

# EDBULLETIN

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 College of Education  
TEMPLE UNIVERSITY®

## WATSON VISITING FELLOW:

# Education Equality Key to Restoring U.S. Prominence



**Linda Darling-Hammond, EdD '78**

The United States will never reverse the decline of its students' academic achievement scores compared to the rest of the developed world—nor ensure its continued economic and political preeminence—until it makes the necessary financial commitment to ensuring equality in education.

That was the message Linda Darling-Hammond, EdD '78, delivered Oct. 6 during her lecture as the first annual Watson Visiting Fellow. Darling-Hammond, who in 2008 led President Obama's educational policy transition team, is the Charles E. Ducommun Professor of Education at the Stanford University School of Education.

She chose the occasion to recap her most recent book, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (Teachers College Press, 2010). Discussing Hong Kong's successful educational reforms, she recalled how one Chinese official echoed John Dewey's sentiments when he told her, "A nation should first of all think of its students as we would think of our own children."

"That's important advice for our nation now," Darling-Hammond told her Walk

Auditorium audience. "At a time when so many children are homeless, are without health care, are without food security and are in schools that are cutting programs and raising class sizes, we need a nation that once again begins to think of all of our students as we would think of our own children. . . .

"I think these are words that are especially poignant now as we have a society that . . . is really engaged, in many cases, in aggressive neglect of its children."

Her lecture was the focus of the second part of "Urban Education 360°: It Takes a Home,

School and Community to Educate a Child"—the third symposium sponsored by the Bernard C. Watson Endowed Chair in Urban Education since September 2009. Other speakers included Karren Dunkley, the deputy chief of the School District of Philadelphia's Office of Parent, Family, Community Engagement and Faith-Based Partnerships; Abdur-Rahim Islam, the president and CEO of Universal Companies, which operates six charter schools in Philadelphia; and Marc Mannella, CEO of KIPP Philadelphia Schools, which operates four charter schools.

"Linda was the best student I've ever had in my life and I'm 140 years old," Watson quipped during his introduction of Darling-Hammond. "She's brilliant, committed and extremely competent . . ."

Returning his compliments, Darling-Hammond, who earned her doctorate with highest distinction in urban education, said, "Bernie Watson is the reason I came to Temple. "He's responsible for who I am as an educator and a scholar. . . .

"I wanted to know what urban education was about and he made me understand it was important to be courageous, to work on behalf of equity and try to take the lessons I learned here into my work and life in my community, neighborhood, city, state and nation."

*continued on page 2*

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—Linda Darling-Hammond, EdD '78

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*Watson, continued from page 1*

During her lecture the former Columbia University's Teachers College professor and social scientist for the RAND Corporation identified two achievement gaps: 1) the gap between white and more affluent students in the U.S. and students of color and those in poverty; and 2) the gap between U.S. students and those in other high-achieving nations that have made greater—and more equitable—investments in education over the last 30 years. Why, she asks, is the United States—which during the 1970s ranked first in education—now ranked just 14th among developed countries in reading (Shanghai, Korea and Finland ranked first, second and third, respectively); 31st in mathematics (Shanghai, Singapore and Hong Kong); and 27th in science (Shanghai, Finland and Hong Kong)?

Factors for this decline, she said, include:

- **Incarceration:** Over the past two decades, U.S. prison inmates—more than half of whom are functionally illiterate and high school dropouts—have quadrupled. Meanwhile, funding for jails increased

**Linda Darling-Hammond, EdD, chats with her former professor, Bernard C. Watson, PhD.**



900 percent vs. 300 percent for education, with five states now spending more on corrections than public higher education.

- **Inequality:** While white and Asian students in the U.S. outperform the 34-country Organisation for Economic Co-operation and Development (OECD) averages for reading, science, math and problem solving, black and Hispanic American students perform much below those averages.
- **Children in poverty:** With 25 percent of U.S. children living in poverty, among developed OECD nations only Mexico has a higher percentage of poor children.

In 1975 white, Latino and African American children attended college at the same rates, and teachers were paid about the same whether they taught in Philadelphia or its suburbs—all the result of programs during the 1960s and 1970s that reduced poverty, unemployment, segregation and teacher shortages while boosting school funding. Unfortunately, most of these programs were eliminated or sharply reduced during the 1980s. “Had we continued the policies that closed the gap between 1971 and 1988, there would have been no racial achievement gap by 2000,” Darling-Hammond asserted.

