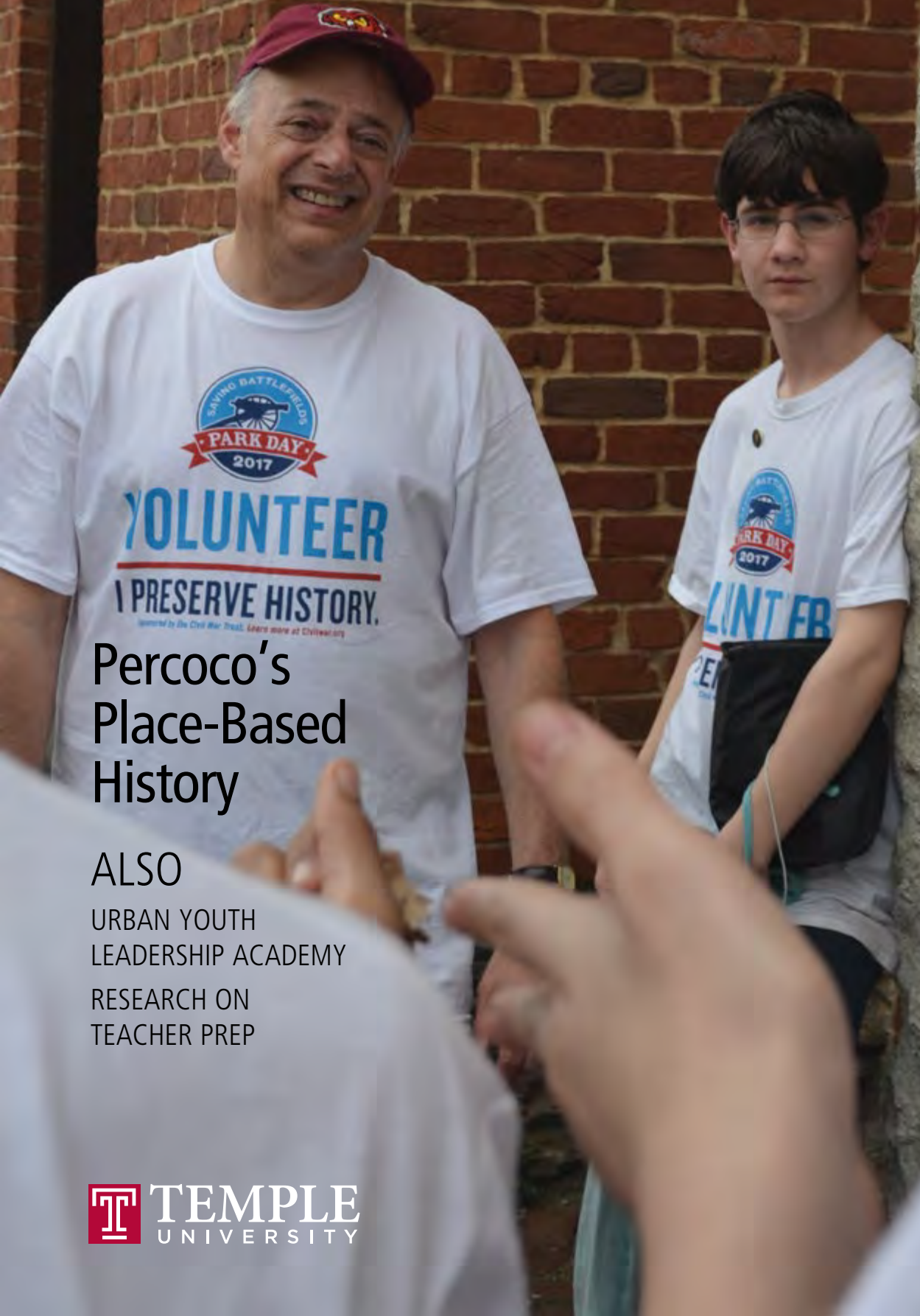


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SPRING 2017



Percoco's Place-Based History

ALSO

URBAN YOUTH
LEADERSHIP ACADEMY
RESEARCH ON
TEACHER PREP

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**On the Cover: James Percoco, BSEd '79,
speaking to his students in Harpers Ferry
National Park**

Photo credit: Bruce C. Beans



DEAN'S MESSAGE

DEEPLY ENGAGING WITH OUR NEIGHBORHOOD SCHOOLS



Pursuing our philosophy of community engagement, the College of Education is in the process of launching a multi-faceted, place-based initiative designed to improve the educational outcomes for K-12 students in our North Philadelphia neighborhood.

To do so we are partnering with the Philadelphia School District's Neighborhood Network 4 schools to see how we can marshal the full breadth of our faculty and programmatic expertise. The goal: to support not only academic success but also help schools and teachers address social and behavioral challenges that impact student achievement.

As a commitment to our mission, we are extending our focus of producing great teachers to address other school district and student needs. Our Department of Psychological Studies in Education, our Institute on Disabilities, our Center for Technical Education and our Intergenerational Center can all work in tandem with our teacher education programs to positively impact neighborhood students.

One example: the CTE fair we sponsored that brought hundreds of local elementary and high school students to our campus last November to introduce seventh graders to their CTE public high school options (see Page 14).

Meanwhile, by next semester we potentially could have 10 new full-time faculty members. That's a result of enrollment gains, particularly in our master's programs, as well as significant growth in our recently introduced undergraduate human development & community engagement major and an uptick in undergraduate education majors.

I also am extremely proud of our faculty because of the research grant support they garnered this past academic year has surpassed \$13 million. On a per capita basis, that is the highest research support level of any of Temple University's colleges or schools, including the School of Medicine and the Colleges of Engineering; Public Health; and Science and Technology. Education researchers almost never outpace their science peers at R1-level research institutions such as Temple.

Their performance is phenomenal, and I am really proud of them, both as researchers and teachers.

Finally, to allow our students to take full advantage of our faculty's impressive breadth, during the next academic year we will begin moving to a more fully integrated curricula. That will allow us to provide both our undergraduate and graduate students with more shared learning opportunities. For example, if the path a student is pursuing involves organization, we want them to be able to take adult organization and development courses; if it involves cognition, they should be able to take educational psychology courses.

Our goal: to make sure we always provide our students with the best learning experiences possible.

Thanks so much for your interest and support. We really value it.

Gregory M. Anderson, PhD
Dean

OUR STUDENTS SPEAK



Jon Campione

Class of 2017, Secondary Education and History,
Glenolden, Pennsylvania

“As an only child, I always looked towards my parents and my teachers as role models, and I was fortunate to have teachers at Interboro High School for AP world and AP U.S. history who really motivated me to want to be like them. Whenever I was in their classrooms, I dreamed of ultimately being even just half the teachers that they were.

“Like them, I want to teach history and social studies because, looking through the lens of history to see how humans have interacted with each other, you see what it’s like to be a model citizen and active participant in our country and across the globe. I think that’s really important in terms of being successful in one’s life.

“As my work-study assignment, I am a development intern in the college’s Office of Institutional Advancement, which has enabled me to network with alums. I’m also a volunteer for Student Today, Alumni Tomorrow, the college’s ambassador program in which we volunteer at open houses and Accepted Students Day to encourage students to enroll in the college. And I’m also vice president of the Phi Sigma Pi honors fraternity.

“As an education major, I’ve enjoyed the fact that most of my professors teach or have taught, so they are not only showing us what they know but also letting us know: ‘If we can do this, so can you.’

“Overall, my experience in the College of Education and the application-based work that I’ve done has really helped me develop a sense of confidence in myself that I didn’t have previously. I just feel very in control of myself teaching in front of a group of students.”

Jennifer Núñez

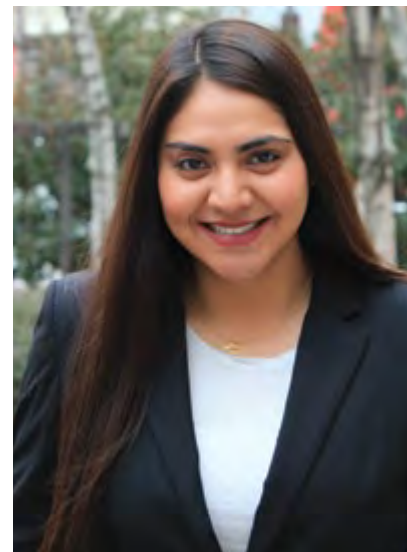
2018 MEd in Urban Education candidate, Oklahoma City, Oklahoma

“I was born and raised in Oklahoma City and graduated last May with a BA in pre-law/communication from the University of Oklahoma. I was heavily involved in multicultural student affairs and diversity enrichment programs. Since 8th grade, I participated in federal TRiO programs—Talent Search, Upward Bound and Project Threshold—which support students from marginalized backgrounds. As an undergraduate student, I was selected for the Ronald E. McNair Postbaccalaureate Achievement Program—an opportunity to conduct research that allowed me to learn deeply about injustices that exist within the U.S. criminal justice system.

