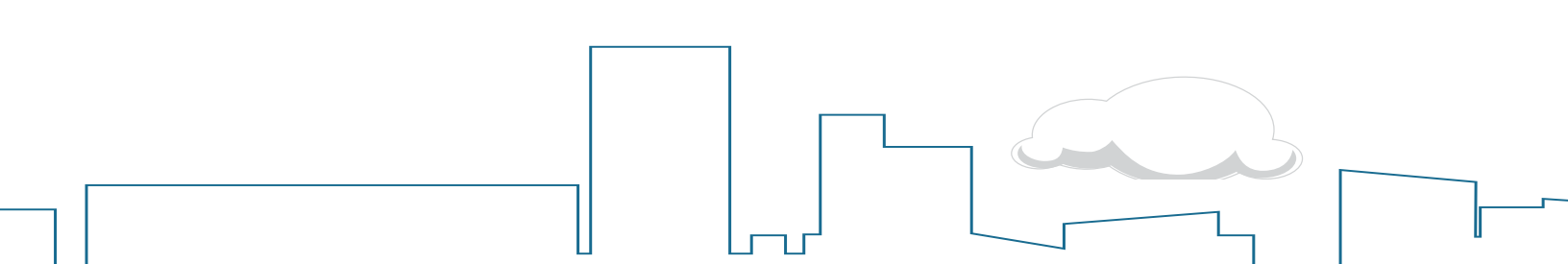
Today, Leonard cannot fathom succeeding in his information technology positions without his Temple education training. “I would not be good at my job without my training as a teacher,” says Leonard. “While working with some of the smartest technology leaders, innovators and senior executives, my role is to ensure that everyone in the room understands the concepts I am discussing, just like in the classroom.

“I think through my presentations and introduce new ideas as lesson plans,” he notes. “You also have to be able to understand when your audience is not grasping the concepts and then be able to think on your feet by changing your approach.

His interest in education was piqued by his own experience as a student at Archbishop Kennedy High School in Conshohocken, Pennsylvania. His freshman year he struggled. “I just couldn’t get it,” he recalls. “But all of a sudden the next year I started to excel. I wondered how that was possible for the same person, so I became fascinated with education.

“How do people learn and why and at what pace and how do you have to structure your information for them to learn?” asks the fan of Piaget’s level of maturation theories. “Frankly, when you think about it, that’s what you learn at the College of Education, and I use it every day.”

After attending Montgomery County Community College for two years, Leonard took classes at both the main and Ambler campuses intending to become an elementary school teacher.



Influenced by Bernard C. Watson, PhD, the principal founder of the college's Urban Education program, he then earned his master's degree in urban education. "Bernie Watson is one of the smartest persons I've ever known," says Leonard. "He had a great way of communicating what I felt was the truth about education to a relatively naïve suburban kid."

Even after earning his master's degree Leonard was intending to pursue an education career, but he kept getting promoted at Bell Atlantic's on-campus data center—where he worked a total of 10 years—and never left the field.

Nonetheless, he values what he learned at the College of Education that he frequently recommends that peers take courses—if not get degrees—in such topics as psychoeducational processing and organizational development.

"I could do my job in terms of helping create new information technology without the soft skills I learned at the College of Education," says Leonard, "but the only way I can keep my job is by communicating so well that the business people I deal with can understand and use that technology."

Pinki Mehta, financial web guru

For the past two years, Pinki Mehta, BSEd '88, has been the global head of web and online platforms for J.P. Morgan Asset Management in Manhattan. Her chief task: leading a staff of 20 to consolidate 140 of the firm's worldwide websites into one unified website—a site that both unifies the J.P. Morgan brand and meets the needs of all its constituents around the globe.

"Whether it's in Asia, Europe or South American, I have to have an understanding of their business and also their culture, because how you work with people inherently is cultural," says Mehta. That task made her think back to her College of Education practicums with first- and fourth-graders. "I was always planning for a very diverse group of students, figuring out how to address the needs of somebody who might need more help or might be advanced or just making sure that you can understand the classroom" she says. "A lot of the same skills pertain. It's being in tune with and always recognizing who your audience is."

Influenced by part-time jobs she held during high school and college in pre-school and daycare centers, the Lansdale, Pennsylvania, native ultimately majored in early childhood and elementary education. Whether it was learning how to communicate better by viewing videotapes of her teaching techniques recorded by Professor Saul Axelrod or honing her team presentation skills in classes with Professor Blake, Mehta felt that she had found her niche. "When I first took Dr. Blake's class, I decided 'This is where I belong.'"

"My experience at Temple was life-changing because I found myself, both personally and professionally, and it became a jumping board for everything else that I would do."

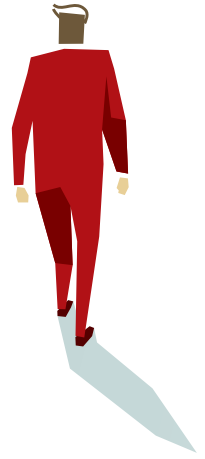
Armed with a glowing recommendation from Blake, after graduation she entered the Columbia University Teacher's College, where melding her interests in education and technology by earning a master's of arts degree in communications and computing. She intended to teach in a school until she stumbled upon a job posting that involved working for Prudential Securities teaching technology to the firm's employees.

What began as a summer internship training employees in a technology lab such programs as Microsoft Excel or PowerPoint grew into a full-time job that also included classes for programmers and introductions to early web technologies. Eventually she was running a department responsible for educating thousands of employees in Prudential's home office in Newark, New Jersey, and 6,000 financial advisors throughout the country—including personally training the CEO and division heads.