Based in part on her investigations of European and Asian countries whose children now out-perform U.S. students, her prescription for restoring the nation's educational prominence includes:

- Large investments in initial teacher education and ongoing support
- Equitable funding that invests in high-need schools and students.
- Lean curricula and performance assessments focused on higher order skills
- Schools designed for empowering forms of student and teacher learning, including:
  - professional collaboration and learning that incorporates intensive retreats, shared planning time, teaching teams,

regular professional development, inquiry about student learning and leadership focused on instruction

- rigorous and relevant instruction that encompasses college pre coursework made relevant, interdisciplinary and problem-oriented; internships; project-based learning; performance assessment and portfolios; and a culture of revision and redemption
- personalization, emphasizing small schools and learning communities, reduced pupil loads, long-term relationships, advisory systems and close parental contact

Given the current economic and political environment, she conceded during a follow-up Q&A session that it will be difficult to get America to once again make the necessary commitment to teachers and students: However, she said, “We have to get people to understand that this is not a cost, it's an investment.”

Earlier, she concluded her formal remarks by quoting Martin Luther King: “On some positions, Cowardice asks the question, ‘Is it safe?’ Expediency asks the question, ‘Is it politic?’ And Vanity comes along and asks the question, ‘Is it popular?’

“But Conscience asks the question, ‘Is it right?’ And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but he must do it because Conscience tells him it is right.”

“That's what I learned from Bernard C. Watson,” she said. “That's what I learned at Temple, and that's what we all act on.”

### Like to Contribute?

To contribute to the Bernard C. Watson Endowed Chair in Urban Education or any other College of Education fund, please go online to: [myowlspace.com/giving](http://myowlspace.com/giving).

### Under Interim Dean Davis, College Moving Forward



James Earl Davis, PhD, will continue to serve as interim dean of the College of Education for the foreseeable future. In the wake of reduced state funding and the departure of President Ann Weaver Hart in June 2012, Temple University has terminated searches to fill five open dean positions, including for the College of Education.

Nonetheless, says an enthused Davis, “The college is definitely not in a holding pattern. I’m excited about the momentum and excitement that we are continuing to generate.”

Currently, Davis and the college are primarily focusing on a few core areas of advancement:

1. Engaging in a planning process to develop strategic directions for the college: “We aim to focus our efforts and resources strategically and carefully in order to sustain our competitive advantage in our undergraduate and graduate programs,” Davis says.
2. Revising programs, especially the doctoral education program: “We’re working towards a collegewide PhD program that would help us be more efficient in our research training as we share resources across our various programs and faculty,” says Davis.
3. Developing new programs that take advantage of new technologies to increase distance-learning options and increase offerings at satellite campuses in Center City, Ft. Washington and particularly Harrisburg. “There’s a tremendous opportunity to increase our market share and take advantage of so many of our outstanding alums who are in the region,” says Davis.
4. New faculty and staff hires: Despite current economic conditions and budgetary issues, the college recently hired six new faculty members from universities throughout the country, and expects to hire several more during the next two years. In addition, the college has a new director of undergraduate programs, a new director of enrollment management and marketing, and has hired additional student advising staff.

“All of these positions,” says Davis, “are critically important as we move to increase our market share as well as to highlight the distinctive value of college programs and experiences for our students.”

### New Certificate Strengthens Community College Teaching

An innovative Temple University program is one of the first in the nation to offer a teaching certificate specifically for community college professors.

The new initiative offers instructors, already experts in their chosen discipline, an opportunity to improve their classroom effectiveness by learning a variety of new teaching techniques and tools. The program begins at a time when growing numbers of Americans are starting their college studies at two-year colleges,

and the institutions are placing increased emphasis on outcomes and assessment.

“We heard directly from one of our community college partners about the need for such a program,” explained Pamela Barnett, associate vice provost and director of Temple’s Teaching and Learning Center, who developed the certificate program in conjunction with Temple’s College of Education.