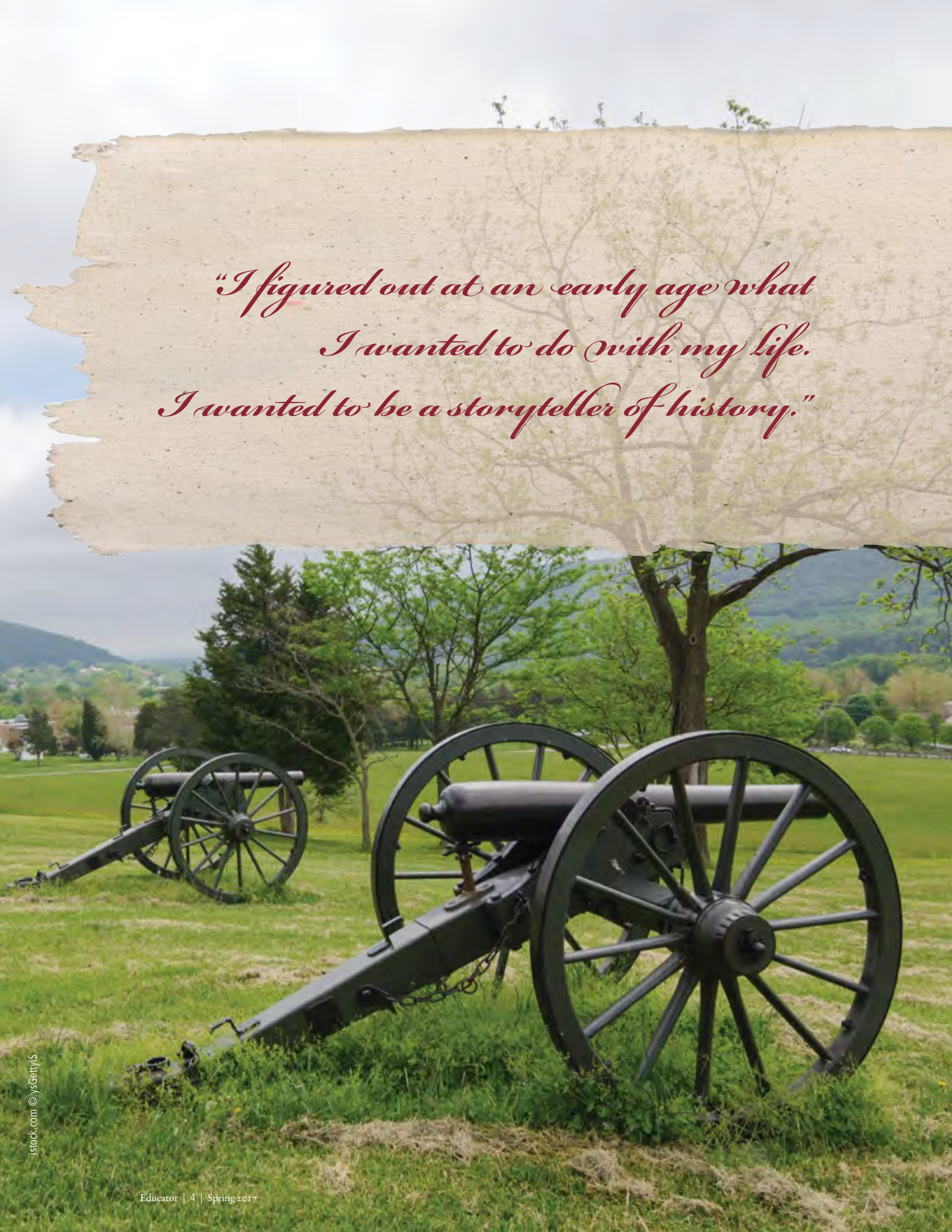
“I originally wanted to pursue law school, but my TRiO and McNair experiences inspired me to get involved in education. I was drawn to Temple for its focus on

social justice, and to Philadelphia, because I understand education to be one of the most powerful equalizers between the advantaged and the disenfranchised. The possibilities that exist in Philly offer an incredible opportunity to explore education, the only institution that demands the participation of nearly every member of U.S. society.

“This year, I have been working as a graduate student assistant in the College of Education’s Office of Enrollment Management and Marketing. This semester, I collaborated with Building 21 High School to introduce “Empowered Within,” a professional readiness program that aims to help high school students in North Philly explore their postsecondary goals in a space that builds on cultural, ethnic and lived experiences.



“In the future, I would like my career to focus on empowering historically marginalized students and improving their higher education experiences. My vision is to bridge community identities and university relations.”



*"I figured out at an early age what
I wanted to do with my life.
I wanted to be a storyteller of history."*



Jim Percoco: PUTTING HISTORY IN ITS PLACE

Jim Percoco, BSEd '79, recently stood in Harpers Ferry National Park beside a stone monument erected to honor Heywood Shepherd. The black railroad watchman was the first person killed during abolitionist John Brown's ill-fated 1859 plan to trigger a slave rebellion by raiding the federal armory in what is now Harpers Ferry, West Virginia.

A passionate proponent of place-based learning, Percoco had brought 14 sixth- to 12th-graders from the nearby Loudon School for the Gifted in Ashburn, Virginia, for a combined service day and field trip. After some of the older students had spent weeks debating the morality of Brown's actions, as well as reading a novel and a history book, watching a movie and listening to songs about one of the Civil War's major catalysts, they and the younger students had come to experience Harpers Ferry first hand.

And no monument, Percoco knew, underscores the dicey issue of slavery and race relations that continues to plague this country better than the Shepherd memorial. Erected in 1931 by the United Daughters of the Confederacy and Sons of Confederate Veterans, it lauds Shepherd as "an industrious and respected colored freeman" who exemplified "... the character and faithfulness of thousands of negroes who under many temptations throughout subsequent years of war, so conducted themselves that no stain was left upon a record which is the peculiar heritage of the American people, and an everlasting tribute to the best of both races."

"What does this tell you about us as a people?" Percoco wondered.

"I suppose it shows that monuments can be controversial," said freshman Sophia Durbin.

"You look like you don't want to look at it," Percoco observed. "Why?"

"Well, I guess it makes me feel uncomfortable," she said. "Usually monuments are meant to honor and respect the past."

"How many of you also feel uncomfortable?" Percoco asked, eliciting a show of raised hands. "Why?"

"Because you don't really know what side to take," explained seventh-grader Kodiak O'Masta.

"Let's play with that."

"Either it's a good thing to have," responded O'Masta, "because it tells history as it is, or it's a bad thing to have because this is a part of history that we don't really need to tell ... But we do need to tell this."

"Tessa, where do you stand with this argument?"

"I hate this, I'm sorry, I really don't like this!" said Tessa Keyser, a senior who, like Durbin, was taking Percoco's jointly taught "Arc of Justice" civil rights/social justice class. "To me, it feels like they're saying that slaves were okay with what they were doing and they should be honored because they didn't stand up and make a mess."

"I don't think it's portraying history as it was. It's one group's attempt to justify and feel less guilty about history."

"Okay, let's talk about that," Percoco says. "Why does this country seem to have to feel guilty?"

"... James Percoco shows teachers how to bring that history alive within their classrooms, whether they're located along the route or in some other part of the nation. A wonderful resource."

—Ken Burns, documentary filmmaker, on Percoco's latest book

According to David McCullough, the best-selling popular historian and an occasional pen pal of Percoco's, "The secret of the Percoco classroom magic is that unbeatable combination of a love of teaching and an all-out love of his subject."

Says Percoco, "The more you can get kids to connect and achieve a personal contact with the past, the more relevant it is. Being at a historical site or looking at a monument gives you a kind of immediacy that allows you to get into your emotional intelligence—particularly if you have background that you can bring with you to the narrative of the site."

Until he stepped down in 2012, for 32 years at West Springfield High School in Springfield, Virginia, Percoco taught United States and applied history—his active, hands-on, integrated approach to the subject. During that time, the 2011 National Teachers Hall of Fame inductee taught 36 students who ultimately became National Park Service rangers. Others have become public historians and history or social studies teachers.

Last September, Percoco began teaching twice a week at the Loudon school. Since 2013, he also has been a teacher-in-residence developing curriculum materials for both the Journey Through Hallowed Ground Partnership (JTHGP). The non-profit, four-state partnership highlights the rich history—Civil War battlefields, Harpers Ferry and multiple presidential sites—to be found along the 180-mile-long National Heritage Area that stretches from Gettysburg, Pennsylvania, to Monticello, Thomas Jefferson's home in Charlottesville, Virginia.

In conjunction with his teacher-in-residence role, his fourth book, *Take the Journey: Teaching American History through Place-Based Learning*, focuses on that hallowed ground. It was published in April. Concurring that the region "teems with history," in a book blurb documentary filmmaker Ken Burns wrote, "... James Percoco shows teachers how to bring that history alive within their classrooms, whether they're located along the route or in some other part of the nation. A wonderful resource."

