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On the cover: Ann Gillis Waiters, MEd '70, EdD '76, Maritime Academy Charter School founder and CEO emerita, and Ed Poznek, BS '81, MEd '89, the school's CEO, are two of many Temple graduates making a difference at the country's largest maritime school.



DEAN'S MESSAGE



COLLECTIVELY IMPACTING LOCAL CHILDREN AND FAMILIES

Preparing the next generation of high-quality teachers and educational leaders while conducting cutting-edge educational research always have and always will be core missions of the College of Education.

However, amplifying upon that historic mission, the college has additional assets, expertise and people power to support significant changes in society by—starting in our own backyard—creating models of change that we hope can be replicated elsewhere.

In other words, we don't want to just study the world we live in, we want to have a real impact on our world that goes beyond preparing new teachers.

That's why we are in the process of establishing a center for clinical and community engagement—a center whose first initiative will involve establishing an early childhood learning center at the nearby Norris Apartments. That center will be part of our contribution as the lead educational partner for a \$30 million federal Department of Housing and Urban Development (HUD) grant procured by the City of Philadelphia to improve the lives of Norris Apartments residents.

This "collective impact" strategy initiative is being spearheaded by James Earl Davis,

the first Bernard C. Watson Endowed Chair (see page 12). It will build on the fact that, besides having expertise in K-through-12 education, the college's faculty and staff also have deep expertise in early childhood and pre-K education. In addition, the college has significant strengths in a broad range of school-based behavioral services.

These services will be studied and implemented in conjunction with one another as a host of wrap-around services that will not only benefit the young children who come to the early childhood learning center but also their family members and local residents of all ages. These include counseling services for children and families, testing services, tutoring services, services for children with autism spectrum disorders and adult literacy and workforce development programs—including English-as-a-second-language (ESL) and GED services and technical job education.

With this holistic approach, we also plan to work with other partners to provide our neighbors with dental and healthcare clinic services.

We also continue to work with the School District of Philadelphia to enhance the chances of its students having access to post-secondary

education and successfully obtain their degrees. For example, research conducted by several of our professors—including Joseph DuCette, Erin McNamara Horvat, Will J. Jordan and Avi Kaplan, as well as by 2014 PhD recipient Niki Mendrinis, Temple's senior associate director of undergraduate admissions—helped paved the way for the Temple Option, which makes the submission of SAT and ACT scores optional for promising undergraduate applicants who do not test well.

That's a great example of how the college can and must have both an internal and an external impact—on the university, on the City of Philadelphia, and regionally and nationally.

As a valued alumnus, I would love to hear about any ideas you might have for enhancing the College of Education's impact.

Thanks,

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

Gregory M. Anderson, PhD
Dean

OUR STUDENTS SPEAK

Christian Good

Class of 2017, Secondary Education (Mathematics), Abington, Pennsylvania

I grew up in a suburban area outside of Philadelphia. While in high school, my mathematics teachers noticed my passion for the subject. I was blessed to have them as mentors. I decided to enroll in the College of Education's secondary education program with a concentration in mathematics.

The education classes are great. I am also employed part-time at the College of Education, where I work in an office that manages career development and special events.

I love being on Temple's North Philadelphia campus. When I first visited the campus, I was captivated by the synergy. Coming from a suburban setting, this is a nice change of pace. I spent my freshman year living on campus. I found that many friends and acquaintances from my high school also chose to attend Temple. In addition, I made a number of new friends. I no longer live



on campus. However, I reside in an apartment complex within walking distance. I saw this transition as part of my maturation process. I truly enjoy living and studying in an urban setting. When time permits, I also like running outdoors and volunteering for service projects.

Temple is equipping me with the tools that I need to successfully teach math in high school. I know I will love working with my future students as they work to achieve their goals. I hope that I will inspire them in the same way my teachers have motivated me.

Julia Ransom

Class of 2015, PhD, Urban Education, Philadelphia, Pennsylvania



I am currently completing my dissertation for my doctoral studies. I pursued undergraduate and graduate degrees at other regional universities where I focused on communications and language and literacy. After working at a regional nonprofit for a few years, I was accepted into the College of Education's Urban Education Program.

My studies are challenging yet rewarding. It has been amazing interacting with my peers and learning from my professors at Temple. I have also had the opportunity to teach a general education class for undergraduates. I am working in education because I want to do my part to ensure that all Philadelphians will receive a quality education.

Currently, I am also employed at an organization that focuses on child welfare, healthcare and public systems. After graduation I will seek a postdoctoral fellowship so that I can further hone my research and teaching skills. Temple has opened doors for me. I know that I will be well prepared for the next stage in my professional journey.



Sophomore cadets (from left) Robert Mooney, Krystian Mol and Cameryn Rivera tie knots during their deck operations class.



Chartering a Strong Course

TEMPLE GRADS HELP STEER NATION'S LARGEST MARITIME SCHOOL

“On deck!” Chief Dave Hentnick yells to two dozen sophomores circled around him in a room on the B Deck, or basement, of the Maritime Academy Charter High School (MACHS) in Port Richmond, Philadelphia. It is the high school portion of the Maritime Academy Charter School, the largest maritime-oriented school in the country.

“On deck aye!” Hentnick’s male and female students, who are wearing life jackets, chant back.

As part of his deck operations class, this morning the 23-year Coast Guard veteran is reviewing some of the life jackets’ important features and accompanying equipment—including reflective tape, whistles and strobe lights. Should their ship go down, the retired chief petty officer asks, “What’s one of the biggest mistakes you can make?”

“Panicking,” says one cadet, as MACHS students are called.

“Leaving the group,” adds another.

“Right,” Hentnick says. “If you get spread all over we’ll only find half of you.”

With the Coast Guard, he was involved in about 10 rescues of people whose boats had either sunk or capsized and took part in the rescue of hundreds of more people whose boats were in danger—including a rescue off the Florida coast of 430 Haitian refugees who were trying

to reach the U.S. in a standing-room-only 65-foot-long wooden boat.

Calling upon such experiences, Hentnick offers more advice: huddle close together to help maintain body heat in cold water; remain near a capsized boat, which is easier for rescuers to spot; and keep life-jacket straps tucked in to avoid getting caught on and dragged down by a sinking boat. And do not think you can swim to land-bound lights you might see.

“The land could be 10 or 15 miles away,” Hentnick notes. “You’ve sent out your May Day signal, so stay put; the Coast Guard will get you.”

Quickly moving on to another assignment, Hentnick then gives the cadets just 15 seconds to link together the small lines each student is holding with any of seven knots they have been practicing. “No talking,” he commands. “Assume you’re in heavy seas. You can’t hear anything any way.”

Ann Gillis Waiters, MEd '70, EdD '76, the founder and CEO emerita of the maritime academy, knows urban education and charter schools. Before launching the maritime academy in 2003, she had already helped found and served as the first board president of Philadelphia's fifth charter school, Franklin Towne Charter High School, and had founded a consulting firm that guided the creation of charter schools in Pennsylvania, New York and Arizona.

Previously, her 25-year career with the School District of Philadelphia had ranged from being an elementary school teacher to positions as: the founding principal of the Philadelphia High School for International Affairs, Bodine High School; executive director of special admission high schools; and the regional superintendent for Northeast Philadelphia. She later was superintendent of Delaware County's William Penn School District.

After helping launch Franklin Towne Charter, she decided to start her own charter school. "As a teacher, principal and central administrator, I knew a lot about the Philadelphia School District, so I kept thinking what theme would make sense

for a new school," recalls the 75-year-old. "Then I realized that, despite Philadelphia's wonderful history as a seaport, most of the kids in the city knew little about it or the opportunities that abound in one of the country's larger ports."

Research led her to the U.S. Merchant Marine Academy on Long Island, where she was referred to two of the school's graduates who were Philadelphia maritime lawyers: the late Dante Mattioni, JD '61, and his brother Eugene, who, respectively, would become the first and current chairman of the school's board of directors. With the Mattionis championing her proposal, the school opened within months of receiving school board approval in an office building at 30th and Market streets in September 2003 with 300 5th- to 8th grade students

Gradually expanding, the school now has 820 students grades 3 through 12, with approval to eventually offer kindergarten through second-grade instruction. The total includes 286 9th- through 12th-graders at its high school in the former Stephen A. Douglas High School building at 2700 E. Huntingdon Street and 534 elementary and middle-school students housed in

three buildings three miles to the north at the former Frankford Arsenal.