"It's not a place where I thought I'd be when I started, but everything I learned at Temple had become relevant," she says. "All of the education skills you learn still obviously make sense whether it's a child or an adult—such as how to communicate and explain something to somebody, especially something technical, and to empathize with people intimidated by technology."

She advanced from that initial position to three vice presidential positions in charge of: strategic client initiatives; eBusiness and operations; and eBusiness services. She joined J.P. Morgan in Manhattan in May 2014.

Her advice to Temple education students and alumni: "Don't limit yourself to a traditional path because had I done that I would not be doing what I'm doing. Teaching and education spans everything. There are opportunities everywhere. I would never have thought that financial services would have been where I would land."



Page 12, Anne Fastiggi. Above, Richard Leonard and Pinki Mehta

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

FACULTY VIEWPOINT

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

PLUMBING THE SCIENCE OF LEARNING

By Julie L. Booth, PhD
Associate Dean of Undergraduate Education



The science of learning is devoted to understanding how learning occurs. From ancient Greece through the Renaissance to today's infatuation with brain-based research, scholars have long speculated on what factors support or hinder learning.

Learning research did not originate with the science of learning field, yet its emergence is playing a critical role in the quest to discover how we learn. Until the late 20th century, scholars from a variety of disciplines independently focused on solving problems of learning.

The science of learning brings together scholars from many disciplines to pool their efforts in order to approach problems of learning from all angles.

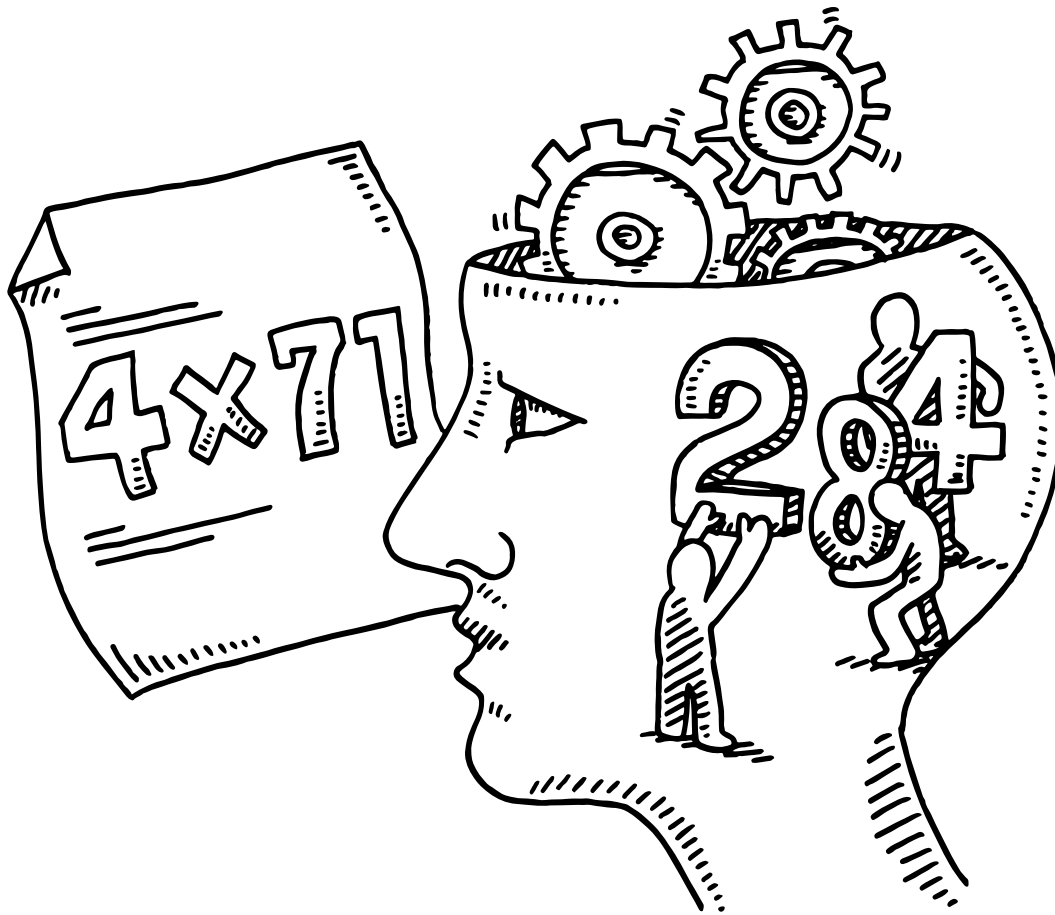
In 2005, the National Science Foundation (NSF) launched a huge effort to support the science of learning. Eventually, it funded six large-scale centers devoted to the interdisciplinary study of particular learning problems—with the hope that the more comprehensive findings of these centers would more easily find their way into education practice. I specialized in cognitive development and focused on trying to understand how students learn math, with the goal that my work might have an appreciable effect on math instruction.

Growing up in a family of teachers, and knowing how many constraints and pressures are placed upon them daily, I knew that simply telling practitioners about new findings would not be sufficient to change instructional practice. As I collected and analyzed data throughout graduate school, I kept asking myself, “How can I utilize this knowledge to make someone's life better?”

After completing my PhD in psychology, I was fortunately able to train as a postdoctoral fellow at one NSF Center, the Pittsburgh Science of Learning Center, which is housed at Carnegie Mellon University and the University of Pittsburgh. There, I was taught a great deal about classroom research and, in particular, how to conduct *in vivo* experiments, or systematic, adequately controlled tests of the impact of interventions within the context of real-world educational settings.