The program also makes sense for Temple, which in 2010 was ranked 21st nationwide in

total number of transfer students by *U.S. News & World Report*. More than half of those students come from community colleges, largely due to the university’s 11 articulation agreements, which make it easier for community college students to transfer to Temple.

Temple’s program is open to all community college professors. Classes are held at several Temple campuses and DCCC, as well as being available online.

### Cosby Continues to Support College of Education's Urban Mission

The impending arrival of Hurricane Irene prevented Bill Cosby, EdD, from physically welcoming this year's class of 365 incoming freshmen and transfer students. But, via telephone, Cosby made a powerful impression on the teachers-to-be.

Among his main messages:

1. "Nine billion years ago people would say, 'If I can save one person ...' Correction, as teachers you are going to have the potential to save a ton of people."
2. "When the question comes from your students, 'Why I got to know this?,' I want you to be able to answer with passion so that they fully understand the beauty you see in your discipline."
3. "People say, 'Those who can't do, teach.' Challenge anybody who says that to a duel. If someone asks you, 'Why do you teach?,' respond, 'Because I *can* do.'"

For years now Cosby has given freely of his time and support to the university and the

College of Education to underscore such themes. That support included a dozen on-campus Fireside Chats on urban teaching issues he conducted with educational experts that drew hundreds of undergraduates, graduate students and practicing teachers during the past four academic years.

The Navy veteran entered Temple in 1960—despite scoring just 500 on his SAT exam. "Temple allowed me to enter a world that I had shut out but, now I was awake and begging Temple to accept me," Cosby recently told the *Educator Bulletin*. Running track and playing football for the Owls, his goal was to be a physical education teacher of at-risk 7th- and 8th-grade urban males.

However, his English courses enabled him to focus on writing and beginning to perform what would soon become his classic comedy monologues. "The classes opened up my mind in terms of thinking with depth, of painting pictures to explain a thought and developing a style of saying it," he says. "This university did that for me."

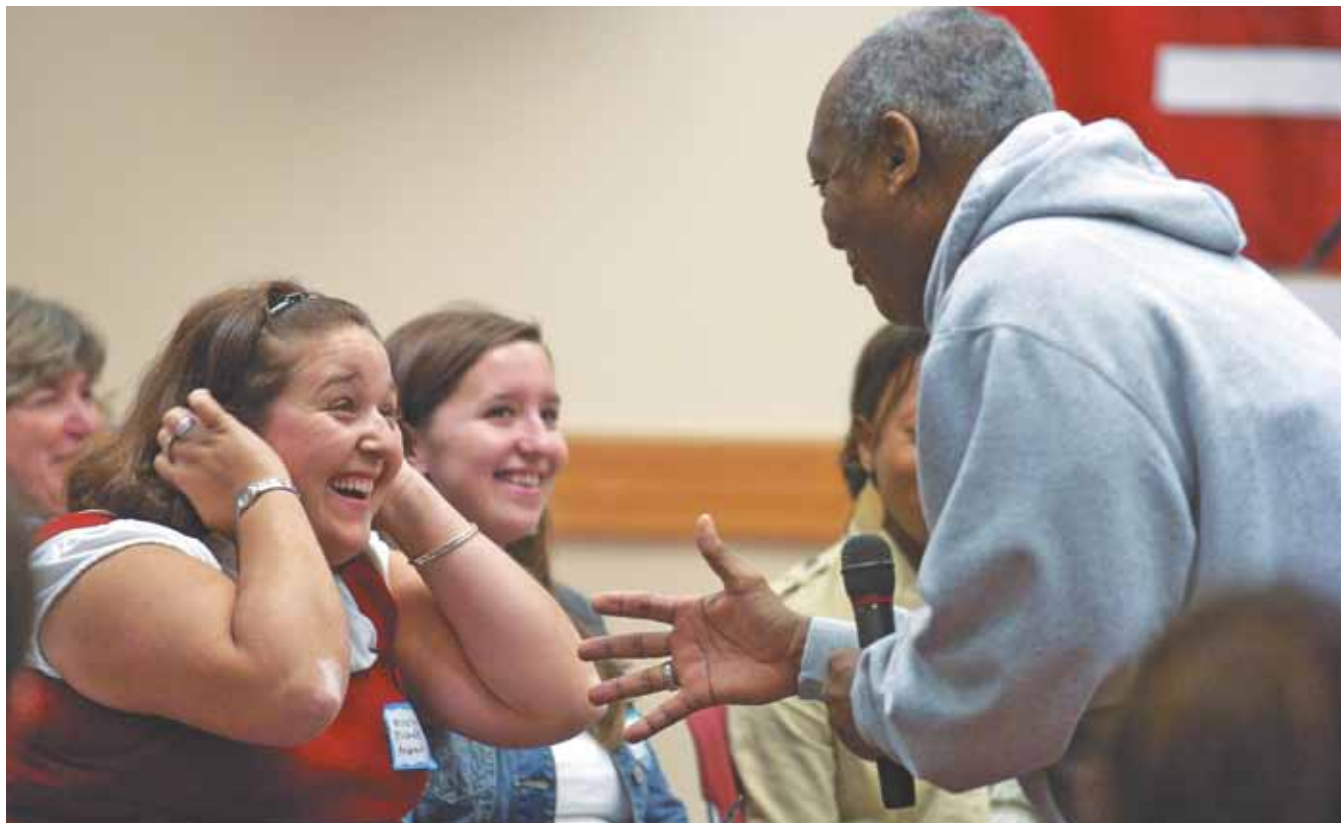
Cosby, who left Temple to pursue what would become a wildly successful comedy and acting career, does not view his continued support of the College of Education as paying back so much as continuing that goal—through today's teachers—of reaching those troubled urban adolescents.