It is designed both for teachers who can take their students to some of the JTHGP sites and for others to link digitally to some of the book's resources. But, he contends, his recipe for place-based learning can work anywhere, even if a school is not located in or near Washington or Philadelphia.

"I encourage teachers to look at their local historical societies and cemeteries and work with people there," says Percoco. "Just because a place isn't part of the grand narrative of American history doesn't mean you can't find historical nuggets in your community for your students to explore."

His recipe for engaging students includes:

- Eschewing textbooks in favor of history books, historical novels and primary sources, including facsimiles of actual documents. "I think the history found in textbooks written by committees is really bland," says Percoco, who has been an educational consultant for the National Archives and served on two NPS Advisory Board committees. "Kids need to wrap themselves in really good narrative histories like those written by David McCullough and Doris Kearns Goodwin. Great writers tell great stories, and that's what history is all about."
- Setting up group and individualized field trips, including assignments to research parks, monuments or individualized names, such as those engraved on the Vietnam War Memorial, or to conduct video interviews of World War II veterans
- Getting parents involved in the individualized trips to generate family dialogues
- Assigning journaling to allow students to reflect on their experiences
- Encouraging volunteering and internships at historic sites.

From 1991 to 2012, students in Percoco's West Springfield High applied history class contributed more than 30,000 hours to museums and historic sites and agencies, interning at such sites as Mount Vernon, Ford's Theatre and Arlington House, Robert E. Lee's former home in what is now Arlington National Cemetery. They did everything from public programming to curating collections and managing data bases.

Ten years ago, one of those students was Jin Prugsawan, whose desire to wear a hoop skirt as a costumed interpreter intern at Arlington House ultimately ended her thoughts of pursuing a science career. While earning a dual degree in history and communications at George Mason University, Prugsawan continued working for the National Park Service, for whom she has worked ever since.

"Mr. Percoco had a very personal approach to history," she recalls. "We didn't learn about James Madison in a textbook but through the letters he wrote to his family. And he really valued how transformative it can be to be in a place where history occurred."

Today Prugsawan is a supervisory NPS ranger in North Carolina in charge of interpretation at both the Fort Raleigh National Historic Site, the site of England's first New World settlement, and the Wright Brothers National Memorial. Echoing her mentor, she says, "If you can stand where the Wright brothers first flew and tell people about flight, it's a totally different feeling."

*The 2011 National Teachers Hall of Fame inductee taught
36 students who ultimately became National Park Service rangers.*

Or consider 2000 West Springfield graduate Priya Chhaya, who discovered history was in her heart in Percoco's classes. Since earning history degrees at the College of William and Mary (BA) and American University (MA), Chaya has been a public historian for the National Trust for Historic Preservation in Washington. She manages online content geared to professional preservationists.

"Mr. Percoco gave me a great foundation," she says. "His philosophy is that you really need to visit the places where history happened so that you can get a sense of the context. Sometimes you don't understand *how* people lived without seeing *where* they lived."

Born and raised in Concord, Massachusetts, the married father of two adult daughters believes he was, "hard wired to enjoy and study history." Each April 19, Percoco attended Patriots Day programs commemorating the beginning of the American Revolution at the town's Old North Bridge. That is where, he writes in his latest book's introduction, "I figured out at an early age what I wanted to do with my life. I wanted to be a storyteller of history."

After moving at the age of 12 with his family—he is the oldest of six siblings—to Westchester County, New York, Percoco came to Temple's College of Education in 1975. Majoring in secondary education social studies, he partially financed his education with a scholarship he earned as a student athletic trainer for the Owls' football team.

"I don't think there's any way that I could have become the teacher that I am without Temple," he says. "My father was an upper-level IBM manager and I led a very sheltered life in upstate New York.

"To be at Temple at that time was a very different world for me. Being in an urban area and taking such required courses as African American and non-Western history opened me up and prepared me for the demographic shift which eventually took place in Fairfax County, Virginia"—where over the course of three decades the student population of West Springfield H.S. went from 98 percent white to nearly a minority majority.

At the Shepherd memorial in Harpers Ferry, Percoco moved the dialogue along with his students and his colleague, English teacher Deborah March, for another 15 minutes. They talked about how such sites as the Manzanar National Historic Site in California, one of the World War II internment camps for Japanese-Americans, and the 1890 Lakota Wounded Knee Massacre site are preserved and interpreted. At Percoco's prompting, they also debated whether the president of the United States, or a group of prominent U.S. leaders, should publicly apologize for slavery. Yes, most agreed, but there was no unanimity regarding who, or how many, should do so, or what good it would do.

"This is ... a narrative that we are all part and parcel of," Percoco concluded. "My ancestors didn't get here until the 1890s. They came to Ellis Island from Italy, Ireland and Denmark. But I also know that the things that I've been able to achieve as an individual are, in part, because of the color of my skin.

"... We can't end this conversation today, next week or next month, but it's a conversation that has to continue and you guys are the stewards who will not only care about our parks like Harpers Ferry, but you're also going to be the stewards of where we go in the future."

Reflecting on the experience a few days later, senior Tessa Keyser wrote: "I had a moment where the classroom learning and the reality of the historical events came together. We walked into the fort where John Brown fought and was captured.... Being there made the knowledge change from interesting yet distant to real and important to me."

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



Student volunteers from the Loudon School for the Gifted picking up fallen branches to spruce up the grounds of Storer College, now part of Harpers Ferry National Park. In 1906, the historically black college (1867–1955) hosted the second conference of the W.E.B Du Bois-led Niagara Movement, a forerunner of the NAACP.



URBAN YOUTH LEADERSHIP ACADEMY AIMS 8TH-GRADE BOYS OF COLOR TOWARDS SUCCESS



One late February afternoon, six 8th-grade African American boys were peering at their laptop computers in a room in the College of Education's Ritter Hall. They were trying to figure out how to budget and leverage \$400 seed grants they have each received to jumpstart individual community improvement projects they are leading at their local elementary schools—either the Tanner G. Duckery or Paul Lawrence Dunbar schools. Assisting them were both student and adult male mentors.

It is all part of the Urban Youth Leadership Academy (UYLA), a nine-month-long pilot project launched under the umbrella of the Bernard C. Watson Endowed Chair in Urban Education. Its goal: to increase the likelihood of graduating from high school and to begin creating a pathway to college for students from underrepresented segments of society.

The pilot program is being funded by a generous donation from Nancy Washington, the daughter of the late Tanner G. Duckery.

"They've been given the responsibility of raising additional funds, budgeting for their projects and allocating and accounting for the money," says James Earl Davis, professor of higher education and the Watson Endowed Chair. "It's an opportunity to give back to their communities and it's also a real world experience guided by mentors. We think it's a great idea, and the boys do too."

Takir Spain, an 8th-grader at Duckery, has launched a fundraising drive to buy supplies that will enable teachers at his school to provide more project-based learning activities. "There is a lot you can't learn if you don't have the proper materials, so I am raising money to buy more supplies so kids can go to high school and college and come back and make a difference in our neighborhood and community," he says.

Other students' leadership projects include: a home run derby at Dunbar involving both students and Philadelphia police officers to enhance police-community relations and raise funds for the school; planting flowers and cleaning up the Dunbar school



At left: Juwan Bennet, BA '13, MA '16 and current PhD student, leading a mentoring session.

Below: Mentor Ricardo Calderón (left) and David Williams (right) during a mentoring session in the College of Education's Shimada Resource Center.

yard; a professional development workshop for Duckery's teachers to enable them to create fun, engaging student activities; and a mural at Duckery that will depict Mrs. Washington and her late husband Milton reading to a child.

Juwan Bennett, BA '13, MA '16, both criminal justice, and a current a PhD criminal justice student, leads the pilot program. "My focus is on juvenile justice with the aim of developing prevention programs that keep adolescents away from the criminal justice system by giving them the necessary tools to not only be successful in high school, but also to be successful in college and life," he says.

Bennett notes that programs with concepts similar to UYLA exist to support disadvantaged high school students, and, while an undergraduate at Temple, he himself benefited from the McNair Scholars Program, a federal program funded by the U.S. Department of Education that prepares undergraduate students for doctoral studies through involvement in research and other scholarly activities.

However, says Bennett, UYLA intervenes even earlier, when students are still in middle school grades. It is designed to burnish the students' resumes in order increase their chances of being admitted to more competitive high schools. Also, adds Bennett, "It provides these youths with the opportunity and resources to learn about and demonstrate their leadership skills right now. They don't have to wait until they are older, they can make an impactful difference now."



Bennett, who entered Temple when he was 15 and is now only 23, is being assisted by Tamir Harper, a 16-year-old student at the Science Leadership Academy. He chairs the Philadelphia Youth Commission, works in the office of state Rep. Joanna E. McClinton and interns with the Mayor's Office of Education. "They are both great models for the boys in the program, who really connect with them because they see them as reflections of the possibilities of educational achievement and community impact that they can also attain," says Davis.

