

# EDUCATOR



TEMPLE UNIVERSITY COLLEGE OF EDUCATION

WINTER 2016

## Launching an Early Learning & Interdisciplinary Center

ALSO

MEET SRC CHAIR MARJORIE NEFF

ADDRESSING THE CRITICAL  
NEED FOR YOUTH

MENTAL HEALTH SERVICES

# Empower future educators who inspire children and Receive income from Temple—for life!

Temple College of Education graduates are problem-solvers, innovators, and creative thinkers. They empower children and their communities through education. Make a gift to benefit the College of Education, receive a tax deduction, and have Temple pay you income for life. Ensure your future financial security, and the future of educators who will be leaders in their communities. Please read the benefits below of a life income gift with Temple.

## How a life income gift benefits you—and the College of Education

- Increase retirement income with generous lifetime annuity payments.
- Protect yourself from stock market volatility.
- Receive tax-free income in most cases.
- Minimize capital gains taxes on annuities funded with appreciated stock and mutual funds.
- Replace low interest rate CDs with a gift annuity with a higher payout.
- Receive an income tax charitable deduction for a portion of the gift amount in the year you make the gift.
- Become a member of the prestigious Acres of Diamonds Circle.



For more information or a personalized illustration please contact:

Temple University  
College of Education  
Susie Suh, Assistant Dean, Institutional  
Advancement  
Susie.suh@temple.edu  
215-204-0916

### Temple University Charitable Gift Annuity Rates (one life)\*

Age	Rate (%)	Age	Rate (%)
60	4.4	75	5.8
65	4.7	80	6.8
70	5.1	85	7.8
		90+	9.0%

\* Two life gift annuities are also available—*inquire for rates*  
Rates subject to change



College of Education



EDITOR  
Susie Suh

CONTRIBUTING WRITER  
Bruce E. Beans

DESIGN  
Pryme Design—Julia Prymak

PHOTOGRAPHERS  
Ryan Brandenburg  
Joseph V. Labolito  
Betsy Manning  
Lisa M. Wilk

. . .

TEMPLE UNIVERSITY  
COLLEGE OF EDUCATION

DEAN  
Gregory M. Anderson, PhD

SENIOR ASSOCIATE DEAN OF  
GRADUATE PROGRAMS AND RESEARCH  
Joseph DuCette, PhD

ASSOCIATE DEAN OF UNDERGRADUATE  
EDUCATION AND ASSOCIATE PROFESSOR OF  
EDUCATIONAL PSYCHOLOGY  
Julie L. Booth, PhD

ASSISTANT DEAN OF TEACHER EDUCATION AND  
ASSISTANT PROFESSOR OF LITERACY  
Kristina Najera, PhD

ASSOCIATE DEAN OF ACADEMIC AFFAIRS  
AND FACULTY DEVELOPMENT  
Michael Smith, PhD

ASSISTANT DEAN FOR CAREER AND STUDENT  
DEVELOPMENT AND SPECIAL EVENTS  
Jason B. Bozzone, MA

DIRECTOR OF FINANCE AND ADMINISTRATION  
John Francescone, CPA

ASSISTANT DEAN OF ENROLLMENT  
MANAGEMENT AND MARKETING  
Joseph Paris, MBA

ASSISTANT DEAN,  
INSTITUTIONAL ADVANCEMENT  
Susie Suh

CHAIR, COLLEGIAL ASSEMBLY  
Yasko Kanno, PhD

CHAIRMAN, COLLEGE OF EDUCATION  
BOARD OF VISITORS  
Joseph Vassalluzzo

PRESIDENT, COLLEGE OF EDUCATION  
ALUMNI ASSOCIATION  
Michael Podolsky

CORRESPONDENCE:  
Temple University  
College of Education  
Office of Institutional Advancement  
Ritter Annex 223  
1301 Cecil B. Moore Ave.  
Philadelphia, PA 19122-6091



## FEATURES

- 2** Dean's Message
- 4** Early Learning & Interdisciplinary Service Center
- 10** SRC Chair Marjorie Neff
- 14** Critical Need for Youth Mental Health Services

## DEPARTMENTS

- 3** Our Students Speak
- 16** News in Brief
- 19** Faculty Notes
- 20** Message from the Editor
- 22** Alumni Notes
- 24** In Memoriam



## DEAN'S MESSAGE

---



### EARLY LEARNING AND INTERDISCIPLINARY SERVICE CENTER WILL ENHANCE OUR COLLECTIVE IMPACT

The College of Education, as I have previously noted, is committed to bringing all its considerable expertise and resources to bear in order to make a collective impact on our local community—an impact from which we and others can learn and then be replicated elsewhere.

That's why I am so enthusiastic about the college's plans to launch the community early learning & interdisciplinary service center on the northern edge of the university's main campus (see Page 4). Education doesn't begin with kindergarten. To tackle the achievement gap, it has to begin earlier in order to help low-income children be fully prepared for kindergarten and first grade.

To maximize its effectiveness, the center will provide the kind of clinical services—such as screenings and crucial support for children identified with learning and other disabilities—that most neighborhood pre-school programs are unable to offer. With a multiple-generation approach, the interdisciplinary service center will also provide support and advocacy for children with disabilities and their families; a high-tech STEM (science, technology, engineering and math) studio for students; and adult career access and readiness programs.

In addition to benefiting community children and their families, our undergraduate students will gain valuable hands-on practicum and student teaching experience in the early learning center. Meanwhile, our faculty members and graduate students will be able to use the center to conduct research that illuminates best practices.

We are committed to creating new strategic partnerships, and growing existing ones, to enhance and complement our own strengths. For example, the early learning center will be managed by Montgomery Early Learning Centers, an experienced childcare provider, and the center may also be built by a private developer.

Likewise, we've been nurturing our partnership with Steppingstone Scholars, Inc., a nonprofit that provides academic enrichment and comprehensive support services to underserved students. We are working with Steppingstone Scholars at the Paul L. Dunbar and Tanner G. Duckrey elementary schools, two of our partner schools, and planning to expand their program into other qualified schools.

Our new bachelor's degree in human development and community engagement has opened our graduates to opportunities that allow them to make a difference in children's lives and in other ways besides being a teacher.

With options that include concentrations in community-based education, childhood mental health and/or non-profit organization and advocacy, our students' possibilities are boundless.

To further enhance our students' marketability, we are assessing our curriculum to see if we can identify multiple certifications that students can pursue and still Fly in 4 by completing their degrees on time. For example: dual certifications in special education and either ESL or math and science.

We are also pleased with our wonderful new faculty hires in the fields of counseling psychology and both K-12 and higher education leadership. They will add to the already formidable research output of our faculty; that research, combined with the increasing quality of our graduate students, has elevated our *U.S. News and World Report* graduate school ranking from 63rd to 56th.

All this would not be possible without the support of our alumni and friends so thank you for your continued generosity.

Gregory M. Anderson, PhD  
Dean

## OUR STUDENTS SPEAK

---

### Shannon Reilly

Class of 2016, Secondary English and TESOL certification, Tinton Falls, New Jersey



Ever since kindergarten my dream has been to become a teacher. I want to teach English because I want to help my students develop the critical thinking and communication skills necessary to become life-long learners and empower them to make positive impacts on their communities.

I first learned about TESOL at my high school, which had many students from Latin America. After speaking to a classmate who was in an ESL class and observing some of her classes, I realized I would also love to teach English as a second language. Last year, I spent a semester in Madrid, where I lived with a host family and, as a volunteer, taught English to third graders and children in a foster home. In Philadelphia, I've also helped

teach English to adults enrolled in Project SHINE's ESL programs, and this summer I worked with Upward Bound, a college-prep program for urban youths.

In addition to working as an office assistant in the college's Development & Alumni Affairs office, the college has afforded me numerous opportunities to volunteer and grow as a teacher through multiple practicums. For the past three years, I've also received scholarships from both the College of Education and individual donors, including four this year, for which I am very grateful. This support has enabled me to study abroad and focus on my studies, field experiences and volunteer activities—all of which have made me feel well prepared to be a teacher.

---

### Kevin Collison

Master's degree student, expected graduation 2017, Adult and Organizational Development, Bala Cynwyd, Pennsylvania

I never imagined myself as a teacher because I only thought of teaching in a K-12 context, but after I began training not only customers but also new employees in the retail operations of a major technology company, I discovered I had an interest in adult education.

In August 2013, I enrolled in Temple's four-course training & organizational development certificate, and I soon realized I wanted to pursue the full master's degree. I enjoy designing and delivering training for adults because if a person is not performing well, it may simply be because they have not been exposed to great training or do not understand the context within which they are working. Great training creates tremendous value in employees—both for their organizations and themselves.