"The concept is working because we are the only maritime school in Pennsylvania, with nearly three times as many students as the country's next largest maritime school in Toledo," says Ed Poznek, BS '81, MEd '89, the school's CEO who taught SCUBA classes while earning his Temple master's degree. "If we had approval for 1,000 students we could easily fill the ranks."

Sixty percent of the charter school's students are minorities and 66 percent qualify for free lunches (another seven percent pay reduced lunch prices). Nonetheless, the school has earned a *U.S. News & World Report* bronze school designation and its high school students have scored as high as 72.5 on Pennsylvania's 100-point school performance index. The school also recently received a 2015 Pennsylvania Excellence Award from the U.S. Commerce & Trade Research Institute.

Credit, in part, the Temple graduates who make up about 20 percent of the high school faculty. Besides Waiters and Poznek, 11 teachers are graduates of either the university's College of Education, College of Liberal Arts, the Boyer School of Music and Dance or the Tyler School of Art. Eight more teach third to eighth grade.

"We are lucky to have a good number of Temple University graduates, of which, I am proud to say, I am one," says Waiters. "They and our other teachers care about making a difference with kids who may not be as privileged as others, who might not have a whole lot of choices and opportunities.

"They give an awful lot of themselves, their time and their resources to our students because they are committed to urban education."

After a highly instructive student teacher experience at the Tanner Duckery Elementary School near the Temple campus, Northeast Philadelphia native Zhanna Vaisberg, BS Ed '04, came to the charter school. "A lot of our students





Ed Poznek, MACS' CEO, and cadet Cody Kern work together on a nautical chart.



Temple University alumni teachers and administrators at Maritime Academy Charter High School include (from left) Barbara Ledford, BSEd '11; Jim Lint, TYL '93; Megan Saville, BYR '08; Reena Thomas, CST '08; Ed Poznek, BS '81, MEd '89; Denise McDevitt, BSEd '04; Shay Kretowicz, CLA '12; Jennifer Stillwell, BSEd '12; Christopher Eury, BSEd '08.

come from many different circumstances and have differing needs,” says the school’s director of special education. “They want to learn and they require love and attention, and our teachers and administrators work hard together to make sure they get both.”

Before coming to the high school a year ago, Chris Eury, BS '08, substitute taught at various high schools in North Philadelphia. “I’ve never seen students get along the way they do here,” says Eury who teaches math and provides special education learning support. “I’ve never witnessed bullying or a fistfight, and they are very respectful of all the staff.”

Eury, who is working towards his master’s degree in educational psychology at the College of Education, thinks the school’s somewhat evenly split white/African American/Hispanic student population is unique. “The school’s definitely multicultural and I think the diversity classes I took, which stressed being sensitive toward different ethnicities and religions and realizing what to say or not say in certain situations, have really helped me.”

Third-year math teacher Barbara Ledford, BS Ed '11, who grew up in Haverford, Pennsylvania, agrees. “Combined with Temple’s city location and all my field experiences in urban settings, my College

of Education professors prepared me to understand diversity and students who don’t come from ideal situations and appreciate how they persevere and want to be educated. I learned how you can still have a positive relationship with them even though you might not have the same upbringing.

“Teaching here has transformed my life,” she adds. “I’m definitely more patient, more understanding and willing to go to bat for them. They make me want to be a really great teacher. And I truly believe that when students leave here, not only are they good students but they are also good people.”

At MACHS, each room is labeled as if it was a ship—port and starboard for the left and right sides of the classrooms, bow and stern for the front and back. Beginning in the 9th grade with a course that introduces students to maritime careers that range from the military and shipping to the pleasure boat industry, the school offers numerous nautical required and elective courses.

Hentnick, who learned of the school when he was a Coast Guard recruiter in Philadelphia, also teaches maritime engineering to juniors and maritime entrepreneurship to seniors. Another teacher, Captain David Bell, spent two decades full- and part-time in the maritime industry—including as a deckhand on a

National Oceanic and Atmospheric Administration research vessel and as a captain sailing the replica of the *Amistad*, the infamous slave ship. He teaches the required 9th-grade introduction to maritime studies class and a navigation and seamanship elective to older cadets.

Maritime material is also infused into more traditional courses, including the sciences, English and history. Chemistry and physics students learn about Archimedes’ theory of flotation. In English class, cadets read *In the Heart of the Sea*, the true story of the whaling ship that inspired Herman Melville’s *Moby-Dick*. The students of Tyler School of Art graduate James Lint, '93, annually dominate the Philadelphia Water Department’s sustainability calendar-art competition.

Besides field trips to various maritime industries, MACHS also offers a variety of nautically related extracurricular activities. Each year a half-dozen students build boats at the Philadelphia Wooden Boat Factory in Bridesburg. After helping build a 13-foot-long sailboat out of white oak planks last year, Mayfair’s Ryan Williams, who wants to become a carpenter, was aboard for its initial launch. “There’s always new techniques to learn and it was an amazing feeling to know that I had been part of building it.”

“We are lucky to have a good number of Temple University graduates...”



With Barbara Ledford, faculty advisor, observing, Krystian Mol (left) and Kamil Kraszewski show how their SeaPerch competition program robot is submersible.

Asked if he was surprised at how fast it sailed on the Delaware River, the junior—who this year is helping build an 18-foot-long rowboat—responded: “I was surprised it was floating.”

Josh Weir, a freshman from Tacony, this year also is spending three days a week after school building a sailboat. “I think it’s amazing that we can get a whole bunch of people together who, with little or no experience, are coming together and learning how to build something magnificent—a floating boat,” says Weir, who ultimately hopes to pilot large ships up the Delaware River channel.

Teamwork is also the guiding principle of the school’s SeaPerch team, which competes in a national underwater robotics competition sponsored by the Office of Naval Research. The competition, explains Ledford, the program faculty advisor, requires students to design and build a submersible battery-powered robot from common household items such as PVC pipe, zip ties and polyethylene pool “noodles.” They then must remotely

navigate it through an obstacle course and complete a mission, such as locating and retrieving a sunken satellite. Two years ago the MACHS team placed third nationally in Indianapolis in both the overall competition and for its presentation.

“I want to do robotics or electrical engineering,” says Shawn Presock, a junior from Lawndale, “and this lets me get a first-hand experience at what I hope will be my future career.

“Being able to take leadership and responsibility for different sections of the project is a big part of SeaPerch, but you definitely can’t do it all by yourself. If there’s no teamwork or cooperation among your peers, it’s not doable.”

“In the maritime industry, teamwork is vital,” adds Bell, who advises the boat-building cadets. “Your lives depend on each person on board doing their job.”

Says Poznek, who graduated from naval Officer Candidate School, served six years in the U.S. Naval Reserves and holds a merchant marine captain’s license: “That’s

why we emphasize following rules and regulations. We expect respect and proper discipline”—and clearly get it from a group of largely nice, well-behaved students. “We view the maritime curriculum as the cohesive force that motivates our cadets to achieve academic success.”

For the past four years a group of select students have also gotten a taste of military life at a three-day mini-boot camp arranged by Hentnick at the U.S. Coast Guard’s sole boot camp site in Cape May, New Jersey—where he himself was a drill instructor. While enduring some over-the-top yelling for minor (or even non-existent) violations, the cadets witness a recruiting class graduation, fire pistols, undergo firefighting and water rescue training and are taxed physically.

“I expected it would go easy if I followed orders but in reality I was completely wrong, I was pushed mentally and physically,” says Ivan Hernandez, a senior from Northeast Philadelphia who plans to enlist in the U.S. Coast Guard after graduation.

Before attending last year's boot camp, Lydia Gaston did not think she could do a single pushup. She did nearly 30. "I kind of doubted myself going into it, but when you're under pressure to do things you've never done before you actually perform the tasks," she says.

"It gives you more appreciation for people in the military because that's just the boot camp part of what they have to do before they go out and perform tasks that keep us safe.