As a faculty member in the Educational Psychology Program at Temple's College of Education, I aim to understand how students learn and then how to use science of learning principles to improve the way instruction is implemented in real-world classrooms. My efforts have centered on revising mathematics instructional materials and curricula to be consistent with what we know from the science of learning, such as incorporating opportunities for students to study and explain examples, reflect on potential errors in problem solving and interact with mathematical diagrams.

I have worked in close partnerships with school districts to translate these concepts into their educational practice. It is always exciting to collaborate with teachers and bring together their extensive knowledge about how children learn in their classrooms with the research in order to create evidence-based, classroom-ready instructional materials. I have also had very rewarding experiences providing professional development to in-service teachers and teaching aspiring teachers how learning occurs.



Credit: Frank Ramspott/istockphoto.com

For example, studies I have conducted show appreciable gains in students' conceptual knowledge, procedural knowledge and standardized tests after they have worked with our example-based assignments—which include both correct and incorrect examples of how to solve, for example, an algebraic equation. I have seen students trying to figure out why particular solutions are wrong have “aha” moments when they realize what it is about the solution that is wrong, and thus, ironically, better understand how correct solutions work. It's quite exciting to witness.

Recently, Temple's College of Education has become involved with Deans for Impact, a nationwide nonprofit organization that represents U.S. education leaders who are working together to transform teacher preparation. The group recently launched an effort to raise awareness regarding how science of learning findings can be utilized by teachers and to encourage them to grapple with key questions about learning, such as:

- How do learners come to understand and retain new information or solve problems?
- How are learners motivated?
- How do misconceptions impact the ability to learn?

This effort dovetails with my ongoing research in using the science of learning to improve instruction. In addition, in my

new role as associate dean of undergraduate education, I am helping the college find ways to innovate and integrate curriculum, and to infuse this science into our teacher preparation programs.

In early February, I attended the Network for Science of Learning Awardees meeting in Arlington, Virginia, which was organized to celebrate the growing, important research and knowledge base being produced by NSF Science of Learning Centers. I shared how my interdisciplinary training has impacted my career trajectory, how I am using the science of learning today in my own work and discussed our college's efforts to fully translate the science of learning into practice and policy—a key topic of the meeting.

We also reflected on the new generation of trainees in the science of learning who have been brought up to be comfortable in both the worlds of basic science and practice. I am proud to be a part of *this* generation of researchers conducting rigorous, translational work necessary to bring the science of learning to real-world education contexts in useful and meaningful ways.

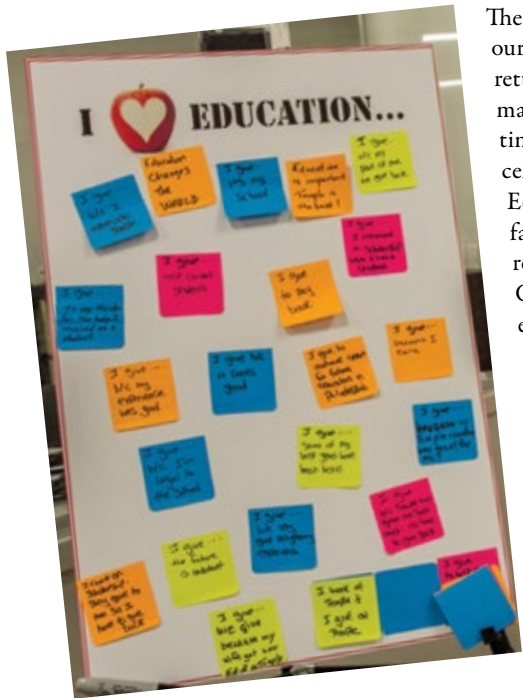
As we train future teachers to understand and utilize this science of learning in order to make informed pedagogical decisions and maximize their students' academic progress, this work will position Temple University's College of Education as a leader in this new frontier.

NEWS IN BRIEF

INSTITUTIONAL ADVANCEMENT

Donor Appreciation Day

On April 14 the College of Education celebrated a day of appreciation with a series of on-campus events to recognize the enormous contributions of our alumni, family and friends to support the mission of the college.



The exciting day ended with our loyal donors and alumni returning to their alma mater, some for the first time in decades, to celebrate the College of Education with new and familiar faces. Many reflected on “Why they Give” and why they love education. They inspired each other with their answers such as, “Education changes the world,” and “I give because Temple has given me so much—it’s time to give back.”

Dr. Valaida Walker, EDU '70, EDD '73 and Chancellor Richard Englert, EdD, mingle at the college's first annual donor reception.



Allan and Virginia Ritchie, EDU '54, '59 enjoy the reception in the Owl Cove of Mitten Hall—the capstone event of the day held to thank all of the donors who generously give to support students, faculty and programming at the College.



The reception also recognized those alumni who donate their time to further the mission of the College of Education. Gathered at the reception are (front row, from left) Michael Podolsky, FOX '86, EDU '92, president of the College of Education Alumni Association, and association board members Helen Sanders, EDU '13, Taneisha Spall, EDU '02, Evelyn Holmes, EDU '58, EDU '60 and Barbara Henderson, EDU '78; also Joe Sanders, Helen's husband, and Maggie Esteves, EDU '15, Institutional Advancement's program coordinator. Back row (far left), Robert Cherwony, Esq., CLA '69, LAW '73, and Dr. Karen Cherwony, CPH '72, EDU '74, EDU '82, a former board member, and (far right) board members Dara Whalen, EDU '95, EDU '01, and Dr. Valaida Walker, EDU '70, EDD '73. The College of Education Alumni Association promotes continuing alumni activities and interest for support of the college's welfare and serves as the coordinating organization of alumni activities.