The men of color who are providing one-on-one mentoring to the youths include: Anthony Bellmon, chairman of Millennials in Action; Ricardo Calderon, BA '12 film and business, program manager of the Philadelphia Youth Commission; Jeffrey C. Jones, the BMe community manager in Philadelphia; the Rev. Michael Robinson, the senior pastor of Greater Enon Missionary Baptist Church and the director of community outreach and hiring at Temple University's Office of Human Resources; and College of Education alumni Antonio Romero, BS Ed '10, the community schools coordinator for the Mayor's Office of Education.

"I advocate for young people because I am a direct product of a number of mentors in my life who really made me believe that I could achieve my goals and dreams," says Calderon, the son of Dominican immigrants who was born in New York City and raised in Lancaster, Pennsylvania. "This program is unique because we're empowering them by asking questions such as 'What would you like to do?' and 'What would you like to change?' It's giving them a leadership role."

Next year, the College of Education hopes to replicate the UYLA and further strengthen it by having this year's cohort come back from high school to advise the new UYLA participants as additional mentors. "In the future, our other goal is to offer the program to a cohort of female 8th-graders," says M. Meghan Raisch, the college's education engagement specialist. "Boys get a lot of focus, as they should, but we sometimes neglect our females of color, and they could benefit as well from the UYLA."

To support the Urban Youth Leadership Academy and/or the Bernard C. Watson Chair in Education, please reference the enclosed remittance envelope.

TU Research Suggests Colleges of Education Should Provide More In-Service Support For New Urban Teachers

Can anything completely prepare someone to teach in under-resourced, high-need, often dysfunctional inner city schools? What does it take to survive the early years of teaching in such schools in Philadelphia? And what is the relationship between teacher preparation programs and the quality of the teachers in those schools?

Those are the questions that Will J. Jordan, associate professor of urban education, and Peshe C. Kuriloff, professor of secondary education, have been exploring for the past two years. Funded by a \$476,000 William Penn Foundation grant, their research represents a collaborative effort that brings together nine local colleges and universities that prepare students who teach in public or charter schools in the School District of Philadelphia. (SDP). Their purpose was two-fold: First, to identify best teacher prep practices that can help education graduates better negotiate the often-perilous early years teaching in city schools. Secondly, to identify what the SDP can do better in terms of school placements and instructional supports to smooth the transition from pre-service into classrooms and help those young teachers succeed.

The collaborating colleges of education, which all send student teachers into Philadelphia public schools and have graduates teaching in the school district include Bryn Mawr, Haverford and Swarthmore colleges and Drexel, Eastern, Holy Family, LaSalle, Temple and St. Joseph's universities. All are part of the Teacher Education Alliance, which was formed six years ago with the support of both the Ford and William Penn foundations.

The study included:

- survey responses of 395 teachers who graduated from one of the Teacher Education Alliance schools and either are teaching or have taught in the SDP during the past 10 years
- interviews and classroom observations of 20 of these teachers; and
- teacher assessment and student achievement data provided by the SDP for all of the 395 survey respondents—which showed no statistically significant difference between the results for graduates of the various education programs.

Several of the survey results underscore the importance of the research:

- less than half of the respondents, 45.7 percent, expect to teach for more than 10 years

- 41.7 percent found their first year of teaching “much more difficult” than they expected.

Other key survey results include:

- respondents felt least prepared to manage their classrooms
- they felt the time they spent student teaching had the greatest impact on their preparedness
- during their training, only 51 percent felt that they spent enough time with their supervisors and only 60 percent felt they spent enough time with mentor teachers
- more than two-thirds felt there was too much emphasis in their education classes on theory.

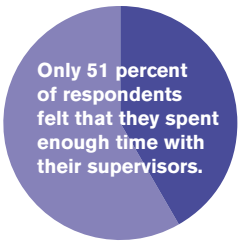
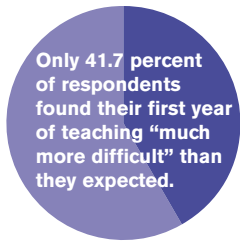
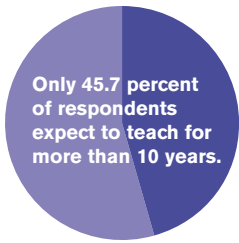


Will J. Jordan,
associate professor of urban education



Peshe C. Kuriloff,
professor of secondary education





Such classes, says Kuriloff, understandably do not prepare students well enough for teaching students who, for example, may not have eaten or may be suffering from home insecurity or various forms of trauma.

“Our data, our observations and our interviews all clearly indicate that a majority of the teachers from all of these institutions do not feel prepared to teach in Philadelphia largely because they confront situations and circumstances that they did not experience in their training,” says Kuriloff.

As pre-service student teachers, most education majors are placed in well-functioning classrooms with good mentor teachers as role models. That, say Kuriloff and Jordan, is the best way for them to learn how to teach well. Yet when they are hired in Philadelphia, they tend to be placed in hard-to-staff schools suffering from significant chaos and teacher turnover. Research indicates such schools really need more experienced teachers, but those teachers want to teach in the best schools.

“To draw a sports analogy,” says Jordan, “if you were building a football team you would prefer to have sage veterans rather than untested rookies. The differences between being a student teacher and a classroom teacher are huge.”

Not surprisingly, putting first-year teachers in difficult schools contributes to even more teacher turnover. As quickly as they can, new teachers try to move to other schools which benefit from better school leadership, stronger teacher communities and better students—all of which adds to a feeling among new teachers that they can teach more effectively.

One of the research’s strongest findings is that the respondents want more hands-on experiences. Just one semester of student teaching experience, they believe, is not enough.

Because of the Pennsylvania Department of Education’s extremely specific curriculum requirements for accreditation, which includes some theory courses, there are some limits on how innovative education programs can be.

Nonetheless, some of the TEA schools have begun to find ways to introduce student-teaching programs that involve three days a week in classrooms during a fall semester and four days a week during a spring semester. Temple is piloting just such a program for early childhood teacher candidates.

“That’s an example of the immediate impact these kinds of findings can have,” says Kuriloff. “A lot of programs are becoming convinced that students need more supervised time in the field, stronger mentoring and a more gradual assumption of responsibility.”

Building upon their research, Kuriloff and Jordan recently submitted another grant proposal to fund a pilot program that would assess the effectiveness of having the schools where they earned their education degrees continuing to support them during their early years of practice to increase their:

- classroom effectiveness
- sense of efficacy, and
- longevity.

They have proposed that, over two years, they would recruit two cohorts of 25 new K-4 teachers. Working together with the SDP’s existing induction program, each of the new teachers would work weekly with either an on-site mentor teacher or a university-based mentor. These mentors would focus on the most pressing needs identified by the current research. Working collaboratively with new teachers in groups, the mentors would focus on:

- helping new teachers adjust to their new levels of responsibility
- minimizing the effects of cultural shock by building cultural competence
- offering a variety of pedagogical and classroom management strategies; and
- helping teachers maintain high expectations for student achievement.

In addition, says Jordan, “We are trying to expose pre-service teachers more to challenging environments—like the ones they likely will work in—without derailing their training.

“Ideally, we want the preparation to match future job conditions while also helping them understand, once they graduate into the classroom, how to push toward excellence.”

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



FACULTY RESEARCH SPOTLIGHT

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



**By Tamara Snaid,
Assistant Professor of TESOL**



**and Jill Swavelly,
Professor of TESOL**

NEW PARTNERSHIP PROGRAM INVESTS IN WHOLE-SCHOOL REFORMS FOR ENGLISH LEARNERS

“The land flourished because it was fed from so many sources—because it was nourished by so many cultures and traditions and peoples.”

—PRES. LYNDON B. JOHNSON

English learners (ELs) are the fastest growing student population in Pennsylvania K-12 schools. Over the past 10 years, ELs enrollment has increased 11.4 percent while enrollment of all other students has decreased 1.4 percent. Of the state’s 48,000 ELs served by Title III funds, 11,000 are enrolled in the School District of Philadelphia—more than 9 percent of the district’s students.

This sizeable EL population enriches the city’s schools as well as its communities and workforce. In schools, the cultural and linguistic diversity of the student body has significant potential to provide expanded learning opportunities for all children when teachers and school staff are equipped with skills and knowledge to capitalize on these funds of knowledge. Yet schools serving ELs often do not have enough specially trained staff, resources and an understanding of the needs and assets that this population brings to mainstream classrooms.

The Pennsylvania Department of Education has attempted to improve teacher preparation for educating ELs in two ways:

- requiring, since 2004–2005, that all individuals teaching dedicated ESL classes must hold a Program Specialist: ESL certificate
- requiring, since 2011, that all pre-service teacher certification candidates complete three credits or 90 hours of training in addressing the academic needs and adaptations for ELL students.