The courses I have taken with Professor Larry Krafft have focused on the dynamics of organizations and assessing them with the intention of implementing change, whether within a single organization or to facilitate a merger between two organizations. These courses have piqued my interest in regards to



improving both individual and organizational performance, and opened my eyes up to a wider range of career possibilities.

As I work towards my graduate degree, I am grateful for the Sylvia Kunreuther Scholarship, which made my degree and career goals more easily attainable.



Education major and Jumpstart volunteer Christopher Miller working with a pre-schooler at the Norris Square Civic Association's Children's Center in Kensington.

# College to Launch Early Learning & Interdisciplinary Service Center

**WILL BENEFIT NEIGHBORHOOD CHILDREN  
AND FAMILIES, PRE-SERVICE AND  
GRADUATE STUDENTS AND RESEARCHERS**

NECESSITY IS THE MOTHER OF INVENTION.

When the Pennsylvania Department of Education's certification requirements for elementary education teachers were altered several years ago from K-5 to pre-K-4, the college began experiencing difficulties in finding suitable sites for pre-service student practicum placements. Numerous kindergarten classrooms were available, but the college was being forced to place four or five students in each classroom rather than its goal of one or two per classroom to maximize the hands-on experiences.

Meanwhile, pre-kindergarten programs were eliminated at the main nearby public schools where the college had been forging partnerships, the Paul L. Dunbar and Tanner Duckrey schools. Finally, pre-school daycare centers were

proliferating in North Philadelphia. However, based on such criteria as their staffs' experience, professional development, teacher/children ratios and resources, relatively few met the three- or four-star ratings of the state Office of Child Development & Early Learning's Keystone STAR program—a state Department of Education requirement for pre-service practicums/student teaching.

That, obviously, represented a problem for both Temple's pre-service education majors and for local children and their families. Pondering a solution, the college began thinking about starting its own early learning center. From that kernel of an idea has grown a much more comprehensive, multi-generational plan in keeping with the college's mission to have a collective impact on our community.

Relying on both the college's considerable strengths and strategic partnerships with other experts, the college's Early Learning & Interdisciplinary Service Center will annually provide easy access to high quality, desperately needed services to thousands of local children and adults. The highly innovative and unique center will also expand the college's impact well beyond its neighboring communities through:

- high quality training for both pre-service professionals and professional development for professionals, and
- needs-focused research.

Last year, the Temple University Board of Trustees approved the purchase of a half-acre of land from the School District of Philadelphia for the center. On the edge of the university's main campus at the northwest corner of 13th and Diamond Streets, the site is currently an unused lot that's part of the Philadelphia Military Academy. The center, whose opening date has yet to be determined, will include:

- an early learning center that will provide full-time, year-round, high-quality early education to 130 children, ages 2–5 years old. Approximately 70 percent of the

children will come from the communities surrounding Temple's campus; the remaining 30 percent will be the children of Temple employees.

- an interdisciplinary service center for children and adults, primarily from the neighborhoods surrounding the university, that will offer:
- clinical services for children, including applied behavior analysis and psycho-educational evaluations
- services to people with disabilities through the College's Institute on Disabilities
- STEM Studio—a science lab and activities for students and educators from area schools; and
- career access and readiness programs for adults.

Also under consideration for the center are a possible dental clinic and a community library.

"I'm really enthusiastic about it," says Matt Tincani, the associate professor of special education and applied behavior analysis programs who is managing the project for the College of Education.

"It's ambitious and unique in terms of a university launching such a community-focused center to provide access to a broad array of high-quality, intergenerational services—services that, historically and currently, residents of North Philadelphia usually haven't been able to access."

Equitable access to high-quality services, adds Tincani, is one of the main thrusts of the center. The other focus: empowering local schools and community agencies to adopt evidence-based practices in order to improve the quality and delivery of such services far beyond the immediate reach of the center itself.

### THE EARLY LEARNING CENTER

"Our goal is to develop a state-of-the-art Early Learning Center that implements research-based best practices for young children to ensure they are prepared for success in kindergarten and beyond," says Kristina Najera, the assistant dean of teacher education who is spearheading the ELC portion of the project. "High quality early childhood education is critical, especially for children who live in high-need areas."

"Many of them enter first grade approximately one to two years behind their middle-class peers in critical areas such as language, literacy, mathematics and social skills."

The key to overcoming such deficits and closing the achievement gap, Najera asserts, is to immerse children at an early age in high-quality experiences that include cognitively rich instruction in socially and emotionally responsive environments where children build language, early academic and self-regulation skills that are necessary in kindergarten and beyond.

In working with the center's children, Najera says that, "Our students will be observed and mentored by excellent early childhood teachers. They will also gain more access to research-based instruction under our guidance that will exemplify what we have been teaching them."

**Jumpstart volunteer Miriam Traore**





Graduate students, faculty and researchers from other colleges within the university also will be able to use the center as a research center. Each classroom will have an observation room attached to it. That, adds Najera, will benefit students, researchers and parents.

The observation rooms will also be an important tool in the center's plan to become a demonstration center—similar to others operated at the University of Delaware and Johns Hopkins and Vanderbilt universities. The observation rooms are just one example of how the center will provide the staff and leadership of other childcare centers throughout North Philadelphia with professional development programs that will spread best practices in support of the city's "A Running Start" initiative.

### INTERDISCIPLINARY SERVICE CENTER

The interdisciplinary service center will complement the ELC by offering direct services to children and their families, including:

#### Clinical Services for Children

"Research indicates that minority children in urban settings are less likely to be identified either with disabilities or being at risk for disabilities, such as autism, in a timely fashion, so they are less likely to get appropriate intervention services," says Tincani, whose expertise includes treating children and adults with autism spectrum disorders. Yet, as he notes, interventions with such children are more effective if they are implemented early.

So, rather than the different sections of the center operating independently, children who attend the ELC could be screened for autism, learning or developmental delays and disabilities and referred for appropriate interventions within the center or elsewhere.

Currently, each year the college provides a range of services, including applied

behavior analysis, psycho-educational evaluations and social skills groups, to more than 60 children and their families. However, due to Philadelphia School District budget constraints and a lack of other appropriate providers, many more local families are in need of such services.

Expanding services in improved, more convenient facilities will result in better quality service, greater reach, and more positive learning and research opportunities for Temple students and faculty.

#### Institute on Disabilities

With more than 40 staff members, the college's IOD is considered a national leader in such areas as assistive technology, justice for people with disabilities, disability studies, policy analysis and inclusive education. IOD provides an array of direct services to people with disabilities and their families throughout Pennsylvania, in addition to offering leadership development and training for professionals in the field. Children with disabilities and their families will benefit from technical assistance, advocacy and training opportunities—such as instruction on how parents can be good advocates for their disabled child

#### STEM Studio

The Science, Technology, Engineering, and Math (STEM) Studio will develop and implement STEM education programming for students and teachers in North Philadelphia to address the need to improve education primarily in math and sciences, as well as engineering and technology education. Schools in North Philadelphia lack the science labs and equipment needed to fully expose and teach students STEM subjects that their better-resourced suburban and private school counterparts take as a given.

"We want to provide students with access to the kind of state-of-the-art computers, technologies and facilities that are comparable to what some of the best science-oriented schools in the state offer," says Tincani.



1. The College of Education's location at 1301 Cecil B. Moore Avenue.
2. The proposed site of the Early Learning & Interdisciplinary Service Center at N. 13th and Diamond Streets.

The STEM Studio will offer after-school activities serving a wide number of schools, focusing on increasing student engagement. Finally, the studio will provide professional courses and experiences for an integrative STEM education endorsement that can be added to existing teaching certificates through the Pennsylvania Department of Education.

#### Adult Career Access and Readiness Programs

By itself, securing a GED is poor preparation for succeeding in the job market.

"We also want to train them in the soft skills that are necessary to find and maintain a meaningful job," says Tincani. These include good interviewing skills, proper dress and work behavior, character traits such as self-control and persistence, and financial literacy skills.



Jumpstart volunteer Evelin Martinez

## Jumpstart program gives both pre-schoolers and pre-service teachers a jumpstart (or leg up)

Last April Miriam Traore, a first-semester senior who had been a volunteer for two years with the Jumpstart volunteer teaching program, was startled. One of the pre-schoolers she had been working closely with the entire academic year at the Norris Square Civic Association's Children's Center in Kensington was covering his ears during a group song.

"I don't want to hear it or sing it!" he told her when she asked what was wrong. "I hate Jumpstart and I want to go home!"

Pulling the boy aside, she asked, "Do you miss your mom or dad? Is that why you want to go home?"

"Dad ? ... I don't have a dad," he murmured. Then, before Traore—whose father died of cancer when she was

19—could begin to empathize with him, he continued to tell her about how much not having a father pained him.

Says Traore, "Without participating in Jumpstart, I would never have taken the child aside and had a one-on-one conversation with him. It just shows how quickly I'm growing to become a teacher.