"The experience definitely made me want to go into the military."

Of last year's graduating class of 65 cadets, about 70 percent were accepted at two- or four-year colleges or universities, with the remainder either joining the military or going into the workforce. As of mid-January, 100 percent of this year's seniors had applied to colleges (some have even been taking college-level courses at Northeast Philadelphia's Holy Family University).

Among the recent success stories: Taheem McGee. After his mother passed away a few years ago, the West Philadelphia resident struggled academically. But with the support of the school and his family, he persevered so well that after he graduates this June he will enter the Paul Hall Center for Maritime Training and Education in Piney Point, Maryland. Affiliated with the Seafarers International Union (SIU), the school's free one-year entry-level training program guarantees graduates union membership and a first job aboard one of the union's contracted vessels.

"I plan on being a maritime engineer and there will be a lot of opportunities to travel and expose myself to different cultures," he says. "I could go to Egypt, China or Japan."

Then there is Eric Hernandez, Ivan's older brother. After spending a preparatory year at the New Mexico Military Institute, later this year he will become the first MACHS graduate to attend the prestigious U.S. Merchant Marine Academy. That wouldn't have been possible, he says, without MACHS. Since the moment he arrived in 7th grade, he says, "It changed me both physically and mentally."

He went to the PIAA state championships multiple times as a cross-country and long-distance track star and fell in love with the maritime industry as a result of his classes. During his sophomore year at the USMMA, where he will major in maritime logistics, he will spend a year at sea visiting 18 different countries. "You always hear of people who like to travel but I've never been able to do it," he says. After he graduates from the academy, he plans to first serve in either the U.S. Coast Guard or Marine Corps.

"Then," he says, "I plan on working for a maritime company shipping goods around the world."

"We can explore more than other schools offer," Essence March, a sophomore from Kensington, was saying during Hentnick's class. "I love that we have the opportunity to learn about the Coast Guard, what to do on a ship and what to do if it sinks.

"I wouldn't change it for the world," says the sprinter on the Maritime Seadogs track team. "I've been here since the 6th grade and it's grown into a family, a home away from home."

Moments before, while practicing her knot-tying skills on a stool's horizontal leg brace, she flung her arms up and beamed. Why such unbridled joy? "It's the first time," she explained, "that I've ever been able to tie a clove hitch!"



Brianna Woods displays one of her knots.

CLAFLIN PRESIDENT HENRY TISDALE '67 GUIDES ONE OF THE NATION'S FINEST HBCUs



After spending the summer of 1965 taking education courses at Temple University, that September Henry Tisdale began teaching math at Thomas Fitzsimons Junior High School in North Philadelphia.

Earlier that year the College of Education's 2014 Gallery of Success awardee had graduated *magna cum laude* with a BS in mathematics from Clafin University, a historically black university in Orangeburg, South Carolina. After ruling out working for a corporation such as IBM or attempting to become an Air Force pilot, Tisdale quickly began to view his decision to earn a master's degree in math while making a commitment to teach at least three years in Philadelphia public schools as a colossal mistake.

For him, being able to pursue his love of mathematics in graduate school, not teaching, had actually been the main lure of the joint Temple-School District of Philadelphia program. Meanwhile, in the segregated rural schools that he had attended in his native South Carolina, "The teacher was king, the teacher was respected and revered not only by students but also by parents and everyone else in the community," he recalls. "Education was seen as the key to success, the great equalizer, the first step to freedom and justice."

At Fitzsimons, however, the attitude of the almost exclusively African American students shocked him.

He felt his lesson plans and the content he was delivering were exemplary—he knew his mathematics. "But I didn't feel that the students cared or were learning anything," he remembers, "and I was certain it wasn't my fault."

He was close to resigning.

Then he had a discussion with one of his professors at Temple. "He suggested that maybe I should not focus first on mathematics and myself but maybe try to focus on the students, really getting to know them and get engaged with them in a way that would let them know that I cared about them.

"That," says Tisdale, who since 1994 has been the highly successful president of his alma mater, Clafin University, "was the defining moment of my career. I was on the brink of failure, maybe not just as a teacher but in terms of my overall career, but from that point forward I followed that advice."

Tisdale, who grew up on a rural family farm picking cotton and tobacco and feeding chickens, pigs and cows, started spending more time with his students in North Philadelphia. He volunteered to form an after-school boys club, coached one of the school's basketball teams and went into the local neighborhoods to speak with parents and invite them into the school. He began to understand, for instance, that some of his students were not doing well academically because they feared local gangs would punish them if they excelled.

The result: “I found a love that I did not know was in me,” he says, “the love of helping young people, of teaching math to students who some people felt were just not going to get it.” But thanks to Tisdale, they did, with many of his students graduating on to better high schools, prestigious prep schools and more competitive colleges and universities.

Along the way, as his three-year commitment stretched into four years, the mathematician who was teaching just to feed his passion for math completely reoriented his career path to become a passionate educator.

Armed with his 1967 master’s degree from Temple, in 1969 Tisdale became a mathematics instructor at Delaware State University in Dover, Delaware (from which he continued to drive back to Temple to take more graduate-level math courses in the evenings).

Ultimately, he earned both an MA in mathematics (1975) and a PhD in mathematics and probability from Dartmouth College (1978) and then returned to Delaware State to teach and conduct research as an assistant professor. Seven years later, when the school’s vice president of academic affairs indicated she wanted to nominate him for a prestigious educational leadership development fellowship sponsored by the American Council on Education, he was initially not interested.

“I’m a faculty member, that’s where the action is,” he told her. “I don’t need to be an administrator.” She persisted, however, so Tisdale found himself interning for a year as a special assistant to the president of the University of Delaware, Arthur Trabant—as well as shadowing the presidents of Harvard University and the universities of Miami and Wisconsin. He then returned to Delaware State, first as assistant vice president for planning, assessment and information systems and then as senior vice president and vice president of academic affairs.

Then, in 1994, he was invited to apply to become the eighth president of his alma mater, Claflin University. In his inaugural address, he pledged to make the university one of the nation’s premier liberal arts institutions—a pledge on which he has surely delivered. In 2008, *Forbes.com*, in its first rankings of America’s best colleges, ranked Claflin as the top historically black college or university (HBCU) in the country and in the top four percent among all U.S. institutions.

For 13 straight years *U.S. News and World Report* has also ranked the school among the top tier of comprehensive baccalaureate-granting institutions in the South, and three years ago, for the first time, ranked Claflin in the top tier of national liberal arts colleges and universities; *Washington Monthly* has ranked it 10th in that same category.

To achieve such acclaim, Tisdale raised the bar for both faculty and students, focused more on science, technology, engineering

and math (STEM) disciplines and transformed the campus with major building and infrastructure construction and renovation. Among the improvements: one of the largest and most sophisticated nuclear magnetic resonance spectrometers in the state, a device that researchers from Clemson University and the University of South Carolina come to Orangeburg to use.

Meanwhile, when Tisdale arrived in 1994, less than half the faculty had terminal degrees; today more than 80 percent do. He also raised student admission standards.

“We didn’t know if our applicant pool and enrollment would shrink,” says the Rev. Whittaker V. Middleton, Claflin’s vice president for institutional advancement and a 1973 graduate who has worked at the university ever since. “But by looking for better students, our enrollment has more than doubled, to 2,000 students.” Likewise, the average SAT score has risen by over 200 points. The brightest students now matriculate in the school’s Honors College; established in 1994, it is directed by and named for Tisdale’s wife, Alice Carson Tisdale.

The school’s growing academic reputation, in turn, has helped drive two capital fundraising campaigns that have dwarfed the university’s previous efforts. A \$20 million campaign that ended in 2002 actually raised \$30 million; a subsequent campaign that will end this year is expected to exceed its \$96.4 million goal—thanks, in part, to more philanthropically minded board of trustees members recruited by Tisdale, a 97 percent faculty and staff donation rate and the school’s alumni.