Still, statewide only 67 percent of all public school EL seniors graduated in 2012–13, and just 64.8 percent in 2013–14—significantly lower than the overall 85 percent graduation rate for state public school students in both years. This high attrition level, not just in Philadelphia but nationwide, has been attributed to the lack of accommodations for EL students—particularly in middle and secondary grades, when content-area classes become more specialized and students are faced with significantly more demanding reading and writing assignments and assessments.

Last September, we received a five-year, \$2.7 million National Professional Development Grant from the U.S. Department of Education (DOE) for a project entitled “Transforming School L.I.F.E. (Leadership, Instruction, and Family Engagement) for English Learners.” Its aim: to support Philadelphia’s efforts to improve the school experiences, retention and academic achievement of middle-grade and secondary public school students.

In collaboration with the School District of Philadelphia, Temple’s Center for Innovations in Learning, and Providence Center—a community-based education and resource center for adult immigrants in North Philadelphia—we are leading a

three-pronged, comprehensive professional development effort that includes intensive training for in-service teachers through Temple's ESL Certificate Program; a School Leaders Institute; and English-language instruction to parents of ELs.

Our premise: that ELs' academic performance will improve when teachers are equipped with research-based instructional strategies, have the support of school leaders and maximize parent involvement. Simply put, we maintain that if teachers do not have adequate preparation and collaboration time, if students are not rostered appropriately and teacher evaluations do not include EL-friendly classroom strategies, teachers are not likely to employ proven EL practices. Likewise, if ELs and their families feel marginalized and/or unsafe in the school, the ELs may not attend school regularly and may not come to class 'ready to learn.' For these reasons, we believe committed school leadership and parent involvement are critical to the success of any quality teacher professional development program.

1. Improve teacher quality through a professional development program that will result in the Pennsylvania Department of Education's Program Specialist: ESL Certificate

Our project's teacher professional development program will guide teachers through Temple University's 12-credit ESL Certificate Program which, since its initial approval by the state Department of Education in 2004, has certified more than 200 ESL teachers.

The ESL Certificate Program's philosophy is to provide essential training for not just ESL teachers but *all* teachers. Such certification has also become an increasingly important credential for any mainstream teacher who endeavors to better address the needs of ELs in his or her mainstream, heterogeneous classroom.

2. Improve school environment for EL teaching and learning through leadership training and change management support

School administrators play a vital role not only in providing the organization and support needed for effective instruction, but also in establishing the school culture. Thus, Project L.I.F.E. will support school administrators in evaluating their current programs and policies for ELs, setting site-specific goals for improving EL support, and designing an action plan for implementing any necessary changes. A School Leadership Institute (SLI) will provide administrators with deep background knowledge on topics such as characteristics of EL students and their families, legal and ethical obligations in the education of ELs, and learning needs unique to ELs.

The college's Center for Innovations on Learning and Academic Development Institute is also providing school leaders with Indistar®, a widely used web-based system for informing, coaching, sustaining, tracking, reporting and evaluating school improvement activities. It will include customized EL success indicators.

3. Improve parent and family involvement through community-school-university partnerships initiatives

Project L.I.F.E. also will enhance the skills of school personnel in involving parents and families in dialogues and information-gathering activities designed to identify and respond to the unique needs of ELs' parents and families. Simultaneously, the program will empower parents and families through English language classes that will increase their ability to participate in their children's schooling experiences.

Therefore, for the parents and family members of EL students, we will be partnering with the Providence Center to offer school-based adult ESL and academic support classes. A well-established community organization located in one of our target neighborhoods, the center has provided educational programs for children, teens and adults in the Latino community for more than 20 years. Says David Chiles, the center's executive director, "We look forward to working with Temple on parent engagement and teaching language skills while also helping parents support their children's learning."

Project Impact

As a result of project activities over a five-year period, Project L.I.F.E. will provide professional development and a Pennsylvania-approved teaching certificate to a total of 48 in-service teachers, professional development for 24 school leaders and support for English language instruction to a minimum of 80 parents of ELs. Taken together, this will result in support for more than 500 ELs in eight Philadelphia schools. Says Allison Still, deputy chief of the Office of Multilingual Curriculum and Programs for the school district, "We believe that the education of ELs is a shared responsibility—not just the work of a handful of ESL and bilingual teachers. That's what stands out to me about the project—the focus is on building capacity of *all* stakeholders."

We hope this project not only impacts EL student achievement in selected Philadelphia public schools but ultimately serves as a promising model for other large, urban school districts across the nation.

"We believe that the education of ELs is a shared responsibility—not just the work of a handful of ESL and bilingual teachers."

—ALLISON STILL, DEPUTY CHIEF, SDP OFFICE OF MULTILINGUAL CURRICULUM AND PROGRAMS

NEWS IN BRIEF

TEACHING & LEARNING

Career and Technology Education Fair Exposes Local 7th-graders to CTE High School Options

When you were in seventh grade, were you aware of the multiple high school and career training options that were available to you?

Last November, over the course of two days nearly 600 seventh-graders from public schools neighboring Temple University's North Philadelphia campus attended a career and technical education (CTE) fair that exposed them to nearly 20 different programs available at three local public CTE high schools.

In partnership with Steppingstone Scholars Inc. and the School District of Philadelphia, the College of Education hosted its second such fair at the university's Student Activity Center. The fair was part of the college's support of Philadelphia K-12 public school students in achieving success in college and the workforce.

"Students who participate in career and technical education have higher rates of on-time high school graduation, are more likely to have successfully completed a college preparatory course load and have higher rates of college matriculation," says Juliet D. Curci, EDU '11, the college's senior director of school and community partnerships.

"With this information about their options, the seventh-graders will be better prepared to make career-oriented choices as they consider CTE programs as part of their pathway to and through college," she says. "Our goal is to help students make informed decisions when choosing which high schools to apply to."

In addition, notes Curci, to help students finance their college educations, CTE programs prepare them for part-time or summer jobs that can pay significantly more than minimum-wage jobs. During the fair, the seventh-graders were introduced to the following programs that are available at either the A. Philip Randolph, Jules E. Mastbaum or Murrell Dobbins CTE high schools:

- Health & Public Safety: Dental, health information, health technology and fire academy
- Auto: Automotive, auto body and auto technology
- Culinary
- Business/Graphic Design: Business, graphic/printing and sports marketing
- Personal Care: Cosmetology, barbering and fashion design
- Construction trades: Carpentry, electrical, welding and vending.

In addition, the bagged lunches—roast beef, chicken, buffalo and chipotle chicken sandwiches with fruit and pasta salad—were all prepared by culinary students from Randolph Career & Technical High School.

For the seventh-graders, another attraction was that the CTE presentations were given by current CTE students from the three high schools. "Rather than just adults telling them what they should do with their lives, it was students in the midst of this work talking with them, and that made it more relevant," says Sean Vereen, president of Steppingstone Scholars, a nonprofit headquartered in the College of Education's facilities dedicated to enhancing the college pipeline for low-income and minority youth.



“I can’t tell you how many of my students came back energized not only about school but the career path that they could and will plan to take,” adds David Cohen, principal of the K-8 Tannery G. Duckery School.

The high schoolers also embraced the experience. “Our high school students are often portrayed in a negative light,” says Toni Damon, Dobbins’ principal. “They loved the chance to showcase their talents and skills and show the younger students that, if they focus on their education, they too will have these opportunities.

“It’s not often that our children have someone look up to them and are excited about what they are doing. But they were rock stars to these middle school students.”

Finally, all of the Philadelphia public school students, both the seventh-graders and high school students, were given tours of the university by Temple student volunteers—both Owl Ambassadors, who also conduct tours for prospective college students, and College of Education students. In addition, the high school program presenters had a chance, over lunch, to talk with the college’s student volunteers about their experiences at Temple.

One seventh-grader literally pulled on Vereen’s sleeve: “I want to go here!”

“Here’s what you have to do,” Vereen told him. “You need to treat people in your family and at school well and you have to stay focused on your academic work.”

“Often,” he adds, “public school students look at the campus as if it’s not for them and they can’t get to it even though it’s right in the middle of their neighborhood”—a mindset that the CTE fair strove to debunk.

“Both the seventh-graders and high school students had a chance to meet Temple students and to experience what goes on there,” notes John Tupponce, the Philadelphia School District assistant superintendent in charge of Neighborhood Network 4, which includes all of the elementary and high schools that participated in the fair. “Our goal is to align our schools and support our students in such a way that it almost guarantees them, if they wish, to be accepted at Temple.”

This spring, each elementary school student who attended the fair also had a chance to spend a day at one of the CTE high schools.



Syncing Elementary School Curricula with High School CTE Academic Needs

To further support college and career readiness pathways for local Philadelphia School District students, the College of Education and Steppingstone are working with the district’s Neighborhood Network 4 to better align the middle school grades’ academic curricula and enrichment programming with the academic needs the high school CTE programs require.