"Instead of thinking the child was just misbehaving, I wanted to know what the problem was in order to gain a deeper understanding of him."

Afterwards, the boy began opening up more to Traore and other Jumpstart members—but again became upset at the end of Temple's semester. When Traore confirmed it was their last day at the school, he said, "Well, I'm not coming to school anymore."

"I couldn't believe he actually cared so much," says Traore, a Philadelphia native who came to Temple University thinking she wanted to become a doctor. However, a general education class that involved tutoring eighth-graders turned her on to education and led to her volunteering with Jumpstart. As the public health major completes her BS degree this semester, she is also working full-time as the community partnerships coordinator for The U School, a one-year-old public high school just east of the Temple campus. Her long-term goal: to become a public health educator for youth.

Jumpstart provides undergraduates with the kind of hands-on experiences that Temple students will also enjoy working with pre-schoolers in the proposed Early Learning Center. Now in its eleventh

year, Temple's Jumpstart program annually sends about 80 trained Temple students into about half a dozen pre-school programs to help a total of 200 pre-schoolers bridge the achievement gap.

Although some Jumpstart corps members qualify for work-study compensation, most of those who work closely with two or three pre-schoolers are volunteers. The 300-hour annual commitment includes: training sessions; delivering language and literacy enrichment curricula developed by the national program to pre-schoolers twice a week for two hours a day; and helping pre-school teachers some other days.

The children clearly benefit. In 2011, a randomized control study of 70 low-income pre-schoolers in a Midwest Jumpstart program concluded that, from the fall to the spring, four-year-olds who participated in Jumpstart averaged gains in reading skills, school readiness and socioemotional skills that were two to three times greater than their non-participating classmates. In particular, reading and school-readiness scores reached kindergarten entry levels.

The study's conclusion: "Jumpstart impressively augments the literacy, school readiness and socioemotional skills of low-income preschoolers, attaining its goal of equipping such children—as they reach the cusp of kindergarten entry—to succeed, both academically and socially."

Says Christa Rossi, the manager of the Temple Jumpstart program since 2013, "I first fell in love with the program as a volunteer while I was a student at the University of Pittsburgh because it's absolutely amazing to watch the children as they grow and learn throughout the year.

"But now I also love watching my students grow and learn just as much as our pre-schoolers throughout the year."

Rossi, who was a 2015 finalist this year for Philadelphia Mayor Michael Nutter's

Award for Distinguished Service, notes that surveys of Temple's Jumpstart volunteers indicate that two-thirds of the participants are likely to teach and pursue a master's degree in either early childhood education, education, child development or human services.

In addition, overwhelming majorities of the students—between 85 percent and 100 percent, depending on the question—believe that Jumpstart helped them:

- academically
- feel more connected to Temple and the community; and
- build leadership skills.

About 60 percent of the Temple student volunteers are education majors; some others eventually switch their majors to education. For example, Evelin Martinez, from rural Sussex County, Delaware, came to Temple last fall as a freshman marketing major—but switched to education after discovering her true passion through Jumpstart. "I'm grateful for the experience I've had so early," says Martinez, who worked this summer at a summer camp. "Seeing the impact I was making on the children's lives was something I really became passionate about."

**Jumpstart volunteers at the Norris Square Civic Association Children's Center include: (back row) Miriam Traore, Christopher Miller and Nicholas Adams; (middle row) Site manager Christa Rossi, Evelin Martinez, Jaymarie Santana, Victoria Samsel, Sequoia Hall, Suchi Parikh, Kelsey Homan and Gina Federico; and (bottom row) Kayla Rivoli, Taylor Finnegan, Alexandra Dillon, Christine Janak and Genevieve Lupoli.**



"It's definitely made me more dedicated and passionate about education," says Taylor Finnegan, a senior from York, Pennsylvania, who a year ago was one of the Norris Square student team leaders—and now is a first-grade student teacher at Fox Chase Elementary School. "Jumpstart gives you so much more experience because you are in the classroom a lot more than in school practicums, and it's a great chance to apply strategies you learn in class."

Casey Weiner, BSEd '14, an early childhood major from Yardley who was a Jumpstart volunteer for four years, agrees. Now she teaches at Acelero Learning's Head Start program just blocks from Temple's campus—where she also was a four-year Jumpstart volunteer.

"I definitely felt more prepared when I graduated," says Weiner. "I love what I'm doing now. Sometimes there are really rough times but there are really rewarding times too—and that's one thing I learned in Jumpstart: It's sometimes hard to keep a positive mindset, but you have to appreciate the little things that you find rewarding."





Marjorie Neff '79:

## THE PHILADELPHIA SCHOOL REFORM COMMISSION'S FIRST EDUCATOR IS NOW ITS CHAIR

When Marjorie Neff, MEd '79, retired in June 2014 as principal of Philadelphia's stellar Julia R. Masterman Laboratory and Demonstration School, she envisioned spending much time with her husband on the beach at their Jersey Shore house.

The education veteran of nearly 40 years didn't imagine sitting where she was late in the day this past June 30, in the Philadelphia School District's headquarters on North Broad Street—chairing the School Reform Commission as it unanimously passed what she felt was a woefully inadequate 2015–16 budget.

She had, it is true, envisioned becoming some kind of part-time advocate for public education—but certainly not something as involved, nor as Sisyphean, as being an unpaid SRC commissioner.

Shortly after her retirement, however, Philadelphia Mayor Michael Nutter asked her to be the first educator to serve on the SRC since it was established in 2001. “The Mayor leaned heavily on the public service aspect of the role, and how can you say ‘no’ when the mayor asks you to do something?” explains Neff, who also earned special education and principal certificates from the College of Education. “The idea of bringing an educator’s perspective to the work was also important to me.”

Likewise, she felt she couldn't decline last spring when Gov. Wolf asked her to replace former City Councilman Bill Green, who remains an SRC commissioner, as the chair.

Before Neff opened up the meeting to public comment—mostly criticisms of the district's latest cost-cutting proposals, to out-source school nurses and substitute teachers—she told the sparse audience about her serious budget concerns:

“I am deeply troubled by the situation that the Philadelphia Schools find themselves in again tonight. During the 2013–14 school year, I viewed this process from my seat as a principal, and this past year as a commissioner.

“From both vantage points, it was clear that the budgets adopted and the budgets our students, teachers and school communities lived with during the past two years were inadequate. There were not enough funds to provide our students with the basic resources they needed and deserve, and what I fear more than anything is that these inadequate budgets will become our new normal.

“Unless we have a substantial increase in funds from the state for this year, we'll be there again.”

---

**W**ith the exception of the 18 months she spent developing a remedial education program for schools in Salem County, New Jersey, Neff spent her entire career with the Philadelphia School District. She and her husband, Dan Winterstein, a retired social worker, are long-time city residents. Both their sons—Jacob (Masterman H.S.) and Micah (Central H.S.)—are school district graduates and educators.

Jacob, who fell in love with poetry while earning his BA in geography/urban studies at Temple in 2008, works as a visiting teaching artist in Pennsylvania and New Jersey schools. His younger brother Micah teaches social studies, and Micah's wife Samantha Rivera, BSEd '14, is an elementary teacher, in the school district. Neff's mother also was the director of nursing in the North Hills School District in the Pittsburgh area, where Neff was raised.

Her BA from Westminster College in New Wilmington, Pennsylvania, is in psychology. But two seminal events turned her into an educator. First, as part of an exchange program with the Philadelphia School District during the short January term of her freshman year, she lived with a local family and tutored high school students at West Philadelphia High School. Then, as part of an urban studies program, she spent the fall semester of her junior year working with inner city students in Cleveland, Ohio.

"I liked the challenge of working with a high-needs population," she recalls. "I saw an opportunity to impact kids in a very concrete way. You couldn't do a whole lot about their social and family situations, but in the classroom you could make a difference by helping kids to read.

"I was so turned on, I said to myself, 'I want to do this forever.'"

Neff spent the rest of her time at Westminster, including two summers, earning her elementary education certification. She then landed a job teaching 7th-grade social studies at the Ada Lewis Middle School in Mt. Airy. After getting laid off and ultimately hired back after her first two years there, a third layoff sent her to the Salem County remedial curriculum job.

Concurrently, she had begun working on her master's degree and special education certification at Temple. "It was excellent," says Neff. "What I've always appreciated about Temple—and this was also true when I later earned my principal's certification—was the diversity of the student body. Many students were teaching in the city, but there also were students from the surrounding suburbs and as far out as Lancaster. So whenever we had discussions or different activities, you really got to see things from multiple lenses.

"Also, the connections the faculty helped us make in terms of internships were very helpful. I particularly liked one of my professors, Jim McGettigan. He was very in-depth on the theory, but also strong on the practical, which is also critical."