Nationwide, alumni giving rates hover below 10 percent. When Tisdale arrived, a healthy 30 percent of Claflin’s alumni supported their school. Last year, however, *U.S. News and World Report* ranked Claflin first among HBCUs in alumni giving rates. The news organization based that ranking on 2011–2012 data, when Claflin’s alumni giving rate was 43 percent. But in 2013 that figure jumped even more, to 52.2 percent, placing the school among the best in the nation.

This increase is the result of programs that get students involved in giving back to their university while they are still enrolled as undergraduates. During the past decade, students have donated \$250,000 to the current capital campaign and 100 percent of Claflin’s graduating seniors have each donated \$20 to their new alma mater.

“Looking back,” says Tisdale, “I’m very proud of what we, not I, have been able to accomplish. Team Claflin includes the board of trustees, faculty, staff, students, a very passionate alumni and friends who have all been very supportive. Because of all of them, we have moved the university from an institution that wasn’t even on the radar screen as being good to the point where it’s recognized today as one of America’s best colleges.

“I’m very proud of that.”

Tisdale pledged to make the university one of the nation’s premier liberal arts institutions—a pledge on which he has surely delivered.

FIRST APPOINTED BERNARD C. WATSON ENDOWED CHAIR IN URBAN EDUCATION

When a four-member faculty advisory committee gathered to recommend who should become the first Bernard C. Watson Endowed Chair in Urban Education, it was the shortest academic meeting any of them had ever attended.

First, they briefly reviewed the criteria for the “Chair of the People,” which is designed to link urban education scholarship, theory and practice through the College of Education’s outreach programs for children, youth and adults in North Philadelphia and throughout the Philadelphia region. Then they looked at each other and immediately said: “James.”

“Adjourned,” said the committee chair, Michael W. Smith, associate dean of faculty development and academic affairs and professor of literacy education.

“James” is James Earl Davis, a professor of educational leadership who has been actively working with the college’s Urban Education Program—of which Watson was a principal founder—since his 2000 arrival at the college. Besides serving as the college’s interim dean between November 2010 and June 2013, Davis has also been an associate dean for academic affairs and chaired the former Department of Educational Leadership and Policy Studies.

As Smith’s resulting recommendation letter noted, “Dr. Davis is an accomplished researcher whose work demonstrates a manifest commitment to issues of social justice (and) ... addresses issues informed by gender, race, class and the intersection of these social locations.” Davis’



“Dr. Davis is an accomplished researcher whose work demonstrates a manifest commitment to issues of social justice (and) ... addresses issues informed by gender, race, class and the intersection of these social locations.”

widely published research focuses on the unique educational challenges that young black males face—including the wide gulf between what is expected of them in school and in their neighborhoods.

Locally, he also served on the boards of directors or advisors for Research for Action, Friends of YouthBuild Charter School Philadelphia, Rho Chapter (Alpha Phi Alpha) Education Foundation, Temple University Press and the Advocate Center for Culture and Education.

“I’m deeply honored and awestruck in many ways because of who Bernard C. Watson is and what he represents,” Davis says. “To hold the chair that honors him and his contributions is a humbling experience.” Watson is a former deputy superintendent of the School District of Philadelphia, a former academic vice president and presidential scholar at Temple University and the former president and CEO of the William Penn Foundation. Currently he serves as the long-time chairman of the Board of Trustees of the Barnes Foundation.

Focus on nearby neighborhood

Davis is committed to assuring that the work of the chair reflects Watson’s dual contributions to urban education and the community. His principal initial focus is shepherding Temple’s role as the lead educational partner in the City of Philadelphia’s \$30 million Department of Housing and Urban Development Choice Neighborhood Initiative—a five-year effort to replace the 1950’s-era Norris Apartments public housing project on the east edge of the Temple campus with 297 units of affordable and market-rate housing.

Under Davis’ guidance, the College of Education and the Center for Social Policy and Community Development in the College of Public Health will provide \$1 million of in-kind services to improve the lives of area residents, including creating educational programs and career training. This includes professional development for administrators and teachers to improve the learning environment at

the nearby Paul Laurence Dunbar and Tanner Duckrey elementary schools.

Davis also recently hired one of his former educational psychology graduate students, Meghan Raisch, PhD ’15, as an educational engagement specialist. She will direct Norris after-school programs for children attending the two neighborhood K-8 schools and support college and career readiness programs for high school students and adults. Eventually College of Education students will contribute thousands of hours in a new Early Childhood Learning Center that will offer wrap-around services for children.

“Improving the lives of children and their families through education and providing resources that will help them succeed are central to our mission,” said Dean Gregory M. Anderson during a December reception to honor Davis’ appointment. “And I’m not exaggerating, but if it wasn’t for James, the City of Philadelphia wouldn’t have gotten this grant.”

HUD had previously rejected the city’s grant request because it did not have a strong lead educational partner. When the city tried again, local residents asked that the College of Education get involved. “When we asked why,” Anderson said, the response was: “Because we trust James’—as I trust James and many of us in this room do.”

Other current focuses of the Watson chair include continuing Davis’ research on the education of young black males; continuing his National Science Foundation-funded research regarding young males of color and science, technology, engineering and math (STEM) education; and working with Steppingstone Scholars Inc., a non-profit organization that, beginning with fourth-graders, prepares motivated urban schoolchildren for acceptance and success at the top college preparatory schools in the Philadelphia area.

Davis’ selection culminates a years-long effort to fund the chair—a development effort chaired by Constance Clayton, former Philadelphia schools superintendent and member of the college’s Board of Visitors. The College of Education

gratefully acknowledges the generous contributions of all alumni whose support made this chair a reality.

As long envisioned, the Watson urban education chair is now serving as a North Philadelphia ‘bookend’ to the urban education chair named in Clayton’s honor at the University of Pennsylvania in West Philadelphia.

It also is the College of Education’s second endowed chair. Professor Barbara A. Wasik, PNC Chair in Early Childhood Education, credits Davis for luring her to Temple a decade ago from Johns Hopkins University.

At the reception, Wasik, a member of the Watson chair’s faculty advisory committee, described Davis as: “Classy ... gentle ...smart ... and gracious... Thank you for accepting this honor,” she told Davis, “and thank you for being the colleague all of us want you to be.”

Davis’ older brother Larry, a counselor at the Educational Opportunity Center –College Board in Washington, District of Columbia, spoke last: “We had a wonderful mother who, even though she had a fifth-grade education, always said, ‘My boys are going to college.’ And we had an exceptional father who quizzed us on words, spelling, the days of the week and months of the year and times tables, even before we started school.”

Those drills laid the initial foundation for what would become Davis’ lifetime commitment to education and its power to change lives.

“No matter what,” Larry said, “he never stopped.”



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

NEWS IN BRIEF

COLLEGE OF EDUCATION

Dean Reaches Out to Alumni to Share His Vision for the College's Future

Speaking to a group of alumni gathered at the Warrington Country Club in Bucks County late last year, Dean Gregory M. Anderson said, "I want your feedback, your expertise and experience. That's the legacy we hope you share with us."

This was one of Anderson's "Education: Passport to the Future Events," an opportunity to outline his vision of the college's future and personally elicit input from some of the college's more than 48,000 alumni. Similar events have also been held in New York City, Montgomery County and central Pennsylvania, and online in a webinar.

Anderson's main message: As a result of market forces and education funding cuts, particularly in Pennsylvania and Philadelphia, the College of Education and other schools and colleges of education are undergoing a dramatic transformation.

"We are a college of education that historically and proudly has been known for being the region's largest producer of teachers," said Anderson, who became the dean on July 1, 2013. "But although

we may no longer be the largest, I want us to be the most important, influential and best producer of educators."

In addition, he said that the college needs to pair its teacher prep expertise with the breadth of the faculty's expertise that includes a lot of strengths and assets not directly related to training new teachers.

"We have strong programs in school psychology, counseling psychology, higher education, applied behavior analysis focused on spectrum disorders such as autism and adult and organizational development," he said. "I look at this as an opportunity to develop a strategy that takes all of the assets and strengths of our faculty and students in order to have a collective impact both in and outside of the classroom."