For example, asks Juliet D. Curci, “What kind of math do students interested in becoming electricians or plumbers need to know in order to succeed in those courses in high school? And what’s the right high school curriculum to best support students interested in those careers?”

Likewise, how do those career fields link up with particular college majors, and how can the high school curriculum for those programs provide an optimum foundation for college success? “Engineering might be a natural major for someone who has been part of an electrical CTE program,” notes Curci.



PSYCHOLOGICAL STUDIES IN EDUCATION

36th Annual School Psychology Conference Focuses on Ensuring Success for All Children



Marsha Levick Esq., Law '76, the co-founder, deputy director and chief counsel of the Juvenile Law Center in Philadelphia and an adjunct faculty member at both the Temple and University of Pennsylvania law schools

The Temple University School Psychology Program's 36th annual School Psychology Conference, whose theme was "Ensuring Success for All Children," drew nearly 200 school psychologists, Temple students and faculty members to the main campus on March 10.

The conference was co-sponsored by the Association of School Psychologists of Pennsylvania and the School District of Philadelphia. In addition to many school psychologists from Philadelphia, attendees included psychologists from elsewhere in Pennsylvania and New Jersey. Among them were many alumni of Temple's School Psychology Program.

The conference keynote speaker was Marsha Levick Esq., Law '76, the co-founder, deputy director and chief counsel of the Juvenile Law Center in Philadelphia and an adjunct faculty member at both the Temple and University of Pennsylvania law schools. Levick spearheaded the Juvenile Law Center's litigation arising out of the Luzerne County, Pennsylvania, juvenile court judges' "Kids for Cash" corruption scandal. Her center successfully sought the expungement and vacatur of thousands of juveniles' cases before the Pennsylvania Supreme Court, and is pursuing civil damages for the children and their families in a federal civil rights class action.

The recipient of last year's prestigious Philadelphia Award also serves on the boards of the Louisiana Center for Children's Rights and the Southern Poverty Law Center.

Levick spoke about "Children and the Law: How Youth Status Determines Legal Status in America."

Other featured presenters at the conference, which was held in the Howard Gittis Student Center, included:

- Carol Horn, coordinator of advanced academic programs for Fairfax County Public Schools in Virginia and an adjunct faculty member at the University of Virginia, who spoke on: "Finding and Nurturing Young Scholars"
- Laura Rutherford, Jennifer Francisco and Ellie Heavner, of the Devereux Foundation's Center for Effective Schools in West Chester, Pennsylvania: "Making It Sunnier in Philadelphia: Implementing Multi-Tiered System of Supports and School-Based Behavioral Health in an Urban School District"
- Linda Knauss, MA '78, PhD '81, professor of graduate clinical psychology, Widener University, Chester, Pennsylvania: "Ethical Myths and Mysteries," and
- Drew Nagele, MA '78, executive director of Woods Services' Beechwood Neuro Rehab in Langhorne, Pennsylvania, and Monica Vaccaro of Pennsylvania's BrainSTEPS program: "BrainSTEPS: Supporting Students with Acquired Brain Injury."

To support support Temple University's School Psychology program, please reference the enclosed remittance envelope.



Julia Szarkom, past president of the Association of School Psychologists of Pennsylvania, hosting the organization's information table at the 36th Annual School Psychology Conference.

FACULTY NOTES

Psychological Studies in Education Department

Joseph Folger, professor of adult and organizational development, delivered the keynote address to Bundesverband Mediation, Germany's largest mediation organization, in Dresden last November.

Matt Tincani, associate professor of applied behavioral analysis, is partnering with a Philadelphia-based nonprofit organization, the Public Health Management Corporation, on a \$4.8 million U.S. Department of Health and Human Services research grant. It will allow Tincani and PHMC, the region's premier provider of reproductive health education, to adapt and rigorously evaluate a one-of-a-kind sexuality education program for youth with autism spectrum disorder.

Meredith Weber, assistant professor of school psychology, has co-authored *Disruptive Behavior Disorders in Children*. Published in April by Momentum Press, the book describes best practices in diagnosing and treating children with impulse-control and other conduct disorders, including management of risk. Weber's co-author is Erica Burgoon, a regional psychologist supervisor in the Delaware Division of Prevention and Behavioral Health, a division of Delaware's Department of Children, Youth, and Families.

Policy, Organizational, & Leadership Studies Department

Sara Goldrick-Rab, professor of higher education policy and sociology, is principal investigator on a \$3.98 million grant issued by the U.S. Department of Education's Institute of Education Sciences. She will work on the five-year project with the Association of Public and Land-grant Universities (APLU) to improve and grow small-dollar completion grants, which have helped cash-strapped college seniors in good academic standing to pay their tuition and earn their degrees.

In mid-March, in collaboration with the Association of Community College Trustees (ACCT), the Wisconsin HOPE Lab founded by Goldrick-Rab released a new research report on food and housing insecurity among community college students entitled "Hungry and Homeless in College." Supported by The Kresge Foundation, the largest-ever such survey of 33,000 students at 70 community colleges in 24 states concluded that two-thirds of the students surveyed struggle with food insecurity, and one-half with housing insecurity. One-third are hungry and 14 percent are homeless.

In addition, last February she provided expert testimony regarding hunger and nutrition at New Jersey's institutions of higher learning to the New Jersey State Senate.

Steven Jay Gross, professor of school leadership, has been named an honorary member of the Golden Key International Honour Society. Membership in the society is by invitation only and is extended to the top 15 percent of college sophomores, juniors, seniors and graduate students.

Judith Stull, associate professor of teaching/instructional, is leading a collaboration between the Philadelphia Federation of Teachers and the School District of Philadelphia to establish the National Board Teacher Support Program at Temple University. Funded by a \$1 million grant from the William Penn Foundation to Temple, the program will support more than 300 teachers pursuing National Board certification.

Stull is also a co-principal investigator on a \$1 million National Science Foundation research grant to the university entitled "Emerging STEM Scholars." The program will support between 48 to 60 academically advanced and economical disadvantaged Temple students primarily majoring in biology, chemistry or biochemistry. The researchers—who also include principal investigator Eric Borguet, professor of chemistry, Sholeh Amini, professor of molecular, cellular and developmental biology and Peter R. Jones, senior vice provost for undergraduate studies—will gauge how peer, graduate student and faculty mentoring affects the students' abilities to retain information and graduate on time.

Teaching and Learning Department

Doug Lombardi, assistant professor of middle grades education, continues to be recognized for his paper, "Plausibility reappraisals and shifts in middle school students' climate change conceptions," which was published by *Learning and Instruction* in 2013. It became one of the five most highly cited papers published by the journal that year and since then has been named one of the most highly cited of the journal's papers between 2014 and mid-2016.

Institute on Disabilities

Celia S. Feinstein was appointed executive director of the College of Education's Institute on Disabilities at Temple University in December. A staff member and leader of the institute for more than 35 years, for the past several years she has shared the institute's co-executive position with Amy S. Goldman.

As the co-executive director, she has overseen all leadership development programs and policy activities at the local, state and national levels. She has also led the institute's research and evaluation and quality assurance initiatives.

Feinstein became the executive director upon Goldman's retirement. Her duties now also include leadership of Pennsylvania's Initiative on Assistive Technology (PIAT), Pennsylvania's Assistive Technology Act Program.



Top row, left to right: Joseph Folger and Matt Tincani.

Second row, left to right: Meredith Weber and Sara Goldrick-Rab.

Third row, left to right: Steven Jay Gross and Judith Stull.

Fourth row, left to right: Doug Lombardi and Celia S. Feinstein.

POLICY, ORGANIZATIONAL & LEADERSHIP STUDIES

McGinley Appointed to Philadelphia School Reform Commission

Christopher McGinley, associate professor of school leadership, was appointed by Philadelphia Mayor Jim Kenney in January to serve on the Philadelphia School Reform Commission.

“I am very excited and honored to be appointed to serve on the SRC,” said McGinley. “I want to find ways to better support the School District. I was pleased to step forward when the opportunity was given to me.”

For 18 years McGinley, whose family has a long tradition as educators, served the Philadelphia School district as a special education teacher, principal and central administrator. He then served as an assistant superintendent and superintendent of the Cheltenham School District, and then as superintendent of the Lower Merion School District.

“Dr. McGinley will bring a wealth of educational experience to the School Reform Commission,” said Kenney. “His educator lens is exactly what the SRC needs in order to build on the district’s gains in recent years. Dr. McGinley’s passion for public education and reducing the achievement gap, coupled with his background as an administrator for various school districts, will also help the district prepare for a smooth transition to greater local control.”

Added McGinley: “Public education is the single most important issue facing our city and I look forward to working on behalf of the children and families of Philadelphia to strengthen our public schools.”