The 12th Annual Stella Awards

The 12th Annual Stella Awards, the College of Education’s scholarship and awards ceremony, recognized both the generosity of our donors as well as the outstanding accomplishments of our students. This year the college awarded more than \$250,000 to graduating, current and prospective students who have excelled in the classroom and as leaders in their community. Our scholarship and award donors provide financial support and continued encouragement to all of these future educators.



The College of Education also annually recognizes several faculty for teaching and advising awards. Pictured above (from left) are Julie Kessler, PhD, recipient of the Award for Undergraduate Teaching, Peshe Kuriloff, PhD, recipient of the Owlie Award for innovative teaching, and Tamara Sniad, PhD, recipient of the Award for Graduate Teaching.



Emilia Pallante (center), recipient of the Philip Etkowicz Fund for Excellence in Mathematics Teaching Award, with donors Buz Eizen, FOX '69, LAW '72, LAW '76 and Irene Eizen, EDU '70, EDU '72, EDU '95.



Monet Constant (left) holds her certificate and Stella Award for the Tembe Emeline Abug Memorial Award with donor Patience Lehrman, EDU '01, '04, FOX '11.



Inga Maric (center), the inaugural recipient of the S. Kenneth & Marcia W. Thurman Scholarship, which supports students studying special education, with Dr. and Mrs. Thurman.

MENTORSHIP PROGRAMS

College Collaborates with Ernst & Young to Increase the Chances of College Success for At-Risk Youth

In 2009, Ernst & Young (EY), the multinational professional services firm, began piloting its College MAP (Mentoring for Access and Persistence) Program, which connects employee volunteers with at-risk high school students to help them enter and graduate from college.

As part of that pilot, the firm's Philadelphia office began mentoring students at Philadelphia's Frankford High School. Today, 40 of the firm's Philadelphia office employees volunteer as mentors at the school, and the program—which has grown from nine to 30 cities—also offers monthly webcasts to students now in college.

Several years ago, however, EY's Philadelphia office began wondering if it could provide something beyond the mentoring. "These kids are at high risk for dropping out of college, and we weren't comfortable that we were doing as much as we could to reduce that risk," says Mike Shields, BBA '87, a partner in EY's Philadelphia office. "It didn't feel quite right to spend two years with them telling them, 'Yes you can do this,' and then just wish them good luck once they graduated from high school."

Those concerns led EY to Peter R. Jones, Temple's senior vice provost for undergraduate studies, and ultimately to the College of Education, where EY received strong support from Dean Gregory Anderson, PhD; James Earl Davis, PhD, the Bernard C. Watson Endowed Chair in Urban Education; and Juliet Curci, PhD '11, director of school and community partnerships. EY then worked with Michael W. Smith, PhD, the associate dean of academic affairs and faculty development and professor of literacy education, and Kristie Jones Newton, PhD, associate professor of mathematics education, to develop the College Pathways Program.

Under the direction of Smith and Newton, and with the approval of the School District of Philadelphia, doctoral students who themselves are master teachers have designed and are implementing a college preparatory curriculum in reading, writing and mathematics for one class each of juniors and seniors at Frankford HS. These master teachers work together with a Temple student teacher and the regularly rostered Frankford teacher to offer the program, co-teaching two to three days each week.

The focus in the English class is argumentative reading and writing in which the students use texts to write coherent, elaborate arguments. The mathematics instruction focuses on working with comparisons of different solutions to the same problem to determine, for instance, which solution is correct or more efficient. Both classes seek to engage Frankford students in the kind of rigorous thinking that will be expected of them in college.

"The goal is to reduce the number of students who have to take remedial courses in college before they begin to take courses for credit," says Smith. "The remedial courses increase the time and cost for obtaining a college degree and make it much more likely that the students who have to take them will drop out of college."

"This amazing program is a great way to prevent that from happening," says Michael Calderone, principal of Frankford HS. "The ongoing support from Ernst & Young and Temple has been terrific."

Adds Mary Beth Reinhold, the College Pathways English teacher at the high school: "It's definitely preparing them to write better on an argumentative level and it's teaching them how to write across the curriculum."

During the program's first year, in 2014-15, 33 percent of the juniors and 40 percent of the seniors would have placed out of a remedial math class at Temple; 24 percent of the juniors and 23 percent of the seniors would have placed out of a basic writing course. The ultimate goal is for two-thirds of the students to place out of remedial courses.

"We're really pleased with the results from last year," says Shields. "And if the numbers we hope for are realized this year, the first time we will have had students go through the program for two years, it's going to be a wow factor—and will suggest that the odds of these students graduating from college will have gone up substantially."

Mary Beth Reynolds, an English teacher participating in the College MAP Program at Frankford High School, with her students.



FACULTY NOTES

Psychological Studies in Education

Frank Farley, Laura H. Carnell Professor in Psychological Studies in Education, has been elected to the board of directors of the Eastern Psychological Association. This is one of the oldest and largest psychological associations in the country, dating from 1896. He has recently appeared in several national media, including the *New York Times*, *Wall Street Journal*, *Washington Post*, *USA Today*, and the *Boston Globe*, and on the NBC Nightly News with Lester Holt, among others. He has been informed that he is Temple's most quoted expert.