After earning her master's degree and special education supervisor's certificate from Temple, Neff returned to the Philadelphia School District—where she remained for the rest of her career. For 12 years she taught learning disabled and emotionally challenged students as a resource room teacher at the recently closed Robert Fulton Elementary School in Germantown.

"I really loved helping small groups of kids with interesting challenges learning how to read," she recalls. "It's the key to everything.

"And what's always impressed me about kids who come from difficult situations is how resilient they are. As a special ed teacher, that's what it's all about. If it's not the home situation, maybe it's their learning disability or emotional issues, but helping kids find that way forward was really important to me."

Following Fulton, for six years Neff provided instructional and technical support for five Title I schools in West Philadelphia. She liked helping schools coalesce around concepts that resulted in good education for kids. However, she missed getting "her daily kid fix" through interactions with students and their families. So she returned to Temple to earn her elementary principal's certification—a certification that led to her two principalships, first, for 10 years, at the 300-student, K-4 Samuel Powel Elementary School in West Philadelphia's Powelton Village, then for 8 years at one of the school district's crown jewels, the 1,200-student, grades 5-12 Masterman school in Center City.

"I think my two principal positions were the best jobs I've ever had," she says. "It was that combination of trying to impact situations at the macro level but also always having that opportunity to work on the micro level. The thing I don't like about being on the SRC is that it's all macro. There's no micro.

"As a principal, what kept me sane and sustained me were those smaller, everyday problems that I could address when the bigger problems seemed overwhelming. In education, as much as there are failures everyday there are small victories, which are important—the family for whom you can help resolve a problem or the kid for whom the light bulb comes on because he's mastered some words or had an 'Aha!' moment.

"And despite as much tragedy as some kids have experienced, kids are a lot of fun to be around."

**"I saw an opportunity to impact kids in a very concrete way. You couldn't do a whole lot about their social and family situations, but in the classroom you could make a difference by helping kids to read. ... It's the key to everything."**

---

At Powel, she enjoyed the diverse group of students, engaged parents and close-knit group of very involved 13 teachers. After 10 years, however, seeking another challenge she applied for suburban principal positions. She was one of two finalists three times, but backed out of each of them. “Get over it, Mom,” one of her sons told her. “You don’t want to be anywhere but in a city school.”

Then, shortly after her mentor and local cluster leader, Janet C. Samuels, became the district’s Center City regional superintendent, Neff took on a significantly different and larger challenge by becoming Masterman’s principal.

“Marge is an incredible advocate for children and has this amazing sense of compassion, concern and care for children and families,” says Samuels, now the Norristown Area School District superintendent. “She also has a strong sense of integrity in doing what’s right, amazing interpersonal skills to get people to collaborate, and she’s an amazing listener but also a doer.”

Masterman was stimulating. Given the school’s esteemed status, many of her students were the kind of good, intelligent youths who would have succeeded anywhere—in part, says Neff, because their supportive parents were committed to supplying their children with any resources the school could not offer.

However, she adds, “I think we were most successful with the kids who didn’t have a lot of resources. Their parents were equally committed, but might not necessarily have been graduates of college or even high school themselves: immigrant kids, kids with special needs for whom their experience at Masterman was the stepping stone to success and on to college.”

**W**hen Samuels learned that Nutter had appointed the retired Neff to the SRC, she thought: “Wow, what a great choice—he had picked someone who had been a parent, a teacher, a fine educator and leader who had the full scope, someone who could support the school district from the authentic experiences she had had.”

As longtime Philadelphia teacher and administrator, Neff thought she understood the difficulties the district has been facing: “I always have known that it is really, really complicated, but from this seat it’s so much harder to see the path to move the School District forward because of the competing priorities: the state’s priorities, the city’s priorities, the community’s priorities.

“Yeah, it’s daunting. It seemed a whole lot simpler when I was at the school level.”

Neff, who as a principal traveled to Harrisburg to lobby state legislators for more funding, works to illustrate for lawmakers the basic needs of Philadelphia public schools. They haven’t had to save Masterman’s librarian from a threatened job cut, as she once did, by reclassifying the woman’s job title. They haven’t seen the packed classrooms or deteriorating school buildings. They haven’t had to send fifth graders home from Masterman with tattered, torn textbooks, or deal with too many students trying to use too few computers—computers so antiquated that they can take as much as 30 minutes to respond to an online search.

Undaunted, however, Neff remains a staunch advocate for public education. “It’s the great equalizer,” she says. “As a country, for a long time we’ve been committed to providing all of our kids with access to education, and that’s been through the public schools”—regardless of whether those schools are located in urban areas or the suburbs.

Paraphrasing the message that William Hite, the Philadelphia schools superintendent, recently had printed in tee-shirts, Neff contends, “Your zip code should not determine what kind of school you attend.”

**Celebrating the first day of school with a bell ringing ceremony at the George Washington Carver High School of Engineering and Science are (from left) SRC Chairwoman Marjorie Neff, Philadelphia School District.**



“What I’ve always appreciated about Temple ... was the diversity of the student body. ... [W]henever we had discussions or different activities, you really got to see things from multiple lenses.”



## EXPANDING ACCESS TO MENTAL HEALTH SERVICES

**By Nathaniel von der Embse, PhD, NCSP  
Assistant Professor of School Psychology**

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

For as long as she can remember, Brianne (fictitious name) was a shy kid.

“I always had difficulty making new friends...we moved around a lot, and I went to a dozen or so schools since kindergarten,” says Brianne, now 17 and a sophomore at an alternative high school.

She mostly managed passing grades and stayed out of trouble. However, middle school was difficult, both in terms of getting along with her peers and meeting challenging academic expectations. She further withdrew into herself, began skipping classes and then school, and eventually dropped out.

“My teachers thought I was disinterested and not motivated,” she says. “I became really anxious around others and decided I was just done with school.” Later, Brianne would be identified with a generalized anxiety disorder and eventually receive mental health services, finally returning to an alternative education program after 18 months out of school.



Unfortunately, Brianne's experience is not unique. She was one of several students I had worked with at Boys Town in Omaha, Nebraska, who had not received essential mental health services that may have prevented further problems. A school psychologist or mental health practitioner in five states, I have worked with a wide range of educators and schools. Yet, across settings and ages, my most consistent mental health referral was for students "acting out," lending credence to the age-old axiom that the "squeaky wheel gets the grease."

All too often, those students with depression and anxiety suffered quietly and went unnoticed. This problem is increasing in both scope and severity. Recent estimates have suggested that nearly 20 percent of school-aged children have mental health disorder symptoms, yet only 20 percent of them will be identified and receive critical services.

Without school-based prevention and early intervention, mental health symptoms become mental health illnesses, resulting in violence, substance abuse, school failure and suicide. Furthermore, children suffering from anxiety and depression are much less likely to be identified and receive services than students with ADHD or conduct disorders. Experts have suggested a "hidden epidemic" amongst students with mental health symptoms who are not getting the help they need.

Almost 80 percent of mental health services are delivered in the school setting, yet we know current methods for identifying at-risk kids and facilitating effective services are failing. Schools routinely screen for physical health problems, as well as academic problems; however, only two percent of schools universally screen for mental health. Many schools simply do not have sufficient access to mental health practitioners to facilitate such services. School psychologists have unique and broad expertise in population-based mental health assessment and intervention, yet high caseloads restrict many of them to just special education testing. Without school-wide systems for screenings and interventions, many students with mental health needs are being missed.

Due to challenges inherent with providing mental health services to vast number of students and with little time to do so, I became interested in population-based service delivery and systemic prevention programs. For example, training educators to recognize and support children at risk for mental health illness is a promising solution to help facilitate efficient mental health services.

Given the great amount of time teachers spend with students, they are ideally situated to recognize symptoms of mental health risk in their classrooms. However, many teachers do not feel comfortable doing so and perceive the mental health domain as outside their role and function.