McGinley became the second Temple official in two months to join the five-member SRC. In November, Kenney appointed Joyce Wilkerson, the university’s senior advisor for community relations and development, to the SRC and Pennsylvania Gov. Tom Wolf then named her the SRC Chair.

“I think we certainly need an educator on the SRC, and Chris McGinley brings that,” Wilkerson told the *Temple News*. “He’s been in the classroom. He’s been a superintendent. He’s an educator on education issues.”



What Are *You* Doing?

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
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Message From Susie Suh **Assistant Dean, Institutional Advancement**



The members of the Class of 2017 are well on their way to new and exciting adventures in a wide variety of careers, including teaching, educational research, counseling, adult and organizational development and our newest major, human development and community engagement. Through the course of their careers, every one of our new graduates will have occasions for celebration, and also be faced with challenges. Life is full of changes and situations that test us. If our graduates embrace these challenges as transitions to greater experiences, their self-empowerment will be boundless.

As lifelong members of the College of Education's community, our alumni continue to channel their commitment to enriching the lives of others—and we encourage our recent graduates to join them. With constant distractions and disruptions, it can be difficult to keep focused, so let's all keep our eyes on the prize: empowering our children and communities through the power of education.

We hope this issue of the *Educator*, which features stories about both the work of our alumni as well as the college's initiatives, will continue to inspire you. Finally, as always, thank you for your support.

Sincerely,

A handwritten signature in black ink that reads "Susie Suh". The signature is fluid and cursive.

Susie Suh
Assistant Dean, Institutional Advancement

Homework: Lessons learned in the home can lead to success in school and in life

By Maxine Johnson Wood, EdD '80



Our civilized world has become increasingly technical. As an educator with several decades of experience as a classroom teacher, principal, district administrator, acting superintendent, school board member, higher education staff member and long-time volunteer and supporter of pre-K through post-secondary public education, I applaud the significant impacts technology has on formal and informal learning.

In this age of “know-how” and “know it all,” however, it is somewhat troubling that we may be forgetting some basics that have equipped us well with personal skills and knowledge learned through traditional interactions with others. Regardless of who we are, where we are and what we may be doing at present, most likely there is a past that influenced us. If, as adults, we are personally pleased with our present, it is quite likely that people and experiences helped to make this so. Favorite teachers, mentors, impressive adults, parents, siblings and relatives no doubt played a role in what we learned and where we learned—at school, in the home and elsewhere. The Ghanaian proverb notes, “The ruin of a nation begins in the homes of its people.” As a parent, educator and citizen, I see value in placing renewed emphases on learning that can occur in the home.

While valuing the benefits of technology as a complement to learning in school and at home, I am compelled to revisit the value of informal and formal instruction that has traditionally occurred in the home. Recalling prior learning may require acknowledging the importance of “homework”—or “work in the home”—that supported the efforts of teachers and educators to offer effective learning in classrooms and schools.

A traditional definition of “homework” describes opportunities offered to practice, at home, skills or competencies learned at school. Or, it may involve exploration into an area of information, begun in class, in preparation for new experiences or directions.

I would like to suggest a revised view of “homework.” I do so in order to give renewed attention to the traditional roles of parents and those with parental responsibilities to serve as their children’s “first teachers” in the home. Traditional methods by which some parents learn how to support their children’s success in schools while they are at home may be compromised today by circumstances that limit their capacity, interest and motivation for doing so. This could be particularly true for families facing economic challenges and for those gripped by concentrated and intergenerational poverty.

It may also be true in homes where technology is more prevalent. That is because encouraged and extensive use of technology tends to minimize personal interactions. In each instance, the opportunities for personal interactions among parents and children, which are conducive to learning in the home, are often limited or non-existent.

Where does the home fit into the education equation during these times when answers to questions can be found with the flip of a switch or the push of a button? For generations, homes have been places of primary learning experiences for children and young people. It is the place where such basic elements of civility as honesty, courtesy, respect for self and others, understanding right and wrong and behavior standards have been learned, modeled, accepted and practiced. However, some children are leaving home without solid exposure to basic lessons the home can provide.

Traditionally, homes have been places of primary learning experiences for children and young people. Emerging technologies have not necessarily been designed to provide such favorable learning experiences—experiences that best occur through encouraging relationships, modeling, mentoring and cultivating interpersonal relations, interactions and communications.

So, beyond homework assigned by teachers, homework also encompasses basic life skills that can be nurtured and cultivated in the home—when specific attention is given to them. Technology offers no ready substitute for their acquisition.

Homework learned in the home can be subsequently applied in such broad settings as the classroom, the school and beyond. Giving attention once again to the significance of parents and those in parenting roles may have long-term practical and positive impacts on children, parents, families and society as a whole. Our continued growth and development as a nation requires us to give new, revived attention to doing the “work” required in our homes to assist children and help them positively as they grow.

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

1960s

Becky Rutberg, BSEd '62, authored *Mary Lincoln's Dressmaker*, a young adult nonfiction book about 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.

Jan Schmuckler, CLA '65, MEd '71, published her first book, *Role Montage: A Creative, New Way to Discover the LEADER Within You*, with Lakeshore Press. Role montage practice is a technique that allows leaders to access and discover the mentors and role models who have inspired them to succeed.

Marian Tasco, BSEd '65, was named to the Best of Philly: Best Philadelphians 2016 by *Philadelphia Magazine* for her partnerships and mentorships in Philadelphia politics. The former city council member retired in 2016 but helped two of her mentees get elected to the council.

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 and in 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.

John T. McConnell, EDU '72, MEd '73, published two books, *Route 1 Rendezvous* and *Running With Asthma: An Asthmatic Runner's Memoir*. The former is a young adult novel and the latter is an account of his life as a long-distance runner dealing with an asthmatic condition.

Sherry Vernick Ostroff, EDU '72, 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, EDU '73, MEd '73, DEd '75, teaches Why Airplanes Crash, about 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 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, EDU '78, BA '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.

Roseann B. Termini, EDU '79, 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

Angelique Darcy McGuire, SMC '93, MEd '95, was inducted into the Little Flower Catholic High School for Girls Hall of Fame for distinguished life achievements in April. She currently holds the position of language arts writing specialist in the School District of Philadelphia, using her National Board Certification status, which was achieved with the help of Temple's affiliation with the National Board for Professional Teaching Standards.

Deborah Derman, PhD '99, published *Colors of Loss & Healing*, the first coloring book designed specifically for adults experiencing a significant loss or challenge in their lives.

2000s

Tamika Evans, EDU '01, assumed the role of CEO and principal at Global Leadership Academy Southwest. Evans was previously the principal at the original Global Leadership Academy in West Philadelphia before being named the head of the charter school's new second location. She brings more than 15 years of administrative and educational experience to the expanding network of Global Academies.

UPCOMING EVENT

Save the Date!

HOMEcomings WEEKEND

Temple University's Homecoming Weekend 2017 will be held October 9–15. We look forward to seeing you there. Go Owls!





David Baum: Helping People and Organizations Talk Through Important Change

David Baum, MEd '81, PhD '85 (both psychoeducational process), is one of the few people to have taught at three of the world's top business schools—the University of Pennsylvania's Wharton School, Cambridge University and the Richard Ivey Business School at the University of Western Ontario.

And of those who have taught at all three business schools, he is certainly the only one with experience eating fire, juggling and performing magic tricks—all the product of his stint working with two different circuses while he was a graduate student.

For more than 30 years, Baum has functioned as a “conversation architect,” helping both Fortune 50 companies and non-profit organizations figure out where they want to go and how to get there faster.

“I’m often described as the adult supervision in the room,” says the Peterborough, New Hampshire, resident. “Most of the time, I keep people from having big arguments about small things. There’s a lot of ways to do this. It’s like a puzzle and I’m good at creating conversational approaches.”

His work has included conflict mediation in Belfast, Northern Ireland; facilitating President Clinton’s Summit for America’s Future, which was led by fellow alum Beverly Arshet, MEd '77, EdD '82; post-conflict entrepreneurship for women in Bosnia-Herzegovina and Rwanda; and walking meetings between Christian, Muslim and Jewish leaders following the route Abraham took in the Middle East. This last assignment led to a new project with famed negotiator William Ury called

Walk2Talk.org, which gathers stories, theory and approaches on *walking* conversations.

“It’s a simple and elegant solution to the accelerating disconnection we now face,” he explains.

Baum used the independent consulting business of one of his favorite Temple professors, Rod Napier, as a model for his practice, and often used his magic skills to win over and connect with clients. He has worked with both Fortune 50 companies and Nobel Peace Prize-winning organizations. They include Barclays Bank, the California Institute of Technology, Conde Nast Publications, Johnson and Johnson, Outward Bound, Siemens, Staples, Subaru of America, the Supreme Court of Delaware, Women for Women International and the Philadelphia Flyers—his first client.