Examples he cited include plans to have a multi-generational influence on residents of the Norris Apartments, whose neighborhood is undergoing a significant transformation thanks to a \$30 million U.S. Department of Housing and Urban Development Choice Neighborhood Initiative grant. As the lead educational partner working with the City of Philadelphia on the grant, both College of Education faculty and students will be involved in a variety of programs to benefit residents, including an Early Childhood Learning Center. (See previous story on the Bernard C. Watson Endowed Chair's priorities).

To ensure that the College of Education remains financially strong, Anderson said that the college is pursuing non-traditional funding sources for research and program funding, including corporations, non-profit foundations and government agencies. These include engaging the health-oriented Robert Wood Johnson Foundation and Medicaid to support some of the programs at the Norris Apartments.

"Four-plus-one" bachelor's and master's degree programs, which would allow non-education undergraduate majors to earn an education master's degree during a fifth-year teaching residency, are also underway (see page 17). Also, a bachelor's degree in human development and community engagement is now preparing students for careers in areas such as community-based education, childhood mental health or non-profit organizations and advocacy. "In addition, the college is focusing on offering more professional development and non-degree certification programs," said Anderson. "We are becoming more diversified in the services we provide."

Jessica Scherff, BS Ed '10, ambassador for the College's Young Alumni Advisory Council and a Phoenixville public school teacher who taught four years at the Paul L. Dunbar Elementary School near Temple, said, "The lives of the kids there are harsh. What can Temple do for the teachers to get them ready for the lack of guidance counselors and nurses?"

Anderson indicated that although the college is sometimes challenged by state-mandated curriculum requirements, it is exploring how to further integrate its different curriculums; for example, strengthening the connections between counseling psychology and teacher education as well as between special education and our principals' program.

The Passport to the Future events tap into what Anderson considers to be the college's most valuable resource: its alumni. Inspired by his vision, attendees have responded by investing their time and talents in the college's mission. From volunteering to write grant proposals to working on alumni board-related work, our alumni continue to be energized and loyal to the College of Education.

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



CAREER AND STUDENT DEVELOPMENT

College Ramps Up Career and Student Development Efforts

As the College of Education's first assistant dean for career and student development & special events, Jason B. Bozzone has been offering a series of professional development services for both students and alumni.

"When Dean Anderson arrived during the summer of 2013, he realized there was a critical need for career and student development and special events planning," says Bozzone, the college's former assistant dean for academic and student affairs. "Our initiatives are well aligned with Temple University President Neil D. Theobald's six commitments, especially assisting Temple students to be career ready."

For current students, Bozzone's programs include:

Tuesday Teaching Techniques Seminars: A piloted program offered four times a semester, the programs have included alumni discussing effective job-interviewing techniques and a panel of 2014 College of Education graduates discussing their first year of teaching—supplemented by the views of Associate Professor Christopher McGinley, a former principal and school superintendent.

Professional Development Days: Geared exclusively to student teachers, 128 attended each of the two fall programs and 200 were expected in the spring. "The new career development services prepared me for student teaching, the job search process and ultimately provided career readiness to land a position immediately after graduation, says Alexander Trost '14, now a fourth-grade teacher at the John Welsh School in North Philadelphia.

Community Involvement & Job Fairs: The first fair last fall attracted 165 students and 34 nonprofit organizations or employers interested in providing the college's students with volunteer opportunities, internships or part- or full-time jobs. "We have had a wonderful partnership with Temple University in hiring undergraduate and graduate students," says Steven Katz, Brightside Academy Inc.'s regional human resources manager. "Many of our teachers and management team members are Temple graduates."

A one-credit career strategies and pathways course: Developed by Bozzone, this semester the class met weekly from Feb. 3 to April 7.

Employer Appreciation Night: Through a collaboration with Susie Suh, assistant dean for development and alumni affairs, the college networked with regional hiring managers while enjoying a Temple men's basketball game in box seats.



Student teachers networked with regional employers during the "Owls of a Feather Network Together" event on Monday, Feb. 16, in the Shimada Resource Center.

Bozzone also assists alumni who are considering changing jobs or careers. During the fall semester, for example, Bozzone teamed with Tina Vance Knight, associate director of alumni career programming for the Temple University Alumni Association, to provide resume reviews and mock interviews for College of Education alumni.

"I know the perception is that, due to budget cuts, there are no available teaching jobs," says Bozzone. "But that's not necessarily true. There is still a need in particular for special education, foreign language, English-as-a-second-language, STEM and career/technical education teachers."

Also, he says, education job candidates should not limit themselves to the Philadelphia region. "We post 30 jobs a week on our <http://sites.temple.edu/career/> website and on the College of Education's LinkedIn page, which recently surged to more than 550 members," says Bozzone. "Recently schools in Boston, Washington, North and South Carolina and Alaska contacted us. Administrators believe the college's graduates are versatile and highly competent."

Alums who would either like to get involved in the recruitment of College of Education students or graduates or avail themselves of alumni career services should contact Bozzone at education.jobs@temple.edu.

CENTER ON INNOVATIONS IN LEARNING

Center on Innovations in Learning Focusing on Personalized Learning

Now in the third year of a \$7.2 million federal grant, the college's Center on Innovations in Learning (CIL) is focusing on innovations in personalized learning.

"In the past year there has been quite a bit of renewed interest in personalized learning," says Marilyn Murphy, the director of the CIL, which is housed within the College of Education. "In part because of the plethora of personal devices, this interest in personalized learning includes both virtual learning and blended learning, which combines both technology and face-to-face or other human interaction."

The CIL is one of just seven of the U.S. Department of Education's Comprehensive Content Centers. It works with the federal department's 15 regional comprehensive centers and with state education departments to assist them in making informed choices about the wealth of innovative educational products and services that are available.

The CIL, which has already produced a printed and online *Handbook on Innovations in Learning*, is now planning to publish a *Handbook on Personalized Learning*. Part of the demand, says Murphy, stems from the fact that today's students and younger teachers are both so comfortable with emerging technologies. "Much of this technology is perceived as being cool, slick and fun," says Murphy, "which enhances the students' engagement in the learning process."

CIL's researchers are culling through multiple devices and thousands of apps or applications to evaluate quality, cost and appropriateness for various age groups. "Personalized learning varies the time, place and pace of learning for each student, enlists the student in the creation of learning pathways and utilizes technology to manage and document the learning process and access rich sources of information," Murphy wrote in her proposal for the handbook.



The CIL staff members gathered together recently for a staff retreat.

One major plus of the technology: immediate feedback students receive with online testing. "It's one of the reasons that gaming is so popular with kids," Murphy adds. "Because of built-in systems for rewards and progression, individualized instruction is possible because both students and teachers immediately know at which level each student is performing," Murphy adds.

While the CIL utilizes the expertise of educational researchers and consultants nationwide, it also frequently relies upon College of Education faculty members. For its personalized learning handbook,

Associate Professor Catherine C. Shifter is producing a chapter on professional development for teachers. Besides contributing the foreword, Murphy will join Temple professors Tamara Sniad, Frank Sullivan and Christine Woysner in writing reports from the field on personalized learning in practice.

The CIL also focuses on three other priority areas: learning technology, learning in and out of school, and innovation for students with disabilities.

For more information about the CIL's activities and research, please go to its website, <http://www.centeril.org/>.

GRADUATE PROGRAMS

Temple Awarded \$2.2 Million Federal Grant to Establish a Middle Grades Teacher Residency Program

Funded by a five-year, \$2.2 million federal grant, the College of Education is establishing a highly selective “four-plus-one” master’s degree and certification program aimed at attracting graduates of bachelor degree programs in science, engineering and math to become middle grades teachers in urban schools. Candidates also will have the option of obtaining an additional special education certification.

“It’s an emerging approach to teacher education and new teacher retention that is modeled after medical residency programs,” says Wanda Brooks, associate dean of teacher education and a former Philadelphia public schools teacher. “We anticipate that spending nearly an entire year in a middle grades classroom will allow our Temple pre-service teachers to develop deep connections with their students and the local community as well as provide a realistic sense of teaching in an urban environment.”

The grant is one of 24 grants totaling \$35 million that were awarded by the U.S. Department of Education as part of an annual Total Quality Grant competition announced by President Obama last May at the White House Science Fair. The grants involve partnerships between two dozen universities and high-need school districts.