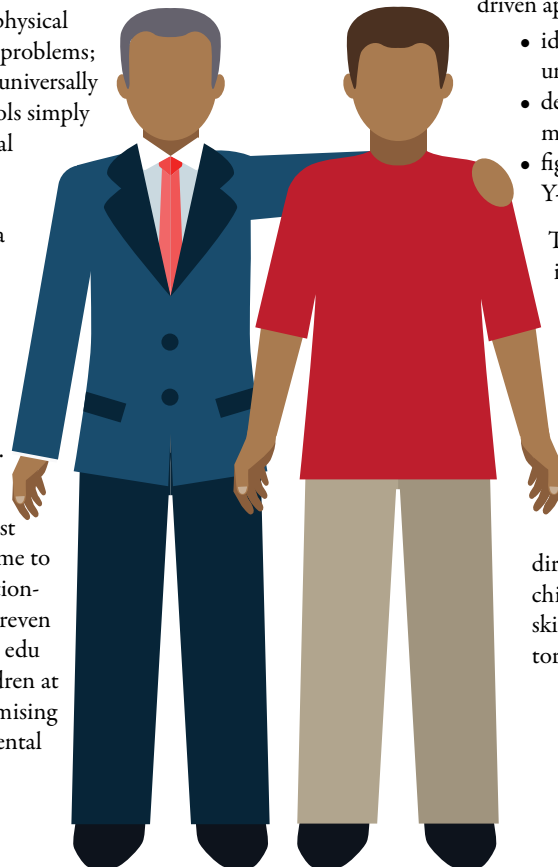
School psychologists can support teachers by training them in mental health symptomology as well as methods for identifying risk (e.g., universal screening). Youth Mental Health First Aid (Y-MHFA), whose developers include the National Council for Behavioral Health, is one such training program. It is designed to help individuals recognize the signs and symptoms of severe mental health disorders while increasing the efficacy of services. Research indicates that Y-MHFA training improves teachers' knowledge of symptoms and increases their perceived competence in assisting students. Research has supported the efficacy of Y-MHFA in recognizing the symptoms of depression, increasing knowledge of mental health treatment resources, willingness to engage and confidence in providing assistance to individuals with mental health problems.

To begin addressing the unmet mental health needs of students in North Philadelphia, I have partnered with the Philadelphia School District to engage in evidence-based training for teachers, such as Y-MHFA, while supporting the implementation of school-wide prevention and early intervention measures for mental health. My school psychology graduate students and I are employing a rigorous, analytical and data-driven approach to:

- identify mental health needs via universal screening
- determine what works best by measuring student outcomes; and
- figure the best ways to expand effective Y-MHFA training.

These efforts have the potential to increase the availability of evidence-based preventative mental and behavioral health interventions, as well as improve access to such approaches for at-risk children, such as Brianne, by providing technical assistance and professional development for educators.

Through school partnerships and direct engagement, we can improve children's academic and social-emotional skills in order to ensure a lifelong trajectory for success.



## NEWS IN BRIEF

### FACULTY RESEARCH

# William Penn Foundation Awards Nearly \$1 Million to Research Early Childhood Education and Enhanced Pre-Service Teacher Preparation

The College of Education was awarded two research grants in May totaling nearly \$1 million from the William Penn Foundation through its Closing the Achievement Gap Initiative. The awards include:

- a three-year, \$500,000 grant to the college's Early Childhood Education Program for its "Text-to-Talk Project: Connecting Schools and Families"
- an 18-month, \$476,497 grant to the college's Urban Education Program for research entitled: "Teacher Preparation and Quality: The Role of Pre-service Experiences in Early Classroom Performance."

Barbara A. Wasik, professor and PNC Chair in Early Childhood Education, and Annemarie H. Hindman, associate professor, are leading the Text-to-Talk project, which is evaluating if texting can be used as a mechanism to support language development of children in high poverty areas through a parent-teacher collaboration. Considerable research highlights the vocabulary gap between children in poverty and their more advantaged peers, as well as the long-term consequences of this gap for reading and school success.

**Text-to-Talk** is intended to be a cost-effective and time-efficient way to support learning about classroom curriculum at home. Temple will work collaboratively with Diane Castelbuono, deputy chief of the School District of Philadelphia's Office of Early Childhood Education, and her staff and teachers, to develop and evaluate this program. The study seeks to evaluate whether teachers can create and send frequent text messages to families, and whether these messages help improve children's word learning.

"Families want to support their children's learning, and texting is a way for teachers and families to communicate and to



Above, left to right: Barbara A. Wasik, Annemarie H. Hindman, Will Jordan and Peshe Kuriloff

help develop children's vocabulary," explains Wasik.

Texting is becoming increasingly popular as a form of school-home communication, and several programs have identified positive results for families. This is the first research project to explore whether texting can extend the school-home connection by specifically supporting vocabulary development amongst children who may benefit the most.

Will Jordan, associate professor of urban education, and Peshe Kuriloff, professor of teaching and learning, will lead the pre-service teacher preparation research. Its goal is to expand knowledge regarding the connection between student achievement and teacher preparation, teacher quality and performance in urban school settings. It will do this by examining the relationship between pre-service training and subsequent performance on the job.

There is much debate, both nationally and regionally, about teacher quality and assessment and how this relates to student performance and success. This study will explore how teacher preparation programs can impact urban outcomes, specifically in Philadelphia. The researchers will seek to answer the following questions:

1. What are the similarities and differences between major teacher preparation programs in the Philadelphia region?

2. What do teachers perceive to be important aspects of their pre-service program as it relates to their current teaching?
3. To what degree do teacher background characteristics and pre-service experiences effect teacher evaluations?
4. How does teacher preparation impact different dimensions of student outcomes, learning and engagement?

Temple will collaborate with the School District of Philadelphia's Office of Research & Evaluation and its Office of Talent, and the Teacher Education Alliance: a group of 20 local colleges and universities that provide teacher education and have graduates teaching in Philadelphia.

"Since lower performing schools in Philadelphia tend to have concentrations of newer and inexperienced teachers, strengthening teacher preparation programs might influence their ability to raise achievement," says Jordan. He suggests research to improve teacher quality "can have a greater impact on student learning than any other factor that can be affected by good policymaking. Yet supporting good teacher continues to be one of the most challenging goals of urban education reform."

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

## DONOR PROFILE

## Creating a Legacy through Student Support

Hazel Ranieri, BSEd '45, MEd '52, who earned her BS degree in math education, had a long, distinguished career as a middle grades math teacher—particularly at the Charles W. Henry School in West Mt. Airy, where she lived and raised her family.

“She really dedicated herself to keeping 12- and 13-year-olds interested in math,” recalls her daughter, Anna Ranieri. Even after her mother moved to Center City, she recalls being with her mother numerous times when a middle-age person would approach her and say, “I was your student way back when and I really appreciated how you taught me because I went on to law school or medical school and now I’m a lawyer, a doctor or a professor.”

“You could really see,” says her daughter, “the impact she had over all those years.”

After her mother died in 2007, at the age of 91, Anna Ranieri decided to honor her mother’s legacy by supporting some of the organizations that had been important to her—including the Temple University College of Education. So she established an endowment that funds the Hazel Ranieri Memorial Award, which supports students with financial need.

Four times since then, including this past spring, she has returned from northern California, where she is now a psychotherapist, career counselor and executive coach, to present the scholarship to the student recipients. This year she was also accompanied to the scholarship ceremony by one of her two children, her daughter Nora—who works in the art field in New York City while working on a master’s degree.

“It’s enjoyable to meet the student recipients of both our scholarship and the other scholarships,” says Ranieri. “I also like meeting other donors who are remembering their education or a relative’s education at Temple, and looking back at what it’s done for them and what it can do for the current generation.”

This year’s recipients of the Hazel Ranieri Memorial Award are two PhD candidates: Amy Lewis, an associate professor of English at the Community College of Philadelphia, and Kristyn Stewart, who is in the second year of the urban education program.

Lewis, who teaches remedial reading and writing classes, among others, to give her students “the fighting chance they want so badly,” expects to defend her dissertation early next year. Its focus: why urban community colleges choose to use, or not use, electronic learning systems such as Blackboard.

“The Ranieri Award has been a huge help to me,” she says, “because it’s both helped me keep my dream job while I’m completing my PhD and it’s hard to find funding if you are just writing your dissertation.”



Scholarship donor Dr. Anna Ranieri and her daughter Nora are flanked (on the left) by scholarship recipient Kristyn Stewart and her mother Jean Good; and (on the right) by scholarship recipient Amy Lewis and her mother Connie Lewis.

Stewart’s focus is on educational policy and reform, particularly as it relates to supporting student resiliency—including the resiliency of at-risk students affected by school closures.

“The Ranieri Award has been incredibly helpful to me,” says Stewart, who works part-time managing the Mayor’s Commission on Literacy adult basic education online program. “Being a PhD student is really a full-time job, and having additional income allows us to fully refine our research and fully participate in our community.”

Over \$200,000 was awarded to 85 recipients at the ceremony—which also underscores the college’s gratitude to scholarship funders such as Dr. Ranieri. “We want them to know how much we value them and their support,” says Drusilla Buscemi, director of development and alumni affairs, “and for them to see firsthand the impact of their gift and the difference they are making in the lives of young and passionate educators.”

Supporting College of Education scholarships, she notes, has a large ripple effect: “Not only does it have a positive impact on the life of an individual student, but donors are also touching the lives of all those with whom that educator will come into contact.”