"They've been ignored since they could walk and they've seen violence, not necessarily in their homes, but just walking through the neighborhood," he says. "We are crushing their spirits ... and they are very accustomed to people giving up on them.

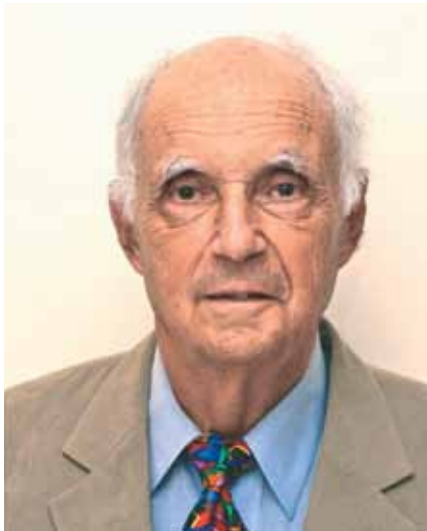
"Teachers need to understand that a kid has certain problems ... as opposed to just deciding this is a stupid or mean kid. We don't want our teachers to be dishonest or even to feel sorry for someone and be a hindrance in that way—in other words, not to hold a kid accountable. We are teachers.

"But mostly they need you not to give up. While they are fighting to push you away, you have to keep coming back. You're going to lose some, but you're also going to win some."

**Bill Cosby, EdD, engaging attendees at one of his Fireside Chats**



### Math Education Guru Krulik Receives Lifetime Achievement Award



Stephen Krulik, EdD, a math education fixture at Temple for nearly four decades, this year received a Lifetime Achievement Award in Mathematics Education from the National Council of Teachers of Mathematics (NCTM).

“It’s really exciting,” says Krulik, who taught full time at Temple between 1969 and 2004 and then taught for another three years as a professor emeritus. “I had an awful lot of students at Temple and they obviously had a hand in getting the award for me.”

One nominator wrote, “He was always enthusiastic to work with doctoral students and help them craft interesting studies that addressed gaps in mathematics literature. . . . He helped his students understand that they were contributing to a field of important work.”

According to the NCTM, Krulik is nationally recognized as a “teacher’s teacher” and a national resource for teaching problem solving. As another NCTM award nominator wrote, “His teaching provided opportunities for us to experience how it felt to learn to be a problem solver.”

“Everybody I came in contact with at Temple, both students and the faculty, really had the kids’ best interests at heart and everything we did was based on research that was usable by teachers,” says Krulik, a 2003 recipient of Temple’s prestigious Great Teacher Award.