Laura Pendergast, assistant professor of school psychology, organized a July 2016 symposium on international and cross-cultural issues in intelligence testing for the International Testing Commission. She recruited researchers from throughout the world, including Canada, Peru, Pakistan and the United States, to speak about this issue. Along with a Temple PhD student, she will be presenting on the successes and challenges of adapting measures internationally.

She was also invited to participate in a symposium on cultural issues in the assessment of mood disorders. The presentation will focus on an international, eight-site study on post-partum depression. Her findings suggest that physical symptoms which are typically used to diagnose depression, such as fatigue, difficulty sleeping and appetite changes, are not indicative of depression in women who have recently given birth. In all eight countries, these symptoms were normal whether or not the mother had other symptoms of depression. This is important because physical symptoms are included in the diagnostic criteria for postpartum depression, and it can be difficult for practitioners to determine whether the symptoms are due to depression or the normal realities of parenting a newborn.

Avi Kaplan, associate professor of educational psychology, presented at the annual meeting of the American Educational Research Association in Washington, District of Columbia. His presentation included: "Museum Visitor Identification and Engagement With STEM (VINES): A Theory-Driven Process for Designing Transformational Experiences," with Joanna Garner and Kevin Pugh; "Teacher Identity and Motivation: Concepts, Research Designs, and Empirical Examples" with Joanna Garner, Stephanie Hathcock, Yona Davidson, Melissa St. Pierre, Monica D'Antonio, Mariel Halpern, Dana Vedder-Weiss, Liel Biran, Annette Ponnock and Jessica Mansbach; and "Improving Undergraduate Biology Learning and Achievement With a Combined Cognitive-Motivational Intervention" with Jennifer Cromley, Tony Perez, Ting Dai, Kyle Mara, Yona Davidson, Michael Balsai, and Erica Chew.

He also presented: "Harnessing Motivational Science to Promote Equitable College Access Through Enhancing the Test-Optional Admission Decision Process" with Temple University's William Black, senior vice provost of enrollment management; James Degnan, senior advisor at Institutional Research and Assessment; Karin Mormando, director of undergraduate admission; **Joseph Ducette**, senior associate dean of assessment and evaluation and professor of educational psychology; **Annemarie Hindman**, associate professor of psychological studies in education; **Will Jordan**, associate professor of urban education; and **Yasuko Kanno**, associate professor of TESOL.

Policy, Organizational, & Leadership Studies Department

Joan Poliner Shapiro, professor of educational leadership, and Jacqueline A. Stefkovich, authors of *Ethical Leadership and Decision Making in Education*, were the Routledge Education publishing company's November 2015 Authors of the Month. The fourth edition of the best-selling text continues to address the increasing interest in ethics and assists educational leaders with the complex dilemmas in today's challenging and diverse society. Through discussion and analysis of real-life moral dilemmas that educational leaders face in their schools and communities, Shapiro and Stefkovich demonstrate the application of the four ethical paradigms—the ethics of justice, care, critique and profession.

Joseph Folger, professor of adult & organizational development, presented the Spanish translation of his book *Transformative Mediation: A Sourcebook* at the University of Alicante in Spain. He also spoke to practicing mediators in Valencia and Madrid. An interview with him was published in the major newspaper in Valencia, Spain. Folger discussed how mediation can be adopted across diverse dispute contexts as well as the challenges of using mediation in the political sphere.



Top row, left to right: Frank Farley and Laura Pendergast. Second row, left to right: Avi Kaplan and Joe Ducette. Third row, left to right: Annemarie Hindman and Will Jordan. Fourth row, left to right: Yasuko Kanno and Joan Poliner Shapiro. Last row: Joseph Folger.

Message From Susie Suh
Assistant Dean, Institutional Advancement



Greetings from the College!

Last June, my team and I dedicated a few days to plan for the academic year that has just concluded. We asked ourselves: How can we increase our engagement with our alumni and friends? What information would be helpful to our supporters? Aligning with Dean Anderson's strategic vision, we identified and committed to three core values to incorporate into all our communication methods: *community, equity and quality*. From one-on-one visits to social media output and our *Educator* magazine, our goal was to share the college's work regarding these three core principles.

The college kicked off the academic year with our "State of the College" event, during which Dean Anderson shared his vision and goals for the year. Partnerships and collaborations are a major part of the college's agenda. As the dean said, "Without partnerships we can't expand our footprint or the impact that we have on the community."

As this issue of the *Educator* illustrates, the college continues to build partnerships and collaborations with both local and global organizations in order to generate greater impact in the community. Our collaborators share our vision of improving the lives of all children and their families by ensuring every student access to a quality education.

Educators and the schools in which they work, as well as education-trained leaders of various agencies, non-profits and corporations, can be real community game-changers—as all of you, in one way or another, have no doubt experienced. You can help the College of Education make a similar impact in a number of ways. From mentoring our students to funding student scholarships, sponsoring one of many projects that are underway at the college or getting involved in opportunities that allow our students to engage directly with community members.

To find out more about how you can get actively engaged, please contact me. And thanks for your interest and support.

Sincerely,

Susie Suh
Assistant Dean, Institutional Advancement

What Are *You* Doing?

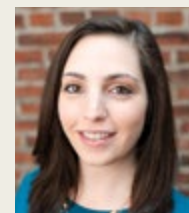
Not everyone gets to turn 100 like Ruth Kravitz Steirman. But at the College of Education, we are proud of all our alumni and want to include an item about you in the Alumni Notes section of the next issue of the magazine. It's a great way to let your former classmates and the rest of the College of 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
223 Ritter Annex
1301 Cecil B. Moore Avenue
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ALUMNI NOTES

Happy 100th Birthday, Ruth Kravitz '36 Steirman



It's not often that College of Education alumni celebrate their 100th birthdays. So it was quite fitting that last Oct. 14, when Ruth Kravitz BA Ed'36 Steirman turned 100, she received a congratulatory birthday card and a Temple coffee mug and tote bag from Gregory Anderson, dean of the College of Education.