**By making an annual gift or multi-year commitment, or by establishing an endowed scholarship, you can provide vitally needed scholarship support for College of Education students. Please contact Drusilla Buscemi at 215-204-6402 or drusilla.buscemi@temple.edu for more information about how you can make a difference and honor a family member.**

ALUMNI RESEARCH

## The Temple Option: It's About Time Temple Adopted Test-Optional Admission Policies

By Niki Mendrinis, EDU '03, '14  
Associate Director of Undergraduate Admissions

The words “test optional” are music to my ears. As an admissions professional for over 15 years, I have waited for what seems like an eternity to hear those two words.

Why, you may ask? Most admission offices review applicants on three criteria: high school GPA, test scores (SAT/ACT) and an essay. Occasionally, some schools require recommendations and also consider extracurricular activities and leadership positions. In most cases, though, the high school GPA, test scores and an essay carry the most weight—with the four-year high school GPA often only slightly more important than the score on a four-hour standardized test scores.

Yet a recent national study conducted by Bates College researchers challenged the value of the SAT and ACT. The study analyzed the performance of 123,000 students at 33 public and private test-optional colleges and universities. Their major findings: an extremely slight difference—about half a percentage point—in the cumulative college GPA and graduation rates between students who had submitted SAT/ACT scores and those who had not.

In fact, in my own study I conducted for my EdD, the findings were similar. My study focused on students admitted in fall 2009 to a large public research university who had a minimum 3.3 high school GPA and scored below 1,000 on the SAT or 21 or lower on the ACT—and graduated in four years with at least a 3.5 college GPA. The majority who met these criteria were white females from small public high schools—yet again more evidence that standardized test



scores disadvantage females. Other research indicates that minorities are also disadvantaged by standardized tests.

Interestingly, compared to the rest of their incoming freshman class, this group significantly surpassed the university's average GPA during all eight semesters: 3.56 compared to 3.03. This begs the question: What does the SAT/ACT truly measure or claim to predict? The answer, we know, is not college success.

After a committee heavily comprised of College of Education experts evaluated and assessed recent research and our own admissions process, last fall Temple University adopted the Temple Option. It gives applicants the option of not submitting their test scores—typically if their SAT/ACT scores are below 1150/25. The first major research university in the Northeast and one of the nation's only urban public research universities to do so, Temple is now among the more than 800 four-year colleges and universities who have adopted more holistic, test-optional admissions policies.

The university acted in response to the growing body of research evidence—including what I found during my dissertation research—that shows high-school GPA, class rank and non-cognitive factors, such as a student's persistence, determination, emotional intelligence and self-confidence, are more reliable predictors of college success.

During its first year, the Temple Option has offered more deserving students access to a great education. In fact, 24 percent of the fall 2015 applicants applied without submitting test scores—and the majority who did so and were offered admission to Temple were females from Pennsylvania. With 13 percent of the accepted, incoming freshman class test-optional applicants, Temple now joins other well-known universities, such as American, New York and Wake Forest universities, in paving the path for well-deserved students to access a great education, regardless of their test scores.

The Temple Option—it's about time!

# FACULTY NOTES



Top row, left to right: Jean Boyer, Frank Farley, Nate von der Embse, Barbara A. Wasik, Annemarie H. Hindman, Steven Jay Gross. Bottom row, left to right: Joan Poliner Shapiro, Carol Brandt, Wanda Brooks, Jill Swavelly, Yasko Kanno

## Psychological Studies in Education

**Jean Boyer**, assistant clinical professor and **Terri Erbacher**, MEd '98, PhD '02 in the School Psychology Program, offered professional development training to local educators in school crisis prevention, preparation and response, along with training in suicide prevention and intervention in schools. The training curriculum known as PREPaRE was developed by the National Association of School Psychologists and is aligned with the U.S. Department of Homeland Security crisis guides and the U.S. Department of Education mandate for crisis prevention and response in schools. The four-day August workshop held in the college's Ritter Annex Building was co-sponsored by the Association of School Psychologists of Pennsylvania and supported by a grant from the CCRES Foundation.

**Frank Farley**, Laura H. Carnell Professor of Educational Psychology, received the Pennsylvania Psychological Association's highest honor for psychological contributions to the public, the Psychology in the Media Award, which was presented to him at a banquet at the Association's 2015 Annual Convention in Harrisburg, Pennsylvania. Farley made several presentations at the APA Annual Convention in Toronto in August, including "An APA President Goes to Ground in Ferguson, MO," reporting his experiences in Ferguson during the protests and demonstrations there. His co-authored chapter in the *Handbook of Education Psychology*, "Perspectives on the Past, Present and Future of Educational Psychology," is in press.

**Nate von der Embse**, assistant professor, is guest editing a special issue of *School Psychology International* on "Examining the Instructional Environment to Facilitate Student Success. He was also awarded an international educator grant to travel to England to study teacher stress and instructional practices and recently completed a four-state study on Common Core implementation and teacher stress/instructional practices that will be expanding to nine states next year. Additionally, he was named reviewer of the year at *School Psychology Review* and co-developed a universal screener for mental health risk (Social, Academic, and Emotional Behavior Risk Screener [SAEBRS]) that is being used in seven states and is approaching two million administrations.

## Policy, Organizational, & Leadership Studies Department

**Barbara Wasik**, professor and PNC Chair of Early Childhood Education, and **Annemarie H. Hindman**, associate professor, published: "Research and practice partnerships for professional development in early childhood: Lessons from EXCELL-e," in the *Journal of Students Placed at Risk*; "Closing the word gap: implementing research-based strategies to improve children's vocabulary development" in *The Reading Teacher*; and "Building vocabulary in two languages: An examination of Spanish-speaking dual language learners in Head Start" in *Early Childhood Research Quarterly*.

**Steven Jay Gross** was presented with the University Council for Educational Administration (UCEA) Master Professor Award and received the Willower Award for Excellence from the Center for the Student of Leadership and Ethics in Education. He was also named Author of the Month by Routledge, the world's leading academic publisher in the humanities and social sciences. In August Routledge published *Democratic Ethical Educational Leadership: Reclaiming School Reform* by Gross and Professor **Joan Poliner Shapiro**. He and **Christopher Branson** also edited the *Handbook of Ethical Educational Leadership*, which Routledge published last year.

## Teaching and Learning Department

**Carol Brandt**, associate professor of science education, **Jean Griffin**, doctoral candidate, and **Elliot Bickel**, undergraduate mathematics and TUTEch participant, presented their research entitled, "Imbalance of power: a case study of a middle school mixed-gender engineering team," at the 5th IEEE Integrated Stem Conference in March in Princeton, New Jersey.

Associate Professor **Wanda Brooks** has been named a co-editor of a leading national education journal. Brooks is one of four professors nationwide to be selected co-editors of *Language Arts*, a professional, peer-reviewed journal for elementary and middle school teachers and teacher educators.

The journal of the Elementary Section of the National Council of Teachers of English, *Language Arts* provides a forum for discussions on all aspects of language arts learning and teaching, primarily as they relate to children in pre-kindergarten through the eighth grade. The journal's issues discuss theory and classroom practice, highlight current research and review children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators

**Jill Swavelly**, MEd '94, EdD '02, who teaches TESOL, was promoted to professor.

**Yasko Kanno** gave a plenary speech at the American Association for Applied Linguistics (AAAL) Annual Conference in Toronto, Canada, entitled, "English language learners, identity, and access to postsecondary education." AAAL is the largest applied linguistics conference in the US.

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



Dear College of Ed Alumni,

We kicked off another academic year in August with our annual convocation ceremony to welcome incoming freshmen and transfer students. There's always a certain excitement in the air as we celebrate our new students.

This year was even more special because the keynote speaker was Christopher McGinley, BS elementary education '80, MS educational administration '88, EdD, who is now an associate professor of K-12 educational leadership. Walk Auditorium became quiet as the students listened intently to his inspiring message:

"Great teachers change lives," he said. "Great teachers inspire, challenge and create or affirm a love of learning. Great teachers understand that learning is the outcome of the relationships between the students, the teacher and the student, the teacher and the content."

Dr. McGinley closed his message by encouraging students to surround themselves during their time at Temple with their fellow students and professors who they don't resemble. Building relationships with their peers and others of different backgrounds and cultures will better prepare them to be great teachers, he said.

As an administrator at the college, I took away two key lessons from Dr. McGinley's message. First, life is about building relationships. When we engage, we have the potential to inspire each other and learn from one another. Many alumni have shared their stories with my team on their Temple experiences as well as their professional experiences. Almost all who thoroughly enjoyed or continue to appreciate their success are those who continue to take the time to get to know their peers, students and audience at large.

My second takeaway was that Dr. McGinley is a true example of our accomplished, impressive alumni. Whether they earned their degrees in early childhood, secondary education or adult organizational development, our alumni are genuine educators. From teachers in classrooms to executives in recruitment search firms, our alumni are everywhere and, with each passing year, our network continues to grow.

We are truly proud of your commitment to educate all of us.