Over his 57-year career, which began as a New York public schools teacher in 1954, Krulik gave more than 350 conference presentations, published more than 50 journal articles and authored or coauthored 30 books. The most recent, co-authored with Alfred S. Posamentier, is *The Art of Motivating Students for Mathematics Instruction*, a paperback published by McGraw-Hill this past March.

The Cherry Hill, N.J., resident still occasionally teaches a summer course at City College of New York.

“Math has always been a tough subject for a lot of kids,” says Krulik, explaining his lifelong passion, “and I’ll do anything I can do to make it a little easier.”

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—Stephen Krulik, EdD

### Geraldine Ball, PSE Fixture for 43 Years, Retires ... Sort Of

Geraldine Ball, a fixture in what is now the Psychological Studies in Education Department since she first began working there as a teenager in 1968, has retired as the department manager.

“When I started I was just 18 years old,” says Ball, a resident of Collingswood, N.J., where she was also raised. “I grew up here.”

“It’s just been a really nice environment,” adds Ball, whose duties included budgetary and personnel matters. “The faculty and the students were always different and interesting so I don’t feel like I’d been doing the same thing over and over again. I just didn’t deal with paperwork but individuals and I think it was the people who kept it fresh.”

“Geri Ball has been the heart and soul of this community and represents for me everything good that Temple and the College of Education stand for,” says Joseph P. Ducette, PhD, the PSE chair who started at Temple the same semester Ball did.

Ball plans on spending more time on the beach in Ocean City, N.J., and taking short trips throughout the mid-Atlantic and New England. But she’s not going completely away—she still plans on working two days a week for the College of Education.



## Jordan and Williams are Gallery of Success Honorees

The two most recent College of Education Gallery of Success honorees are:

### 2010: Mildred L. Rice Jordan, BSEd '65, EdD '89



Dr. Mildred L. Rice Jordan has spent 40 years as an educator and an advocate for quality education for students in urban communities.

Before she earned her EdD, Jordan taught in the

Philadelphia School District and worked as both a teacher and reading specialist in nearby Abington, Pa. As a professor at Rider University in Lawrenceville, N.J., she taught field-based education courses, coordinated and supervised students in urban clinical experiences and was an instructor in the multicultural studies program. At Rider, she was presented with the Sadie Ziegler-Bernice Gee Woman of the Year Award for her efforts to eliminate on-campus sexual orientation and gender discrimination. In 2004, she traveled to China as part of an international delegation of multicultural education specialists.

Today, Jordan volunteers her time and financial resources to several nonprofits in order to enhance the lives of underserved populations. Her awards for her service to students and the greater community include an NAACP Positive Image Award.

Realizing the importance of matching excellent teachers with students in struggling school districts, Jordan endowed a scholarship fund for Temple University students who express a sincere commitment to becoming teachers in urban school systems.

### 2011: Todd J. Williams, MEd '94, PhD '01



Since 2008 Dr. Todd J. Williams has served as the fifth president of Philadelphia Biblical University (PBU) in Langhorne, Pa. Previously for the university he served as senior vice president and provost, as well as vice president and academic dean for undergraduate education. Williams, who earned a BS in Bible studies from PBU, is the first graduate of the university to serve as its president.

Between 2001 and 2005 Williams served as the headmaster and CEO of Trinity Christian School in Fairfax, Va. He led the institution through several strategic initiatives, including the construction of a new campus. While in Virginia, Williams also served as visiting lecturer for spiritual formation at the Witherspoon Fellowship. Also an experienced fundraiser and organizational development consultant, he currently serves as a visiting lecturer on cultural and professional issues and is the chair of the Board of Governors of the John Jay Institute.

As a graduate student at Temple University, Williams served as an associate in the PEP Center and participated in numerous community projects. He taught classes in the Center for Social Policy and Community Development as well as a course for undergraduates, The Art and Science of Teaching. He credits Temple for much of his professional development. He appreciates the institution's role in shaping his understanding of organizations and cultivating a vision for education that is both excellent and engaging.

Williams lives with his wife, Dawn, and their two children, Connor and Caitlin, in Morrisville, Pa.

## Shapiro Wins Great Teacher Award



Joan Poliner Shapiro, EdD, professor of educational administration, this year won the prestigious Temple Great Teacher Award.