Steirman, who now resides in an assisted living facility in South Burlington, Vermont—near her daughter Beryl Robare and son Andrew Steirman—also celebrated with several Burlington firemen. Shortly before her birthday, when she tried to call one of her brothers in Florida who has a 917 area code, she got a call back from the local 911 emergency services office indicating that a police officer was en route to check on her.

When he arrived, she recalls, “He told me that I had to be more careful dialing the phone. I told him: ‘I’m 99, so give me a break.’”

“Are you going to have a party when you turn 100?” he asked.

“I am, and I’ll invite you,” she replied. She did and the officer came with a number of other police officers to enhance her celebration. As a Temple scholarship student, the then Ruth Kravitz commuted to the campus from her nearby home on the 1900 block of West Susquehanna Avenue. She majored in secondary education with a focus on mathematics. One of her fondest memories was her biology lab.

Steirman worked first at the Settlement Houses in Philadelphia and Richmond, Virginia, then as a director of Young Men’s Hebrew Association sites—first in Montreal, where she met her husband, Hy Steirman—then in New York where they moved after their marriage. Steirman, who also worked with her late husband, a publisher, has two children, five grandchildren and one great-grandchild.

Today, the centenarian enjoys visits from, and speaking on the phone with, family and friends, listening to classical music and books on tape—“and eating purple M&Ms.”

1960s

Dianne G. Bernstein, BSEd '64, MEd '74 was one of the artists included in Contemporary Perspectives, an art exhibition held in New York City's Agora Gallery in May and June 2015.

William Blick, BSEd '68 was inducted into the Mid Mon Valley chapter of the Pennsylvania Sports Hall of Fame. The former Owls football player was previously inducted into the Belle Vernon Area High School Football Hall of Fame in 2001. After a 24-year coaching career at Penn Hills High School, he was also inducted into the Penn Hills Sports Hall of Fame in 2009.

1970s

Daniel Baker, MEd '72 announced the 2015 inductees into the Philadelphia Sports Hall of Fame at a luncheon in June. Baker is a hall of famer and the long-time public-address announcer for the Phillies.

Scott M. Schmerelson, BSEd '73, MEd '75 was elected to the Los Angeles Unified School District Board of Education in May in a city election. Previously, he taught Spanish in the School District of Philadelphia and in the Los Angeles Unified School District. He also worked as a counselor, an assistant principal and a principal in Los Angeles.

Arlene Nisson Lassin, BSEd '78, MEd '81 began contributing to *The Huffington Post*. Her career has also included writing people and religion features for the *Houston Chronicle*. In addition, Lassin began a blog called Hot Flashes 10 years ago.

Tana Reiff, MEd '78 published *Signs of Lancaster County: A Photographic Tour of Amish Country* with Schiffer Publishing. New editions of four of her titles from the Hopes and Dreams series of immigration stories also were published by Pro Lingua Associates. In addition, more than 80 titles of her fiction and folktale retellings have been used in literacy and ESL programs since 1979.

Lisa Kaplan, BSEd '79, MEd '86 was selected to receive thebestschools.org's EscalanteGradillas Best in Education Prize. She is principal of Andrew Jackson Elementary School in South Philadelphia. The award includes a prize of \$10,000 for the educator and an additional \$10,000 for the winner's school.

Roseann B. Termini, MEd '79, LAW '85 presented at the fifth annual continuing legal education program "All Matters FDA: The Year in Review, Crimes, Misdemeanors and More." The event, which concentrated on the Food and Drug Administration's accomplishments across the food and drug law spectrum, was held at Widener Law Delaware. Termini also was reappointed vice chair of the Health Law Committee of the Pennsylvania Bar Association and appointed to the Ethics and Professional Responsibility, Plain Language, Legal Services to Persons with Disabilities, and Agriculture Law committees.

1980s

Joseph N. Bollendorf, BSEd '82 was named superintendent of schools by the Washington Township, New Jersey, Board of Education in September. Previously he served for nearly six years as executive principal of Washington Township High School, where he had worked in an administrative role since 1997.

CJ Rhoads, MEd '85 published *Telehealth in Rural Hospitals: Lessons Learned from Pennsylvania* which illustrates telehealth implementations in rural settings and supplies an overview of telehealth as well as an assessment of its economic impact. The book is a report of a year-long investigation funded through grants from The Center for Rural Pennsylvania.

1990s

Frank Stepnowski, CLA '90, MEd '96 has self-published three books that have been on Amazon's top 10 list in the Teachers category for more than a year. His first book, *Why Are All the Good Teachers Crazy?*, stayed on that list for more than five years. Proceeds from his books go to the Wounded Warrior Project. An English teacher at Pennsauken High School in New Jersey, Stepnowski also was named a Phillies 2012 Teacher All-Star.

William P. Martin, EdD '91 recently published *Wonderfully Wordless: The 500 Most Recommended Graphic Novels and Picture Books* with Rowman & Littlefield. He also wrote *A Lifetime of Fiction: The 500 Most Recommended Reads for Ages 2 to 102* and *The Mother of All Booklists: The 500 Most Recommended Nonfiction Reads for Ages 3 to 103*, both issued in 2014.

