

NEW FACULTY

The College of Education is pleased to welcome the following distinguished educators and administrators to our faculty and staff who have joined the College of Education community since 2007:



Julie L. Booth, PhD

PhD, Carnegie Mellon University
Assistant Professor of Educational Psychology
Psychological Studies in Education

Previous positions: Postdoctoral Fellow at the Pittsburgh Science of Learning Center

Research concentration: mathematical development; understanding and improving students' conceptual and procedural knowledge of math at different points of development

Why Temple?

I felt that it was a place where I could continue to be productive in my research while cultivating a love of teaching. I was excited about the vision for the college and saw a lot of potential for fruitful collaborations with colleagues around the college.



James E. Connell, PhD

Doctorate of Philosophy, Master of Arts, Board-certified Behavior Analyst, Bachelor of Arts
PhD, Louisiana State University
Assistant Professor, School Psychology Program
Psychological Studies in Education

Previous positions: School Psychologist in Salem, N.J., May Institute

Research concentration: response-to-intervention, positive behavior supports, curriculum-based measurement, applied behavior analysis.

Why Temple?

I chose Temple University after reading about Dean McGuire's commitment to urban education and the excellent clinical training model in the school psychology program in the College of Education. I also completed my baccalaureate degree at Temple University and thoroughly enjoyed the educational opportunities presented to me and the culturally diverse student and staff population. Finally, I believe in Temple's mission to offer and provide higher education opportunities to all individuals with the passion to learn.



Maia Bloomfield Cucchiara, PhD

PhD, University of Pennsylvania Graduate School of Education and University of Pennsylvania School of Arts and Sciences (joint degree in education and sociology)
Assistant Professor of Educational Leadership and Policy Studies

Previous positions: Research Consultant with Research for Action, a Philadelphia-based independent education research organization

Research concentrations: education policy, urban education, the intersection between public education and urban revitalization and economic integration of schools

Why Temple?

I came to Temple because I wanted to be a part of a university that values research and has a strong equity and social justice orientation. Temple is exciting to me because of its urban location and the diversity of students, faculty and staff. I see Temple—and the College of Education in particular—as representing the best combination of an academic institution that takes its intellectual work very seriously at the same time that it maintains a solid connection to the life of the city and a strong sense of service.



Annemarie Hindman, PhD

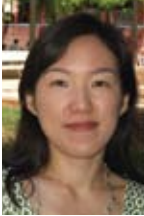
PhD, Combined Program in Education and Psychology, University of Michigan
Assistant Professor
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Head Start Teacher and Literacy Coach

Research concentration: I am interested in how teachers and families can, separately and in collaboration, promote the early literacy and learning-related social skills of young children, especially in under-resourced communities.

Why Temple?

I chose to come to the College of Education at Temple for many reasons, but I was most excited about the mission to prepare teachers to work in high-need settings. This is very resonant with my own interests and research, and I am really enjoying being a part of the college.



Yasuko Kanno, PhD

PhD, Ontario Institute of Studies in Education, University of Toronto
Associate Professor of TESOL
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Assistant Professor, Department of English, University of Washington; Visiting Professor, Monterey Institute of International Studies.

Research concentration: language and identity, bilingual education and critical ethnography

Why Temple?

I was very much attracted to Temple's commitment to urban education, since most immigrant English language learners are in urban schools. Also, the sense of collegiality in the college impressed me, and I am happy to report that so far people have been just wonderful.



Janice H. Laurence, PhD

PhD, Industrial/Organizational Psychology, George Mason University, Fairfax, Va.
Associate Professor
Adult and Organizational Development Program
Psychological Studies in Education

Previous positions: Director, Human Resource Development, Army Human Terrain System; Director of Research and Analysis, Office of the Under Secretary of Defense (Personnel & Readiness); Associate Professor, Naval Postgraduate School; Manager, Center for the Evaluation of Personnel Policy, Human Resources Research Organization

Research concentration: military psychology, diversity in organizations, leadership and culture

Why Temple?

As a long-ago Temple grad, I have always thought highly of Temple and am proud of the quality education I received here. I find the diversity a great plus and the Philadelphia area is wonderful.