Sincerely,

A handwritten signature in black ink that reads "Susie Suh". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

**Susie Suh**  
Assistant Dean, Institutional Advancement

## 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](mailto:susie.suh@temple.edu)

# A CALL TO ACTION

## INSTITUTIONAL ADVANCEMENT

### A Message to the College of Education Alumni



Betty Jean Thompson Nobles, BSEd '80 (from left); Sandra Gould Fox '89, MEd '10; and Sandra Heyward, BSEd '93, at a College of Education alumni event to celebrate the announcement of the Early Childhood Learning Center in October 2014.

As a graduate of the College of Education, your input and feedback is important to inform and help shape our alumni activities. Over the summer months, at the request of Dean Gregory Anderson, the development team conducted a number of initial focus groups to discuss alumni perceptions and experiences with the college.

We will continue these conversations throughout the spring. By sharing your time and insight, you will help build a stronger alumni network which benefits the entire Temple community — students, alumni, faculty and staff. Specific focus group days and times will be announced in February.

So far, a summary of our findings from our first four focus groups includes the following:

- The majority of participants were educators working in the classroom.
- For the most part, participants' experiences at Temple were very positive.
- Alumni are proud and feel good about Temple's historic mission and that the mission remains the same today: giving people a good quality education at an affordable price.
- Participants identify with both Temple and the College of Education. They are interested in being kept informed through direct communications from the college, including social media, email and printed forms of communication.
- Interviewees felt it was important to host a variety of cultural, educational and networking events at Temple University.
- Alumni have a wide range of experiences and expressed interest in sharing their knowledge with the College of Education community. There was an overwhelming interest in a mentoring program for early-in-career educators. Alumni who work in other industries also have valuable insights about how to transfer skills.
- Participants appreciated being asked for their input and felt this was an important first step in building a beneficial 'two-way' partnership.

If you are interested in participating in an upcoming alumni focus group, please contact us today. We look forward to hearing from you.

Best,



**Drusilla Buscemi**  
Director of Development  
and Alumni Affairs  
drusilla.buscemi@temple.edu  
215-204-6402



**Maggie Esteves**  
Assistant Director of  
Development and Alumni Affairs  
maggie.esteves@temple.edu  
215-204-6079

# ALUMNI NOTES

## 1950s

**Herbert Yudenfriend**, BA/MA '51 published *Dear Everybody....: Adventures of a Teenage Soldier*, which includes more than 150 letters he wrote and sent home to his mother while he was stationed in the Philippines, highlighting his personal experiences as well as the American history he witnessed when he was in the army from the ages of 17–19. Yudenfriend was president of a glass business in New Jersey for over 35 years and spent his career advocating for greater security in fenestration and automotive glazing. He currently sits on the Board of the Building Enclosure Technology and Environment Council, a council of the National Institute of Building Sciences.

## 1970s

**Roseann B. Termini**, MEd '79, LAW '85 published a 12-volume e-book series and print resource book titled *Food and Drug Law: Federal Regulation of Drugs, Biologics, Medical Devices, Foods, Dietary Supplements, Personal Care, Veterinary and Tobacco Products, 8th ed.*, with Forti Publications. In November 2014, she also presented "Internet Promotion and Regulation" at the first Food and Drug Law Institute (FDLI) Conference, held in Belgium, and "FDA Enforcement of Recent Legal Decisions: Food, Dietary Supplements, and Personal Care Products" at the FDLI Enforcement, Litigation and Compliance Conference in Washington, District of Columbia, in December.

## 1980s

**Leonard Waks**, MEd '83, EdD '84 was inaugurated as president of the John Dewey Society in April 2015. He also recently received a generous grant from the Spencer Foundation to organize the National Conference on Democratic Education, which celebrates the centennial of the publication of John Dewey's magisterial *Democracy and Education*. His recent publications include *Education 2.0: The Learningweb Revolution and the Transformation of the School* and *Listening to Teach: Beyond Didactic Pedagogy*.

**Jeffrey M. Cornelius**, BYR '72, EdD '86 was presented the Elaine Brown Award for Choral Excellence by the Pennsylvania chapter of the American Choral Directors Association at its 2014 statewide meeting. He is professor emeritus of choral music at Temple and served as dean of the Boyer College of Music and Dance from 1993 to 2001.

**Barry P. Dorfman**, MEd '87 published *The Oxygenated Gas Blues* with CreateSpace. The book documents the 1990s grassroots movement in the U.S. to eliminate methyl tertiary butyl ether, a gasoline additive, in order to improve air quality.

## 1990s

**Polly Riddle**, EdD '93 published *The Best to the Guest: Mama Polly in Liberia* with Inspiring Voices. The publication is a diary of her adventures in Liberia, where she taught reading and math to adults for three months. She also made an earlier mission trip to Liberia in 2010 with Compassion Corps. Riddle is a graduate of Palmer Theological Seminary in Wynnwood, Pennsylvania.

**Christine Charyton**, MEd '94, PhD '05 published *Creativity and Innovation Among Science and Art: A Discussion of the Two Cultures* with Springer. She is a visiting assistant professor at The Ohio State University Department of Neurology; her work has appeared in more than 30 peer-reviewed publications.

**Adele A. Levine**, BSEd '94 published *Run, Don't Walk: The Curious and Chaotic Life of a Physical Therapist Inside Walter Reed Army Medical Center* with Avery/Penguin Group. It is a humorous memoir of seven years spent rehabilitating amputee soldiers inside the Army's largest combat hospital. Levine also wrote "My Curious and Chaotic Life with America's Wounded Warriors," an article that appeared on the online platform Narrative.ly in January.

**Diane B. Wilkin**, MEd '99 was elected president of the Pennsylvania Art Education Association. She teaches in the Bristol Township School District in Levittown, Pennsylvania, instructing students in studio and critical design and digital and film photography. She also serves on the board of the Rittenhouse Square Fine Arts Association in Philadelphia.

## 2000s

**Michael P. Lischke**, EdD '00 was invited to serve on the North Carolina Institute of Medicine Task Force on Alzheimer's Disease and Dementia. He also is associate dean in the Wake Forest University Health Sciences Office of Continuing Medical Education, associate professor in the Department of Family and Community Medicine at the Wake Forest School of Medicine and director of Northwest Area Health Education Center, all of which are in Winston-Salem.

**Jamie A. Biancosino**, BSEd '02 wrote and directed advertisements broadcast on a local Savannah, Georgia, affiliate TV station during the Super Bowl in both 2014 and 2015. He practices law under the name Jamie Casino in the Casino Law Group, also in Savannah.

**Taneisha Spall**, BSEd '02 was recently appointed school director of the International Academy of Trenton Charter School in Trenton, New Jersey. The academy is currently a K-4 school that will add an additional grade every year until it is a K-12 campus. Spall oversees academic, operations and partnerships for the school, which is a member of the SABIS® Network—a network of schools that operate in 16 countries on four continents and educate 70,000 students.

**Lance Bachmann**, BSEd '03 is president and founder of iSEO.com, a digital marketing agency. Previously, he was a vice president at AT&T, where he helped found the Yellowpages.com division.

**Roger Barascout**, BYR '05, MEd '08, EdD '12 joined the Fox School of Business as assistant director of research administration in Research, Doctoral Programs and Strategic Initiatives. At Temple, he also has worked as acting director of orientations in Student Affairs and assisted Fox, the School of Tourism and Hospitality Management, and the Boyer College of Music and Dance with development and alumni relations.

**William T. Zeigler**, EdD '05 was named president-elect of the Pennsylvania Association of Elementary and Secondary School Principals for 2015–2016. He is the principal of Pottsgrove High School in Pottstown, Pennsylvania.



**Melissa A. Rowe**, SMC '06, MEd '08 has been recognized as an American Graduate Champion by WHYY. For over a decade, she has worked in schools and non-profits helping students to increase their literacy skills and prepare for college. Frustrated by the lack of available resources to help Philadelphia students through the college and scholarship application process, in 2013 Melissa created Capture Greatness!—a program that teaches young people how to write powerful essays to win scholarships and attend college. To date, she has helped local students secure over a million dollars in scholarship money. Most notably, three Capture Greatness participants have won the coveted Gates Millennium Scholarship—an award that provides a full-ride from undergraduate through graduate school. Learn more about her work and connect with her at: [www.CaptureGreatness.org](http://www.CaptureGreatness.org).

**Liza M. Rodriguez**, PhD '07 the founder and CEO of Rodriguez-Lavergne Consulting LLC, a four-year-old education and social service consulting company, was named an Eisenhower Fellow. As part of her fellowship, Rodriguez will travel to China to study in her areas of professional and research interest: at-risk youth, child welfare, education, program evaluation, public-private partnerships, public administration, research, social services and youth education & development. The Eisenhower Fellowships is a private, non-profit, non-partisan organization created in 1953 by a group of prominent American citizens to honor President Dwight D. Eisenhower for his contribution to humanity as a soldier, statesman and world leader.