John P. Creveling, MEd '93 is one of 13 artists whose work was selected to appear in the Parkinson's Disease Foundation's 2015 Creativity and Parkinson's Calendar. His painted shutters were the featured art for the month of July. Creveling is a career and leadership consultant and a veteran of the U.S. Army. Shortly after he was diagnosed with Parkinson's in 2009, he began to paint.

Ajay K. Raju, BSEd '93, LAW '96 received a 2015 Philadelphia Maneto Award, given to individuals who embody the Philadelphia civic flag's message, "Philadelphia maneto [Let brotherly love continue] through peace, hope, justice and prosperity."

Loria McIntyre, MEd '97 was awarded the Teacher of the Year Award by the Metropolitan Baltimore Alliance of Black School Educators (MBABSE) and the Baltimore Teachers Union (BTU), which recognizes outstanding teachers in the Baltimore City Public School System. She has been teaching in Baltimore City Schools for 10 years. The award was presented to Loria on May 20, 2016 at the annual Scholarship Banquet.

Bridget A. Haines-Frank, MEd '98 was appointed as Dean of Students at Neumann University in Aston, PA and began her new role at the end of September 2015. In addition, she was appointed Institutional Representative (IR) to the American Council on Education (ACE) Pennsylvania Women's Network.

2000s

Alphonso Evans, BSEd '00 became the principal and CEO of Southwest Leadership Academy Charter School in Philadelphia in 2010. During the 2012–2013 academic year, Southwest Leadership Academy earned one of the highest School Performance Profile scores of all city schools from the Pennsylvania Department of Education.

Rhonda A. Waskiewicz, EdD '02 was named dean of the College of Health and Education at Husson University in Bangor, Maine. Waskiewicz previously served as interim dean of the School of Education at Wilkes University in Wilkes-Barre, Pennsylvania.

Viveca Williams, BSEd '02 was appointed principal of the Charles Olbon Elementary School in Woodland Park, New Jersey. Previously she held positions as chief innovation officer for the Newark Public School District and as principal of the 13th Avenue/Dr. MLK Renew School, also in Newark.

Matthew J. Lawless, BSEd '06 has served as director of athletics at Cambridge High School in Milton, Georgia, for three years.

Christopher J. Campion, BSEd '07 published a novel, *The Jiu-Jitsu Bum*, with Northampton House Press. He teaches English and literature at Lackawanna College in Scranton, Pennsylvania.

James P. Gallagher, MEd '08 was appointed principal of West Catholic Preparatory High School in West Philadelphia. He is the first lay principal in the history of the 98-year-old school. He also has coached track and field at Saint Margaret Parish Elementary School in Narberth, Pennsylvania, since 2010.

2010s

Dan Campbell, BSEd '11 tweeted for Owls @Work from the road during his band's national tour. The lead singer of The Wonder Years, Campbell founded the band in 2010 with Matt Brasch, TFM '09, and others. The Wonder Years' 2015 tour took them across the U.S. and the U.K.

Roneisha D. Smith-Davis, BSEd '12 owns and directs B'Ella Ballerina Dance Academy, which opened in North Philadelphia in January 2014 and offers classes for boys and girls in African, ballet, hip-hop, jazz, tap, tumbling and more, as well as academic tutoring and etiquette classes. The academy has been invited to perform at Walt Disney World Hollywood Studios in Orlando, Florida, in summer 2016.

Harmony Cross, MEd '14 was crowned Miss Black Philadelphia USA 2015. Cross is a student affairs administrator at Widener University. While working toward her bachelor's degree from North Carolina Central University (NCCU), she reigned as Miss North Carolina Central University 2012–2013. In that role, she developed an on-campus mentoring organization called Lady Eagle Development and founded NCCU's annual Women Empowerment Symposium.

Sean P. Killion, EdD '15 started his term as president of the Friends of Archbishop Ryan High School Alumni Association. As the associate director for assignments and billing in the Office of University Housing and Residential Life at Temple, Killion works with students to secure on-campus housing.

UPCOMING EVENTS

Save the Dates!

HOMECOMING WEEKEND

Temple University's Homecoming Weekend 2016 will be held Sept. 23-25. We look forward to seeing you there. Go Owls!

STATE OF THE COLLEGE

Join Dean Gregory M. Anderson the evening of Thursday, Oct. 27 to celebrate the College of Education's achievements during the past year and to discuss upcoming initiatives. The event includes a Q & A with the dean that will be followed by a reception.

Dean Gregory M. Anderson addresses the audience at the 2015 State of the College.



IN MEMORIAM

'30s

Leona P. Blumenthal, EDU '37
Kathryn J. Martin, EDU '39, '50

'40s

John Frederic Kraus, EDU '42
Henry Kates, EDU '45, '49
Evelyn G. Parker, EDU '47, '57
Arthur R. Driedger Jr., EDU '48, '59, CLA '62
Harry N. Dubin, EDU '48, '51, '62
Elizabeth K. Smith, SED '48, EDU '70
Bette P. Brenna, EDU '49
Benito A. Farnese, CPH '49, EDU '53
Robert C. Lafferty, BYR '49, EDU '54
Daisy W. Reaves, EDU '49

'50s

Carolyn B. Croll, CPH '50, EDU '51
Jennie Z. Crum, EDU '50, '59
Barbara W. Lubar, TYL '50, EDU '50
Harold C. Brandt, EDU '51
Miriam Shaten, EDU '51
John H. Christ, EDU '52
Harriet Goodis Goldstein, EDU '53
Fannie Kurman Kelner, EDU '53
Esther G. Perlman, EDU '53, '75
James S. Royer Jr., EDU '54
Sandra S. Korsin, EDU '56
Walter B. Freas Jr., EDU '57, '58
Edward Maier, EDU '57
Richard F. Wilcox, EDU '59, CLA '62