“We are collaborating closely with the School District of Philadelphia’s Human Resources Office and several select charter schools to meet their specified recruitment goals or hard-to-staff hiring needs,” says Brooks. “We are trying to create a deliberate feeder program and partnering in a new way. But if our graduating students don’t end up employed in a Philadelphia district or charter school, we expect that they will begin their teaching careers in an urban district.”

One key element of the program involves identifying a variety of host urban schools—“because they are definitely not all failing,” Brooks notes—“where supportive principals along with a group of successful and experienced middle grades teachers will mentor our Temple students for an entire school year.”

By this fall semester Brooks hopes to have a cohort of eight students (each receiving a stipend for living expenses) enrolled in the program. They will have spent the summer taking education courses and attending an orientation designed to acquaint them with the current teaching and learning context in Philadelphia. During the fall semester, they will spend four days teaching in a middle school classroom and an additional day taking graduate-level classes. During the spring semester, they will teach full time in their assigned classrooms.

Ultimately, the college expects to have 15 students in each cohort—including those identified during their junior and senior years at Temple who can begin to take preparatory education classes while still undergraduates.

The college is collaborating on the program with Temple’s College of Engineering (with which it is developing a similar four-plus-one program independent of the federal grant) and the College of Science and Technology. Brooks is the grant’s principal investigator. Her co-investigators include the College of Education’s Joseph R. Boyle, associate professor of special education, Doug Lombardi, assistant professor of science education, and Kristie Jones Newton, associate professor of mathematics education.

To support the Temple Teacher Residency Program, please see enclosed envelope.



The Temple Teacher Residency program will prepare teachers such as Jessica Scherff, BSEd '10, working here with seventh-grade math students at Dunbar Elementary School in North Philadelphia.

SCHOOL AND COMMUNITY PARTNERSHIPS

Temple Teacher Network Supports Our Graduates in the Field

“Teaching is really hard work,” says Juliet D. Curci, the College of Education’s director of school and community partnerships. “There are a lot of social dynamics and political factors outside of teachers’ control, so there is a lot to balance.”

To support graduates and other teachers—including cooperating teachers who sponsor the college’s student teachers in their classrooms—the college has launched the Temple Teacher Network. “One of our goals is to help them stay in the profession and to do their best work with their students,” says Curci.

The TTN offers teachers the opportunity to:

- connect with colleagues
- share best practices and take advantage of the College of Education’s professional development, and
- mentor Temple’s teacher education students.

“Ultimately,” says Curci, “our goal is to gather together a group of teachers who are interested in some type of consistent engagement with the College of Education and Temple University in support of their teaching practice.” Additionally, the network seeks to identify teachers willing to mentor Temple students in their classrooms during various student field placements.

“We think our graduates are excellent mentors for our students because they already know our program, our expectations and our values,” says Curci.

The inaugural event, held Sept. 30 at the university’s Morgan Hall, featured a panel of four alums who discussed how they maintain a positive outlook on their jobs and their students while maintaining a proper work-life balance.



Panelists included Christopher Angelini, MEd ’12, an English teacher at The Career and Academic Development Institute, an alternative Philadelphia high school, and Temple student teacher mentor; Annie Huyhn, MEd ’10, an elementary school teacher at the Folk Art-Cultural Treasures Charter School in Chinatown; Yaasiyn Muhammad, BA ’08, MEd ’09, a social studies teacher at Central High School; and Christina Long, EdD ’10, an English language arts teacher and a Temple student teacher mentor and coach at Alexander Adaire School in Fishtown.

Forty people, 75 percent of whom are currently teaching, heard the panel and networked afterwards. “People seemed really excited to have Temple support them and seemed very interested in paying it forward to the next generation by having a collective impact on young people in our region,” says Curci.

Other TTN events during the fall semester included:

- “Race and Academic Achievement: An Educator’s Workshop on Empowering Students of Color”
- a workshop in using LinkedIn to network with other educators
- a colloquium on teaching English/language arts in middle schools, and
- a workshop on “Opinion and Editorial Writing as Teacher Leadership.”

Some of the spring semester’s events included:

- a panel discussion on the movement to opt out of standardized testing, and
- a workshop on blogging by and for educators.

To learn how you can get involved with the Temple Teacher Network, please:

- check the TTN website for upcoming events at <http://education.temple.edu/alumni/temple-teacher-network>, or
- contact Curci at 215-204-2475 or juliet.curci@temple.edu.



FACULTY NOTES

Psychological, Organizational, & Leadership Studies Department

The views of **Frank Farley**, Laura H. Carnell Professor of Educational Psychology, regarding the misuse of mental illness diagnostic labels were featured on Today.com (NBC Today Show), and his recommendations for significantly changing behavior via New Year's resolutions appeared in various media. He was interviewed about internet-based crowd sourcing, particularly as it applies to research funding, for ABC-TV.

On Jan. 1 he became president-elect of the Society for the Study of Peace, Conflict and Violence. One of his initiatives involves organizing a National Violence Summit in 2016 to craft a blueprint for the reduction of such violence, including in educational settings. He also wrote the official memorial for the late Robert Thayer, a leading emotion and mood researcher, for *The American Psychologist*, the flagship journal of the American Psychological Association.



Annemarie H. Hindman, associate professor, and **Barbara A. Wasik**, professor and PNC Chair in Early Childhood Education, were awarded a \$200,000 grant from the Annie E. Casey Foundation to develop "Story Talk at Home: An Evidence-based, Community-informed Family Component for the Story Talk Intervention." The grant will allow them to develop a family intervention for their pre-school Story Talk teacher coaching model that is currently funded by the U.S. Department of Education's Institute of Education Sciences.

In March the two also published a paper in *Phi Delta Kappan* entitled, "Talk alone won't close the 30-million word gap." It addresses the important issue of word learning in young children.

Teaching and Learning Department

Erin McNamara Horvat, associate professor of urban education, last year co-wrote an article with David E. Baugh, the superintendent of the Bensalem Township School District, that appeared in the *Phi Delta Kappan* entitled: "Do you favor charter schools? Why are we still asking?" They concluded, "That's the wrong question. Instead we should ask why we allow deep inequities to persist."

Horvat and Baugh also reviewed two reports that advocate for school choice as a mechanism for improving learning outcomes. Their review was published in January 2015 by the National Education Policy Center, School of Education, University of Colorado. They dismissed "Better Data, Better Decisions," a report by ConnCAN, the Connecticut Coalition for Achievement Now, which argued that charter schools were the only solution to improving the state's failing schools, because they felt it relies too much on anecdotal evidence and unsubstantiated claims. They found "A Crisis We Can Solve," a report by the American Enterprise Institute, to have more useful data and suggestions.

However, they ultimately concluded that it too makes too many unsubstantiated claims about the power of choice to reform schools.

Yasko Kanno, associate professor of TESOL, was awarded the TESOL International Association's 2015 TESOL Award for Distinguished Research. The award was given for an article she co-wrote with one of her graduate students, Sara N. Kangas, "'I'm not going to be, like, for the AP': English language learners' limited access to advanced college-preparatory courses in high school." The article appeared in the October 2014 issue of *American Educational Research Journal* and was featured on the front page of the AERA website.

Kanno last year also gave two keynote addresses: "Identity and language education: Are there such things as 'World Japaneses'?" at the Canadian Association for Japanese Language Education Annual Conference in Montreal in August; and "Why ELLs don't go to college" at the 34th annual regional Bilingual/ESL Conference for New Jersey and New York middle- and high-school teachers at William Patterson University in Wayne, New Jersey.

Doug Lombardi, assistant professor of science education, co-edited a special issue of the *Educational Psychologist* entitled, "Engagement in the Context of Science Learning." The January 2015 issue focused on how engagement in science learning is characterized and measured.

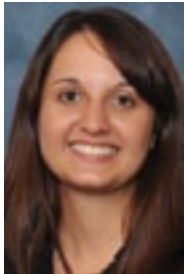
Lombardi also co-authored two of the issue's articles. "The Challenges of Defining and Measuring Student Engagement in Science" provided an overview of the conceptual landscape surrounding engaging students in formal and informal science learning situations. "Coding Classroom Interactions for Collective and Individual Engagement" looked at science engagement through the sociocultural perspective, bridging the dialectical relationship between collective discourse and individual cognition. His co-editor and co-author for one of the articles was Gale M. Sinatra, professor of psychology and education at the University of Southern California's Rossier School of Education. His other co-author was Suna Ryu, a post-doctoral researcher at the University of California, Los Angeles.