“In a single afternoon, I have watched David bring 110 senior leaders into alignment, committed behind a single vision and strategy,” says Kim Field, transformation manager for Shell Global Solutions. “Compared to the resistance and pushback I had seen in the past, his work seems like magic.”

Years ago, in an initial meeting with the renowned primatologist Jane Goodall, on the spur of the moment he abandoned his usual sales pitch and intuitively went with the biggest question he could ask, “Jane? What is your *experience* of God?” It was a natural question for Baum, who also holds a doctorate in divinity from the University of Creation Spirituality/Naropa University, based in Oakland, California.

What ensued was an unscheduled two-hour conversation—and ultimately an enduring business and personal relationship. “He has an intuitive understand of human nature, which inspires great confidence and trust,” says Goodall. “This enables him to get to the bottom of the interpersonal problems that so often hinder the smooth functioning of an organization. He is thoughtful and sensitive, clear thinking, and his direct and honest advice helps make strategic plans for the way ahead.

“David has become both confidant and friend.”

Baum is the author of two books: *Lightning in a Bottle: Proven Lessons in Leading Change* and, with Jim Hassinger, *The Randori Principles: The Path of Effortless Leadership*.

Among the conversations, and work, that he has been proud of are his work: in Northern Ireland; on behalf of WE.org, “a global social change movement;” and the Landmine Survivors Network, co-recipient of the Nobel Peace Prize. “I don’t change the world, but I work with people who are, and I try to help them do what they do better,” he says. “That feels pretty good.”

In the classroom or running a glass business, TU education degrees worked for Yudenfriend

Chloe, a second-grader, came home and excitedly told her parents that she had learned how to make babies in school that day. “Oh!” exclaimed her mother, a little concerned. “It was easy,” replied Chloe, “you drop the *y* and add *ies*.”

Always ready with joke, Herbert Yudenfriend BA '50, MEd '50, who turned 90 last November, learned from his father that humor is a great way to teach and put people at ease, particularly students. Last year he and his wife Minya BA '52, celebrated their 65th wedding anniversary.

“Growing up, I couldn’t image doing anything else but becoming a teacher,” says the Penn Valley, Pennsylvania, resident. “My mother was my great role model. She attended Philadelphia Normal School and became an elementary school teacher, teaching me to read by age 3.”

Yudenfriend enlisted in the Army during World War II and served in the Philippines during his three-and-a-half years of service. (This experience ultimately inspired him to write a book entitled: *Dear Everybody ... Adventures of a Teenage Soldier*.) He then attended Temple and earned his degrees. While teaching a correlated curriculum at Barrett Junior High School in Philadelphia during 1951–52, Yudenfriend developed an effective way to teach which still remains very relevant today.

“I had 47 students of mixed ability and needed some way to organize the class,” recalls Yudenfriend. In response, he created a diagnostic test, divided the class into small groups based on the results and selected text books that were appropriate for each of their levels. “Each group had a chair and secretary which rotated each week between members so each student had the opportunity to do both,” he explains. “The student chairs had to work with me to create lesson plans and the secretaries had to report back about group activities every day. Every student got the opportunity to be in charge and have everyone in the group listen to them and recognize they were the leader. This was critical.

“This structure enabled me to manage the room more effectively and the students had very focused lesson plans. We constantly had tests to make sure each student was on track academically—which they were. Students were motivated and there were no discipline problems. Indeed, many teachers came to observe my classroom. When students are organized and focused on tasks, they are not disruptive.”



While teaching, Yudenfriend also completed the academic requirements for his PhD in psychoeducational processes at Temple. However, in 1964 a change in family circumstances resulted in Yudenfriend leaving teaching to enter his family’s glass company. He devoted the next 60 years to the glass industry. He was also an expert witness, published author and speaker who testified before legislative committees and spoke at a variety of conferences.

Yudenfriend also has a deep love for music, particularly the piano. His family had a piano while he was growing up but they couldn’t afford piano lessons. So he listened through a window while a friend took lessons and started teaching himself. After injuring his hand while serving in the U.S. Army, an Army doctor encouraged him to start playing the piano again to improve his hand flexibility. As a result, he wrote a piano concerto in 1947 which he performed on the radio.

One of his favorite things are the singalongs when his family—his three surviving children (one sadly passed away), 14 grandchildren and nine great grandchildren are reunited at Thanksgiving. “My family is my legacy,” he says.

When asked what he thinks about education as a profession today, he says, “Teaching is a tremendous base for almost every profession. It makes you aware of how people can overcome obstacles and how they can achieve their goals in life.”

IN MEMORIAM

'40s

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

'50s

Robert L. Bryan, EDU '51
Sidney S. Slutsky, CLA '51, EDU '54, '66
Alphonso Giles, EDU '52
Barry P. Hershone, EDU '55, '58
Ralph J. Homsher, EDU '56
Eleanor Goman Toub, EDU '56
Alice Hurst Williamson, EDU '56
Harry J. Pellegrini, EDU '57, '59, '76
Anita S. Freedman, EDU '58
Frances P. Murawski, EDU '58
Eleanor K. Weiler, EDU '58
David J. Skammer, EDU '59

'60s

Eugene C. Krus, EDU '60
Edward McCabe, EDU '60
Mary Fetter Semanik, EDU '60, '51
Theodore I. Serewitch, EDU '60
Charles Lohin Jr., EDU '61
Emma S. Peiffer, 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 J. 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. Kasproicz, EDU '66
Harry A. Olson, CLA '66, EDU '68
Georgia Russopulos, EDU '66
Joseph J. Kach Sr., EDU '67
Judith T. Biffen, CPH '68, EDU '70
Bernice K. Starrantino, EDU '68
Vance L. Miller, EDU '69
James F. Street, EDU '69

IN MEMORIAM:

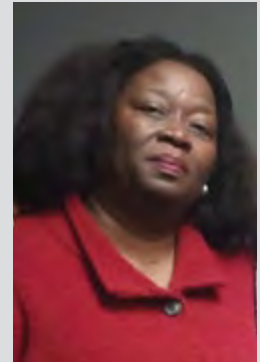
Dr. Vivian W. Ikpa

The College of Education is mourning the passing of Vivian Watford Ikpa, who until her retirement last spring was an associate professor of educational leadership. A resident of Bear, Delaware, she passed away Nov. 15, 2016.

Dr. Ikpa, who started her career at Temple in 1992, received her doctorate in educational policy and planning from the University of Maryland College Park. While at Temple she taught a range of graduate courses at both the Harrisburg and Philadelphia campuses. Her instruction focused on the theory and practice of educational administration and on educational reform initiatives.

She devoted herself to advising doctoral students in the educational leadership program. While at Temple she advised more than 100 doctoral dissertations. Her research focused on the introduction of change initiatives in educational institutions, including the implementation of technological innovations and approaches to narrowing the achievement gap for students in urban school districts.

She is greatly missed by the College of Education community.



'70s

George M. Beschen, EDU '70
Christine W. Schwartzkopf, EDU '70, '83
Nora G. Dirvin, EDU '72
Dorothy Fisher, EDU '72
George J. Froelich, EDU '72
Katherine Minton Tatum, EDU '73
Jessica Angela Bills, EDU '74
Sherrill Jones Kay, EDU '74
Jane Trout, EDU '74
Sara A. Chernoff, EDU '75
John F. Casavecchia, EDU '76
Stephen M. Cuff, EDU '76
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
Catherine G. Gibson-Havemeier, EDU '88

'90s

Mary Colman O'Loughlin, EDU '90
Patricia N. May, EDU '91
Nancy L. Kiracofe, EDU '92

'10s

Julianne M. Gross, EDU '12

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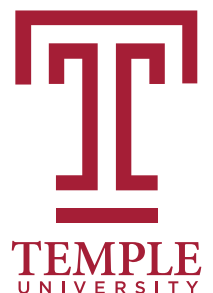
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Why I Give

“The College of Education prepared me well. Upon graduation, I was immediately offered a position teaching middle grades science in the North Penn School District, where I taught for 12 years. After earning my doctorate at Lehigh University, I ultimately became a tenured associate professor in the Department of Mathematics, Science, and Instructional Technology Education in the College of Education of East Carolina University in Greenville, North Carolina.

“I currently conduct research, teach and offer my service to the university and the profession. ECU is driven toward service, affording me the opportunity to offer my time in volunteering in such ways as in a small primary school on a little-known island in the Bahamas called Long Island, in teaching Latino women from rural areas of North Carolina how to use a computer, and in privately supporting adults who are unable to read as an extension of my relationship with Literacy Volunteers of America.

“I give to the College of Education because Temple believed in me at a time when I did not believe in myself. That encouragement and the ‘walk with me’ support I received at Temple changed my direction in life. Today I am honored to be able to give back to Temple in support of programs and outreach that will encourage current and future Temple students to achieve their full potential as well.”

—Patricia J. Slagter van Tryon, BS Ed ’91, EdD, Associate Professor of Mathematics, Science and Instructional Technology Education, College of Education, East Carolina University