Teaching how to deal ethically with such dilemmas as bullying, cheating, gender issues and discrimination, Shapiro asks her students—assistant principals, principals, superintendents and higher education administrators—to share actual cases from their schools and universities.

“I love listening to my students,” says Shapiro, who began teaching at Temple in 1988, and is currently the University Faculty Senate’s vice president. “They bring fascinating dilemmas, each one new and insightful.”

Says one of her former students who now supervises her school’s special education

program, “When students enter Dr. Shapiro’s classroom, they are warmly welcomed by a vibrant learning community that challenges them to examine themselves, share opinions and explore alternate considerations and perspectives.”

Shapiro has co-authored six books, including the best-selling *Ethical Leadership and Decision Making in Education*. She and Temple colleague, Steven Jay Gross, EdD, are also the co-founders of the New DEEL (Democratic Ethical Educational Leadership), which holds an annual conference at Temple.

“It’s such an honor and truly a lovely award,” says Shapiro, whose name is now inscribed on campus in the Conwell Garden.

## EVENTS

### Convocation 2011 Welcomes New Students



In late August Temple University's College of Education's faculty and alumni gathered in the Ritter Hall auditorium to welcome the Class of 2015 to Temple and to highlight what the college will offer its newest learners.

James Earl Davis, PhD, interim dean, welcomed the class of 365 incoming freshmen and transfer students to Temple University and into the smaller community of the College of Education.

"This will be a small home and intimate setting in a larger comprehensive urban university," said Davis. "I'd like to personally welcome you to the College of Education and Temple University, and I wish you all the best for a wonderful academic year."

Valerie Gay, assistant dean for institutional advancement, then introduced the college's newest members to the tradition of the College of Education Apple. The basketball-sized apple was created for the college by faculty member and administrator, Jeremy Wagner. It has become a symbolic piece of the College of Education's academic community.

"This is an apple that you won't find in nature at all because it is made up of many

different apples, and if you look really closely you can see that it's not perfect. But like Temple, and like our students, we're made up of many different people, and individually we have our flaws, but together, like the apple, we are excellent," said Gay.

Students were then invited onstage to rub the shiny spot on the apple for good luck for the first time. Though the apple is meant to bring good luck, Jason Bozzone, assistant dean for academic and student affairs, reminded students that studying should go along with the good-luck apple rub to ensure definite success.

Students were called to the stage by name and major to greet the dean and other faculty

members. The plans of the college's special convocation guest, comedian and actor Bill Cosby, to appear in person were unfortunately changed by the approaching Hurricane Irene. Nonetheless, he was able to phone in to offer some words of advice—and a few laughs—to the 2011 convocation proceedings (see page 4).

Finally, students filed outside where they were greeted by applause from the college's faculty, staff, and alumni, who saw the students off to a day of college-organized community service.

—Maggie Reynolds

**Some of the 365 College of Education freshmen and transfer students garbed in their new Temple Teacher tee-shirts enjoying this past semester's incoming student welcome convocation**



### Save the Date for Alumni Weekend

Make plans to attend next spring's Temple University Alumni Weekend, which is set for April 20–22, 2012. Check the College of Education's website, [www.temple.edu/education](http://www.temple.edu/education), for more details as the date approaches.





## Why I Give

“It’s important for me to give back to Temple because, throughout my undergraduate and graduate years, the education I received enabled me to achieve quite a career for myself in mathematics education as a teacher, administrator and consultant. I cannot imagine receiving a stronger education.

“That’s why I recently established and funded the Philip Etkowicz Fund for Excellence in Mathematics Teaching, an award named in honor of my late father. He interrupted his university studies to fight during World War II with the French Foreign Legion and became an accountant after our family moved from Paris to the Philadelphia area during the 1950s. Even though he was never able to finish his college degree, he was extremely supportive of his children getting the best education we could.

“The fund will help exceptional graduate and undergraduate students who are interested in improving the mathematics education of elementary grade students broaden their professional development by taking elective courses in mathematics and attending national mathematics education conferences.”

— Irene Etkowicz Eizen, BS ’70, MEd ’72, EdD ’95  
Assistant professor, mathematics education,  
Curriculum Instruction & Technology Department

To contribute to the Etkowicz Fund, go to [myowlspace.com/giving](http://myowlspace.com/giving)

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