Top row, left to right: Frank Farley, Annemarie H. Hindman and Barbara A. Wasik.

Bottom row, left to right: Erin McNamara Horvat, Yasko Kanno and Doug Lombardi.

NEW FACULTY

College Welcomes 7 New Distinguished Faculty Members



Amanda Guld Fisher, PhD, BCBA-D

Assistant professor and coordinator,
ABA graduate programs

PhD: The Ohio State University, special education
and applied behavior analysis

Professional interests: Advanced stimulus control,
university teaching strategies, staff training and
supervision, and the treatment of challenging
behavior and other areas

"I came to Temple University because of the nationally respected reputation of the master's program in the field of applied behavior analysis. I am honored to work with colleagues who have created a tradition of high-quality education and training for professionals who will practice behavior analysis in a variety of fields."



Christopher McGinley, EdD

Associate Professor and Program Coordinator,
educational leadership K-12

EdD: University of Pennsylvania

**BS elementary education '80, MS educational
administration '88, TU College of Education**

Previous position: Superintendent, Lower Merion
School District

Professional interests: Closing the achievement gap, inclusiveness in special education, educational leadership

"I'm interested in helping reshape and grow the educational leadership master's and doctoral programs in order to meet the current needs of people who have the courage to step up and be leaders in public schools in a challenging time."



Timothy Patterson, PhD

Assistant professor, social studies education

PhD: Columbia University, Teachers College,
social studies education

**BSEd '03 secondary education, social studies,
TU College of Education**

Previous position: Assistant professor, social studies
education, Sacred Heart University

Professional interests: Imparting upon my students a framework for developing methods and curricula that will be responsive to the dynamic classrooms in which they will work

"I believe strongly in the commitment made by the College of Education to public and urban education. In addition, my wife (also an Owl) and I consider the City of Philadelphia our home. As a social studies teacher educator, I was thrilled to return to my alma mater and to an institution that serves a diverse student population and a region with a long and rich history."



Elizabeth D. Richard, PhD

Assistant professor, career and technical education

PhD: The Pennsylvania State University, work-
force education and development

Previous position: Continuing education coordinator,
Dauphin County Technical School

Professional interests: Career and technical education
and administration, contextual and experiential learning

"After 12 years in industry and 22 years in public education, I am pleased to join the Temple faculty. As the daughter of a native Philadelphian, I felt an instant connection to the city I visited as a child. I especially love the vibrancy, diversity and enthusiasm of the university's campus, faculty and students."



Nate von der Embse, PhD

Assistant professor, school psychology

PhD: Michigan State University, school psychology

Previous position: Assistant professor,
East Carolina University

Professional interests: Utilizing a social justice frame-
work to examine how education policies impact the
mental health of both teachers and students

"I came to Temple to join the nationally recognized College of Education and a dynamic and progressive school psychology graduate program. I look forward to building my research program, both nationally and internationally, while serving the diverse needs of the greater Philadelphia region."



Meredith Weber, PhD

Clinical assistant professor, school psychology

PhD: Temple University, school psychology '07, MEd '03 school psychology, TU College of Education

Previous position: Supervising psychologist at the Joseph J. Peters Institute

Professional interests: Trauma and resilience; advocating for children and families experiencing significant stressors

"I am very excited about returning to my alma mater to train and educate future psychologists! The chance to work with some of the same people who trained and mentored me has been incredible. However the most rewarding part has been working with our amazing students, who are the best and the brightest. Our students are typically highly sought-after in our field, and working with them is a privilege!"



Keith A. Witham, PhD

Assistant professor, psychological, leadership and organizational studies

PhD: University of Southern California, Urban Education Policy

Previous position: Center for Urban Education, University of Southern California

Professional interests: Finding ways to help more people be successful in college—particularly individuals

belonging to groups that have historically been excluded from or poorly served by traditional postsecondary institutions

"I can feel a palpable sense of excitement about the future both within the College of Education and across the university as a whole. I also feel a strong sense of alignment between the commitment the College of Education and its faculty have to equity and social justice and my own personal and professional values."

Student leaders inspire culture of giving back

The Student Leadership Philanthropy Council was organized this past September to raise awareness of philanthropy among the College of Education student community. In collaboration with the college's Office of Institutional Advancement and Alumni Affairs, the student-run group of College of Education undergraduates creates their own service projects and volunteers at events where they can meet and network with alumni.

"I've realized how deeply the generosity of donors has impacted my education experience and wanted to do what I can now for the next generation of students," says Kelly Bauer '16, co-founder and co-president of SLPC.

So far this year the SLPC has organized events celebrating American Education Week to thank present teachers, participated in a service project for Martin Luther King Jr. Day, hosted a table during the Temple Toast on February 17 and collected notes for donors during Thank A Donor Week.



Members of the SLPC and College of Education volunteers at Greenfield Elementary in downtown Philadelphia after conducting lessons about the life of Martin Luther King, Jr. for the 4th-grade classes

Message From Susie Suh
Assistant Dean, Institutional Advancement



Dear College of Ed Alumni,

My team and I are very fortunate to learn from our alumni about their personal Temple stories. We often hear how their experiences enriched them not just as educators but as individuals. Sometimes we hear how their time here was challenging because they were working fulltime and/or parenting while attending classes. Regardless, there are two constants: their gratitude for the high quality of their education and for the fact that they received it at the college, at Temple, in the city of Philadelphia.

Many of you have reminisced of your days as student teachers in classrooms across Philadelphia, staying up to prepare lesson plans, learning to work with your classroom mentors or the day of your dissertation defense. Almost everyone recalls their identity in relation to Philadelphia, the city where their careers were launched.

With Dean Anderson's collective-impact approach, our students, faculty and staff will continue to build upon their collaborative efforts with the community. The college continues to thrive as a primary change agent—through education—to promote social mobility and justice. We remain committed to serving our community and enriching our students' experiences.

Please join us in celebrating this commitment by supporting the college, its mission and our students! To make a gift to the College of Education, please contact me at 215-204-0916 or susie.suh@temple.edu.

Sincerely,

Susie Suh
Assistant Dean, Institutional Advancement

Office of Institutional Advancement
Here to Serve You



Drusilla Buscemi
Director of
Development
and Alumni Affairs



Maggie Esteves
Assistant Director
of Development
and Alumni Affairs



**Angelica A.
Youwakim**
Development and
Alumni Affairs Associate

What Are *You* Doing?

Educator would love 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 need 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
Philadelphia, PA 19122
susie.suh@temple.edu

ALUMNI NOTES

1950s

Selma Gold Savitz, BYR '58, MEd '77 celebrated 25 years as director and pianist of the New Horizons Senior Glee Club, a Narberth, Pennsylvania-based ensemble that performs more than 30 concerts in senior communities per year and that won the Governor's Silver and Gold Award for service to older Pennsylvanians. She also was recognized by the Retired Senior Volunteer Program of Montgomery County as Volunteer of the Year.

1960s

David E. Behrend, MEd '66 has been fortunate to continue in private practice in Ardmore, Pennsylvania, counseling lawyers nationally who are going through a career transition or employment change. For the past 20 years he has guided lawyers who are disenchanted with the practice of law, considering a career alternative within the law, exploring moving on into ACT 11 or encore careers. Since January 2011 he has conducted a monthly webinar on "Your Career and the Law" for Florida attorneys. He can be reached at his website <http://www.lawcareer counseling.com>.

Jeff Roth, CLA '68, MEd '75, PhD '85 retired as a school psychologist and coordinator in the Brandywine School District in Delaware. He is currently an adjunct professor and advisor at Wilmington University and volunteers with the American Red Cross Disaster Mental Health. He has authored a soon to be published book, *School Crisis Response: Reflections of a Team Leader*.