'60s

Robert V. Brown, EDU '60
Margaret A. Peak, EDU '61
Bertha K. Shade, EDU '61
Miriam E. Klein Chanin, EDU '62, '67
Agnes A. Dick, EDU '62, '65
Esther L. Friend, EDU '62
Martin Meltz, EDU '62
Stanley Toll, CLA '63, EDU '66
Kendrick H. McFarlane, EDU '65
Barbara S. Welliver, EDU '65
Robert S. Williams Jr., EDU '65
James A. Zaffarano, EDU '65
Michael A. Digiacomo, EDU '66
Palmer L. Frey, EDU '66
Jacqueline Sheppard, EDU '66, '73
Joseph R. Dawson Sr., EDU '67
Robert W. Mayer, EDU '67
Sherry Goodman, EDU '68
Douglas C. Jackson, EDU '68
Dianne V. DeGiacomo, EDU '69
Florence Faggen, CLA '69, EDU '73
Thomas D. McVey, EDU '69
Jerome L. Simons, EDU '69

'70s

Naomi E. Berry, EDU '70
Hind M. Jacob, EDU '70, '80
Helen K. Kimpel, EDU '70
Janet L. Phillips, EDU '70
Henry K. Staiger, EDU '70
Nadine P. Williams, EDU '70
Catherine M. Woynarowski, EDU '70
Betty Thurman Bennett, EDU '71
Bess G. Dubin, EDU '71, '74
Sheldon Ort, EDU '71
Samuel J. Pinizzotto, EDU '71
Rachel Bacon Bull, EDU '72
James J. Mervin, EDU '72

IN MEMORIAM:

Charlotte R. Parris



The College of Education is mourning the passing of Charlotte Rosemond Parris BS Ed '76 *magna cum laude*, a devoted West Philadelphia kindergarten teacher and a long-time member and former president of the College of Education Alumni Association Board. The West Philadelphian died Dec. 27, 2015, at the age of 71.

"She was Temple Made and Temple Proud, and spent many hours volunteering for the college and the university," says Sandra Gould, BBA '89, MEd '10, a board member who was invited to join the board by Parris. "She was a valued mentor, a loyal friend and a pillar in the community and on the board."

Gould notes that, as a board member for nearly 40 years, Parris chaired every one of the board's committees and implemented a variety of activities that increased board participation and involvement in the College of Education. "She knew how to build and sustain lasting, meaningful relationships," says Gould.

For four decades Parris also was a dedicated, loyal member of the Delta Sigma Theta Sorority Inc. She devoted many hours serving as a collegiate advisor of undergraduate members of the sorority at LaSalle, Temple and West Chester universities.

She accomplished all this while teaching two generations of kindergartners at the Samuel B. Huey School in West Philadelphia—including continuing to teach for eight years following a stroke, until her retirement in 2009.

"She had no children, except for her students, and her affection for and commitment to her students was unwavering," says Gould, who works with K-5 autistic children in the Perkiomen Valley School District while working on her pre-K to 4 certification and master's degree at the College of Education. "The way she had those kids trained was almost like a finishing school. They were so polite and mannerly, and after her stroke they helped her teach them.

"I loved Charlotte," adds Gould. "She will be forever missed, but never forgotten."

Kenneth J. Samara, EDU '73
Nalda E. Strumfels, EDU '74
Barbara A. Ferrino, EDU '75
Judith A. Bulman, EDU '76
Constance M. Nozilo, EDU '77
Ann B. Corcoran, EDU '78
Yvonne M. DiSanto, EDU '78

'80s

Philip E. Gerney, EDU '80
Leon Bass, EDU '81
Ronald F. Cropper, EDU '81, '86
Wendy J. Hafford, EDU '81
Teresita Fernandezvina, EDU '82
Ana M. Rosal, EDU '83
Joyce I. Jennings, EDU '84

Earl R. Jones, EDU '84
Robert R. Smedley, EDU '85
Joseph A. Boisse, EDU '86
Elaine L. Raymond, EDU '89
Lillie W. Thaniel, EDU '89

'90s

James M. Brofee, EDU '92
Karen K. McCormick, EDU '92

'00s

Timothy F. Collins, EDU '00



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Why I Give

“My master’s program at Temple, where I transitioned from being an elementary school teacher to a performance consultant, was an impactful, life-changing experience. For the first time, I was able to experience what it meant to be an organizational consultant—and the influence that someone in that role can have in a business setting. Prior to my Temple experience, the word ‘consultant’ was vague. It was through my education at Temple that I embraced the role of consultant, which set me on my 30-year career path.

“Thanks to my study at Temple of group dynamics in organizational settings, I was able to start a consulting firm which my husband Jim soon joined, open offices in both Pittsburgh and Toronto, co-author seven books and win numerous awards for thought leadership in human resources.

“I firmly believe in ‘paying back.’ That’s why I have placed a bequest in my will to provide scholarships to future students. From pre-school development to university-level schooling, our country requires an educated populace if we are to be competitive and relevant in the future.

I encourage those reading this article to reflect upon the benefits they have realized in their life that are directly, and indirectly, connected to the educational foundation received at Temple. And then consider the question, “What can I do to help ensure future generations have the same opportunity I had to study at Temple?”

“My answer is to provide a bequest in my will. It’s a small way to say ‘thank you’ to the institution that set me on my career path.”

—Dana Gaines Robinson, MEd '79