### 2010s

**Lisa Wilk**, SMC '11, MEd '12 is Flash Lab Project Manager at WHYY in Philadelphia and will serve as a liaison with the School District of Philadelphia, funders and evaluators of the project. The grant funding this project will allow for permanent flash labs to be placed into 27 Philadelphia public schools over the next three years. WHYY Flash Media Labs enable media instructors to help integrate media production into a teacher's school-day curriculum.

### ALUMNA PROFILE

## Connie Grier '90: Engaging Parents is Critical

Sometimes, says Connie Grier, BSEd '90, schools develop a fortress-like gatekeeper mentality that keeps away parents and discourages them from becoming full partners in the education of their children.

That's why Grier, who for a total of 23 years served as both a classroom social studies teacher and as a secondary and elementary school assistant principal in the Philadelphia School District, founded the Respect Alliance four years ago. The non-profit's purpose: to empower parents to work collaboratively with their children's school and community partners to better assist students in their home environments.

Now an adjunct professor with the College of Education, this fall through the college's Temple Teacher Network the native Philadelphian has been offering a free four-part workshop for future and current PreK-12 educators entitled: "BRIDGING THE GAPS: Facilitating collaboration between home and the classroom."

Her Parent Engagement Plan (PEP) Workshops have been highlighting effective strategies for building respectful and collaborative classroom cultures, supporting parents and building a toolkit for approaching families as partners in student success.

"The trajectory of my life was impacted by my father's respectful collaboration with my teachers," says Grier, who is teaching a similar senior-level course this fall for pre-service education majors. "I feel every student deserves that same sort of supportive foundation."

Grier, who is also an adjunct professor at Wilmington University, adds, "It's essential that all parties involved, both educators and parents, understand that they both play a part in supporting the successful education of each student. As educators, learning how to encourage parent involvement and to collaborate with families is a real positive for the students that we serve."



# IN MEMORIAM

## '30s

Kathryn J. Martin, EDU '39, '50

## '40s

Alfred O. Hermanns, BYR '41, EDU '42  
John Frederic Kraus, EDU '42  
Henry Kates, EDU '45, '49  
Evelyn G. Parker, EDU '47, '57  
Arthur R. Driedger Jr., EDU '48, '59, CLA '62  
Harry N. Dubin, EDU '48, '51, '62  
Elizabeth K. Smith, SED '48, EDU '70  
Bette P. Brenna, EDU '49  
Benito A. Farnese, CPH '49, EDU '53  
Robert C. Lafferty, BYR '49, EDU '54

## '50s

Emmanuel K. Bhatta, EDU '50  
Carolyn B. Croll, CPH '50, EDU '51  
Jennie Z. Crum, EDU '50, '59  
Herbert Pless, CST '50, EDU '52, '66  
Harold C. Brandt, EDU '51  
Marie E. Guertin, EDU '51  
Miriam Shaten, EDU '51  
John H. Christ, EDU '52  
Harriet Goodis Goldstein, EDU '53  
Fannie Kurman Kelner, EDU '53  
James S. Royer Jr., EDU '54  
Anna E. Bittinger, EDU '56  
D. Bruce Conner, EDU '56  
Sandra S. Korsin, EDU '56  
Walter B. Freas Jr., EDU '57, '58  
Albert J. Mazurkiewicz, EDU '57  
Warren A. Keller, EDU '58  
Nancy J. Kelly, EDU '58, '66  
Ernest G. Givens Sr., EDU '59  
Richard F. Wilcox, EDU '59, CLA '62  
Jerome H. Wiseman, FOX '58, EDU '63

## '60s

Robert V. Brown, EDU '60  
Brice Wood Corder, CPH '61, EDU '67  
Lawrence H. Dukat, EDU '61, '74  
Margaret A. Peak, EDU '61  
Bertha K. Shade, EDU '61  
Miriam E. Klein Chanin, EDU '62, '67  
Agnes A. Dick, EDU '62, '65  
Aaron J. Levinson, EDU '62  
Martin Meltz, EDU '62  
Ronald Schultz, CPH '62, EDU '69  
Stanley Toll, CLA '63, EDU '66  
William V. Fassbender, CPH '64, EDU '71  
Carl L. Kruhm Jr., EDU '64  
Nicholas Radvon, EDU '64  
Susanne Speers Champion, EDU '65  
Kendrick H. McFarlane, EDU '65  
Robert S. Williams Jr., EDU '65  
James A. Zaffarano, EDU '65  
Michael A. Digiacomo, EDU '66  
Palmer L. Frey, EDU '66  
Miriam Lundgren, EDU '66  
Jacqueline Sheppard, EDU '66, '73  
James L. Tucker Jr., TYL '66, EDU '67  
Joseph R. Dawson Sr., EDU '67  
Robert W. Mayer, EDU '67  
Sherry Goodman, EDU '68  
Douglas C. Jackson, EDU '68  
Robert W. Maull, EDU '68  
Anne Patterson Segermark, EDU '68  
Dianne V. DeGiacomo, EDU '69  
Florence Faggen, CLA '69, EDU '73  
Donald J. Holler, EDU '69

Hazel I. Jackson, EDU '69  
Thomas D. McVey, EDU '69  
Jerome L. Simons, EDU '69

## '70s

Hind M. Jacob, EDU '70, '80  
Helen K. Kimpel, EDU '70  
Janet L. Phillips, EDU '70  
Henry K. Staiger, EDU '70  
Nadine P. Williams, EDU '70  
Catherine M. Woynarowski, EDU '70  
Betty Thurman Bennett, EDU '71  
Shellie A. Covelman, EDU '71  
Bess G. Dubin, EDU '71, '74  
Linda L. Freeman, EDU '71  
Samuel J. Pinizzotto, EDU '71  
Janet M. Wilson, EDU '71  
Fincher Jackson Jr., TYL '72, '74, EDU '74  
James J. Mervin, EDU '72  
Kenneth J. Samara, EDU '73  
Naída E. Strumfels, EDU '74

Barbara A. Ferrino, EDU '75  
Judith A. Bulman, EDU '76  
Constance M. Nozilo, EDU '77  
Ann B. Corcoran, EDU '78  
Yvonne M. DiSanto, EDU '78

## '80s

Philip E. Gerney, EDU '80  
Leon Bass, EDU '81  
Teresita Fernandezvina, EDU '82  
Joyce I. Jennings, EDU '84  
Earl R. Jones, EDU '84  
Robert R. Smedley, EDU '85  
Joseph A. Boisse, EDU '86  
Elaine L. Raymond, EDU '89  
Lillie W. Thaniel, EDU '89

## '90s

James M. Brofee, EDU '92  
Christopher J. Tully, SMC '97, EDU '05, '06

## UPCOMING EVENTS

### Save the Dates!

#### DAY OF THANKS

Donors to the College of Education will be invited to attend a celebratory reception on Thursday, April 14, 2016, in Mitten Hall to thank you for your support of our students. Those who have reached special milestone years of giving will be recognized. Details to follow.



Shown above, the College of Education Alumni Board hosted a special rendezvous reception before going to the inaugural Diner en Cherry event during Alumni Weekend 2015.

#### ALUMNI WEEKEND

Temple University Alumni Weekend 2016 will take place from Friday, May 6 to Sunday, May 8. Details to come about all of the events taking place throughout the weekend. We hope to see you there!

A photograph of a campus scene with several red banners hanging from black poles. The banners feature the Temple University logo. In the background, there are trees with green and orange leaves, a red building, and a sign that says 'D RALLY POINT'. A group of people is walking in the foreground.

GRADUATE CERTIFICATES

# IN EDUCATION

Interested in exploring an area of study but not yet ready for a full degree program? Our certificate programs allow you to explore in-depth and current issues through a select group of courses. The College of Education also offers programs with tracks that lead to state recognized certification. Learn more about our certificate and certification programs.

[education.temple.edu/gradapply](http://education.temple.edu/gradapply)



**College of Education**

Office of Development and Alumni Affairs  
223 Ritter Annex  
1301 Cecil B. Moore Ave.  
Philadelphia, PA 19122

Non-Profit  
Organization  
U.S. Postage  
**PAID**  
Philadelphia, PA  
Permit No. 1044



## Why I Give

“The College of Education was a great place for me. I felt the professors were very knowledgeable and took a real interest in all their students. My education provided me with the grit to persevere and I remain an educator in the broadest sense.

“I currently live in New England and have not been back to campus since graduation, but am a loyal Annual Fund supporter. I believe everyone can do something, even if it’s a modest contribution. Make a gift, then give again — it makes you feel good. Giving keeps you connected to Temple and helps someone like you.”

—Phyllis R. Roys, MEd, '70