John W. Whiteside III, BSEd '69 published *Fool's Mate—A True Story of Espionage at the National Security Agency* with CreateSpace. The book documents the longest-open espionage case brought before the U.S. courts. He was the FBI agent who led that investigation.

1970s

Roseann B. Termini, MEd '79, LAW '85 was appointed vice chair of the Health Care Law Committee of the Pennsylvania Law Association. Additionally, she co-wrote an article titled "The Role of the United States Federal Food and Drug Administration: Regulator, Watchdog, Facilitator or All of These?" that appeared in *Food and Drug Policy Forum*. Termini also presented at both the 2014 Food and Drug Law Institute Conference and the 2014 Food and Drug Law Institute Webinar.

1980s

Aminta G. Hawkins Breaux, CLA '80, PhD '04 was named vice president of advancement at Millersville University in Pennsylvania. Previously, she served as interim vice president for development and alumni relations and as vice president for student affairs at Millersville.

William S. Hawkey, MEd '86, PhD '97 was named head of school at the Pennington School in New Jersey. Previously, he was associate head of school and dean of faculty.

2000s



Jeanine McGee, BSEd '02 has been teaching for 13 years and is currently the 6th-grade teacher at St. Mark School in Bristol, Pennsylvania. *Lost and Found in Sea Isle City* is her first novel and was inspired during the last day of her vacation in June of 2011. The story centers on one girl's journey to find happiness again after tragically losing her husband. At its core, the novel is about life and how sometimes you just need to choose to live it. Jeanine has been married to her husband, Dennis, (who she met in Sea Isle) for eight years. They live in Bucks County.

Edward Gallagher III, BSEd '04 was appointed head of the middle school at AIM Academy in Conshohocken, Pennsylvania, where he will work to create an innovative learning environment for children with language-based learning differences. Previously, he served as assistant upper school dean of Girard College in Philadelphia.

Katherine Cohen, CLA '07, MEd '08 teaches 7th grade English/language arts at Greenberg Elementary. She is also a regional Sheltered Instruction Observation Protocol coach for the School District of Philadelphia's Office of Multilingual Curriculum and Programs and has presented at several regional and national conferences, including the Philadelphia Writing

Project's Celebration of Writing and The Free Mind Free People national education for liberation conference.

Celeste Malone, MEd '09, PhD '12 was named assistant professor and field experience coordinator for the school psychology graduate program at Howard University in Washington, District of Columbia.

Elisabeth Russell-McKenzie, MEd '03, PhD '09 is the program coordinator and administrator for Temple University's NIH-funded Maximizing Access to Research Careers for Undergraduates Student Training in Academic Research housed in the College of Science and Technology. She advises and mentors undergraduates in STEM fields from groups underrepresented in these areas with the goal of successful application to and acceptance in PhD programs. Now in its sixth year, TU MARC U*STAR has a placement rate of about 80 percent to PhD programs in STEM fields at highly competitive universities. She is also an adjunct professor at Eastern University in Infant, Child and Adolescent Development, Educational Psychology, and Research Design and Program Evaluation. Additionally she is CEO and managing director of ELJ Academic Consultants, which specializes in grant writing and program evaluation of training grants which focus on populations underrepresented in STEM fields.

2010s

Michael T. Beachem IV, MEd '12 attended the National Association of Student Personnel Administrators MidManager's Institute in Albany, New York, a program that provides an opportunity for student affairs professionals to interact with and learn from senior administrators in the field. He is the associate director of resident life at International House in Philadelphia.

Emma Bechill, BSEd '14 currently works as a 2nd-grade teacher at Community Partnership School. She continues to be an engaged alumna and supports the college by being an ambassador for the Young Alumni Advisory Council.

Laura Hathaway-Aboud, BSEd '11 is the lead trainer and regional training coordinator for the Pennsylvania CareerLink offices in Philadelphia County. She manages a team of trainers and a program that facilitates approximately 275 workshops per month across the city that provide assistance and training to adults seeking employment.

IN MEMORIAM

'30s

Lorraine R. Nyemetz, EDU '33
Nadeine R. Cope, EDU '35
Arthur Colley, EDU '36
Jean Moser Lamb, EDU '37, '41

'40s

Barney Bernstein, EDU '40
Stephen Abrahamson, EDU '42, '48
Eleanor S. Pinto, EDU '44
Norman W. Wray Sr., EDU '44, '50
Anna B. Young, EDU '46, '55

'50s

Jack Lutz, CLA '50, EDU '53, '66
Bernice L. Metz, EDU '52
Herbert Berkowitz, EDU '55
Richard J. Marshall, EDU '55
Robert W. Bond, EDU '56
John C. Carney, EDU '56
Nicholas Kozay Jr., EDU '56
John J. Cowley, EDU '57
Edward R. Germer, FOX '57, EDU '62
G. Carl Pettinato, EDU '58, CLA '64
Louise M. Priole, EDU '58
George A. Isaac, FOX '59, EDU '65
Jacob W. Miller, EDU '59
Ernest C. Montefusco, EDU '59

'60s

Marguerite D. Borzelleca, EDU '60
Gayl P. Gentile, EDU '60
Michael L. Ripic, EDU '61
Russell Lebar, EDU '62
Harry E. McFarland, EDU '63
Marion B. Norris, EDU '63
Charles H. Simpson, EDU '63
Curtis Allen Leonard, EDU '61, CLA '79
Richard Lee Fredrickson, EDU '65
Joel Riegel, EDU '65
Anna Jane Zerbe, EDU '65, '70
Dolores W. Battiste, EDU '66
Anthony A. Geno, EDU '66
Judith L. Murphy, EDU '66
Stanley B. Lindner Jr., EDU '68
Florence C. Whitney, EDU '68
Dorothy G. Douglas, EDU '69
Jerry E. Lego, EDU '69

'70s

Richard Z. Hartranft, EDU '70
Robert Dennis Diehl Sr., EDU '71
Heidi A.E. Ludwig, EDU '71
Ihor Zujewskij, EDU '71
Robert Allender, EDU '72, '77
Willis F. Larrabee, EDU '72
Dale H. Reinecker, EDU '72
Richard Leo Werkheiser Sr., EDU '72
Pennie H. Marcus, CLA '75, EDU '83
Joseph A. O'Donnell, CST '76, EDU '82, '88
Evelyn N. Robinson, EDU '76
Floyd D. Martin, EDU '77
Pedro Encarnacion, EDU '78, '81
Donna F. Williamson, EDU '78

'80s

Betty A. Jurasits, EDU '82
Lenore S. Spiegel, CLA '83, EDU '88, '91
Ogden O. Hackett, EDU '84
Elaine L. Schalck, EDU '89

'90s

Anthony Bernard Richardson, EDU '97

'00s

Roslyn D. Campbell, EDU '01
William L. Bertoti, EDU '05

UPCOMING EVENTS

College of Education Seeking Alumni Speakers

College of Education alumni are inspirational. Through their work in schools, clinics, corporations and non-profits, they empower children and communities through education. As part of our work to highlight the many accomplishments of our alumni and continuously strengthen our alumni community, the college will be hosting an alumni speaker series this fall. The program's goal is to bring alumni back to campus to share their real world experiences with fellow alumni and current students.

We are seeking alumni from all disciplines and years to share their expertise on a topic of their choice. If you would like to be considered for the alumni speaker series or if you would like additional information please contact Maggie Esteves, assistant director of development and alumni affairs, at maggie.esteves@temple.edu or 215-204-6079. We look forward to hearing from you.

Save the Date!

Temple University's Homecoming Weekend 2015 will be Oct. 10–11. We look forward to seeing you there. Go Owls!



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Why I Give

“My fondest memories of Temple were socializing in Mitten Hall; meeting new friends; and playing Pinochle with my sorores (sisters) in our Epsilon Delta Chapter/Delta Sigma Theta Sorority house.

“As a Temple alum, I give because Temple provided me: a world-class and affordable education; my beloved Delta Sigma Theta Sorority; and, last but not least, my wonderful husband Bobby Johnson. I give and encourage others to do the same in order to support students who are pursuing their post-secondary degrees.

“To whom much is given, much is required.”

—Phyllis Bailey Johnson, '69, retired Commonwealth of Pennsylvania social worker