Yoon H. Lee, EdD

EdD, Teachers College, Columbia University
Instructor
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Adjunct

Research concentration: early childhood

Why Temple?

Temple offers an early childhood pre-service program exclusively in an urban city.



Ellen Linky, EdD

EdD, Educational Administration, University of Pennsylvania
Associate Professor
Director of Clinical Education
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Associate Superintendent, Office of Curriculum & Instructional Support; Assistant Superintendent, Office of Accelerated Learning; Regional Superintendent, North Region and District Seven; Principal, William Penn High School and Morrison School (K-8); Teacher, middle grades and elementary school gifted support, all School District of Philadelphia; Principal, Cherry Hill (N.J.) West High School Teacher, middle grades, School District of Cheltenham Township

Research concentration: using partnerships to link learning and organizational theories to results-based practices

Why Temple?

Graduates of Temple University's College of Education especially serve the schools in Philadelphia and the surrounding region as well as throughout the commonwealth. All of its programs provide students and faculty an array of opportunities for innovation to connect the university's Acres of Diamonds to pre-K-12 children and youth, their families and members of their school staffs.



David T. Mitchell, PhD

PhD, American Studies, University of Michigan
Executive Director, Institute on Disabilities
Associate Professor, Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Associate Professor, Department of Disability & Human Development, and Director, Interdisciplinary PhD in Disability Studies Program, University of Illinois—Chicago

Research concentration: disability studies: civil rights; inclusive education; policy; history; culture; literature, art and film; stigma theory; discrimination; criminal justice and political economy

Why Temple?

I sought an opportunity to augment the active participation of people with developmental disabilities in higher education. Temple's College of Education provides a diverse disciplinary opportunity to influence educational systems with respect to research, teaching and training about disability.



Erin Rotheram-Fuller, PhD

PhD, University of California at Los Angeles
Assistant Professor of School Psychology
Psychological Studies in Education

Previous positions: Assistant Research Psychologist, UCLA, and Adjunct Instructor, Phillips Graduate Institute

Research concentration: My overall research focus is on educational systems change. Within that focus, I am exploring factors improving the inclusion of children with autism into typical classrooms, improving dynamic classroom measurement and examining comparative educational systems.

Why Temple?

I chose to come to Temple University because of the incredible opportunities available not only within the university, but also within the local community. This is a period of exceptional growth within the college and university, and I am excited to have a part in that process.



Matt Tincani, PhD

PhD, Special Education, The Ohio State University
Associate Professor of Special Education
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Assistant Professor of Special Education, University of Nevada, Las Vegas; Director, Center for Autism Spectrum Disorders, UNLV

Research concentration: applied behavior analysis, positive behavior support, autism spectrum disorders

Why Temple?

I chose to come to Temple because of its active research communities, high quality programs and urban location.



Elvis Wagner

Edd, Teachers College, Columbia University
Assistant Professor
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Lecturer, Teachers College, Columbia University

Research concentration: second language listening comprehension, second language assessment, and second language pragmatic competence

Why Temple?

I came to Temple because of the palpable feeling of progress and momentum that surrounds Temple and the College of Education. I also came because of the strong and diverse student body.



Allison R. Walker, PhD

PhD, Special Education, University of North Carolina at Charlotte
Assistant Professor of Special Education
Curriculum, Instruction and Technology in Education (CITE)

Previous positions: Assistant Professor, Towson (Md.) University

Research concentration: examining ways to improve the transition of students with high- and low-incidence disabilities from high school to adult life, particularly examining the types of transition services provided and how these services are delivered in the classroom and community settings; exploring how teacher preparation programs train pre-service teacher candidates to provide transition services to students with disabilities; and identifying strategies to teach self-determination skills to students with disabilities, specifically self-advocacy skills to minority students with disabilities and variables related to their success in higher education.

Why Temple?

I chose to come to Temple University because of the strong collegiality demonstrated within the special education program. In addition, coming to Temple has enabled me to work toward one of my goals as a professor, which is to produce strong teacher candidates in special education who have a solid foundation in utilizing best practices when providing education and transition services to students with disabilities in the urban setting.