

# EDBULLETIN

A SUPPLEMENT TO EDUCATOR MAGAZINE

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## Ben Herold: Educating the Public about Public Education



Emma Lee for NewsWorks

**Ben Herold, WHYY-FM Radio's education reporter (right), interviews the Rev. Dr. Alyn E. Waller, senior pastor of Enon Tabernacle Baptist Church in Northwest Philadelphia, regarding the church's opposition to the Philadelphia School District's plan to close 37 schools.**

When Ben Herold, MEd '03, was working towards his master's degree in urban education, Erin McNamara Horvat, PhD, associate professor, encouraged him to pursue his doctorate. "He would always ask really good questions," she recalls, "which is a key when you are a researcher."

Herold is still asking really good questions—but as WHYY-FM Radio's education reporter. "It was a great experience," Herold says of his master's degree. "I met a lot of faculty, students and people who still play prominent roles in Philadelphia public education, and both the relationships I developed and the knowledge, understanding and experience they passed along have definitely been valuable to me.

"But sometime during my graduate studies, I recognized that while I was really interested

in schools and public education and the experience of students and their families, I wanted to work at a quicker pace and be more hands-on and more involved with what was happening."

Inspired by working with local public school students in the college's former pre-college Young Scholars Program, in 2004 Herold began following six students aiming towards college for a full-length documentary film,

*First Person.* Herold, who was raised in suburban Pittsburgh, was struck by how much more difficult it was for inner city public school students to enter and succeed at four-year colleges.

"For more affluent young people, the path to college is almost like an up escalator," the film's producer/director says. "As long as they get on, they have to try really hard not to get carried to the top. But for urban kids, it's like trying to go up the down escalator; if you stumble for a second, you get knocked down."

With the students collaborating with Herold's team as both the subjects and creators of the film's content, Herold relied on the students' own voices to deliver this message: "If students as bright and talented and motivated as these young people were having a hard time getting into college, then something was wrong with the system."

The film won the best new director and best documentary awards at the 2007 Philadelphia Film Festival. Championed by Lisa Nutter and the office of her husband, Mayor Michael Nutter, WHYY and the United Way, the film has had more than 150 screenings locally and nationwide, and has been viewed by more than 25,000 families—as well as Horvat's own students.

Unfortunately, none of the six students reached a four-year college; four attended

*continued on page 2*

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### Student Ambassadors Recruiting New Education Students



**Student Ambassador Margot Salter**

Who better to talk about what it's like to be a College of Education student than the students themselves?

That's the philosophy behind the college's student ambassadors—15 education majors, mostly sophomores, juniors and seniors—who can best articulate why it makes sense to be a College of Education student.

Launched in October 2011 by Joseph Paris, the college's director of marketing & enrollment management, the program allows the ambassadors to interact with prospective students and their parents at a number of events: open houses; Class Shadowing Days, in which prospective students follow student ambassadors to their classes; and three Experience Temple Days during the spring semester for admitted students.

Eighty-five percent of those who attended the February 2012 Class Shadowing Day enrolled in the college this past fall. "That's really significant, considering that a typical yield rate for such events is closer to 50 percent," says Paris. "It speaks to the quality of the student ambassadors and the perspective they provide prospective students."

Says Margot Salter, a sophomore early education major from Springfield, Va., "It's really awesome. I get to tell kids how much I love Temple, my professors and my classes, and how much I love living in the city and being independent, and it's real."

Student Ambassador Bria Walton, a senior majoring in secondary social studies from South Brunswick, N.J., recalls taking eight students interested in secondary education

to a class that covered the creation of lesson plans: "At first they were a little hesitant and worried, but towards the end of the class during smaller group discussions they started to participate and talk to current students in order to get more opinions about Temple.

"They really like being able to talk to actual students about what Temple is and what it's about."

Adds MaryKate Higgins, another student ambassador, "It's nice to find out what a typical day is like by being shown around by an education major. Being taken around Temple by a business major would give a completely different perspective of the campus."

She particularly likes the Experience Temple Days for accepted students. "It's really fun to talk to the ones who've already decided that they are coming," says the junior major in early childhood education from Hanover, Pa. "As for the ones who haven't decided, I enjoy telling them about what a great school Temple is and the advantages of the College of Education, and you can see them leaning maybe a little more towards Temple than when they first arrived."

#### *Herold, continued from page 1*

community colleges, but in most cases only briefly. One is now a nurse, another a chef, one has worked security jobs and one is the mother of two children. One of the males is imprisoned and another is dead.

While at Temple Herold also did an independent study session with the *Philadelphia Public School Notebook*: an independent, nonprofit news organization with both a website and a bimonthly print edition with a circulation of more than 60,000. His continuing contributions to the *Notebook* led first, two summers ago, to a joint *Notebook*/WHYY Newsworks education reporter position. Still sharing content with the *Notebook*, since last summer he has been a full-time WHYY reporter.

Three days after Herold started the joint position, he and Dale Mezzacappa, a *Notebook* contributing editor, broke the ongoing news story about the state Department of Education's investigation into allegations of widespread cheating on the Pennsylvania System of School Assessment (PSSA) test in 48 Pennsylvania school districts and charter schools, including 53 Philadelphia public schools.

"From budget cuts to turning schools into charter schools, closing others and leadership transitions, it's a time of such extraordinary flux, change and drama within the School District of Philadelphia," says Herold, whose education consulting assignments have also included the University of Pennsylvania. "It's become a really important beat in the city and it's a critical area for understanding both

what's happening in the city now and where the city is headed in the future.

"There's a lot of money at stake and, more importantly, the futures of hundreds of thousands of children are at stake, so we are trying to do the best we can to keep a spotlight on what's going on."

Chris Satullo, WHYY's vice president of news and civic dialogue, says, "Ben is fanatically dedicated, both to doing journalism right and serving the needs of taxpayers and parents in the school district. He can research, report and write a very substantive investigative piece for the web and then figure out a way to turn that into a story, with natural sound and quotes, for radio.

"Not everyone can do that."

## Students Revive International Education Honors Society Chapter



**James Earl Davis, PhD, interim dean; Carolyn Waibel, the Temple chapter president of Kappa Delta Pi; and Joseph DuCette, PhD, senior associate dean of graduate programs and research, who was made an honorary member during last October's induction ceremony.**

After languishing dormant for several years, Kappa Delta Pi (KDP), an international honors society in education, has rebounded so vigorously at Temple that the College of Education chapter is being considered for KDP's highest recognition, The Phoenix Award.

After essentially having no members, the resurrected chapter inducted approximately 370 education students from both the Main and Ambler campuses at a ceremony held during last October's Homecoming Weekend on the Main Campus at Alter Hall. Kappa Delta Pi recognizes outstanding students, encourages service opportunities and offers them such academic and professional development resources as peer-reviewed journals and free webinars on topics like resume building, job searches and classroom management.

"There has been a tremendous turnaround with membership and student leadership," says Jason Bozzone, assistant dean for academic and student affairs, who spearheaded the renaissance. "The national organization said it had never seen growth like this before."

After KDP's national headquarters notified the College of Education that Temple's non-active chapter was in danger of losing its

charter, to revive it Bozzone recruited two dedicated and loyal students: Carolyn Waibel, now the chapter's president, and MaryKate Higgins, the chapter vice president.

"It's a great way for our student members to get immersed in the world of education," says Waibel, a senior from Montgomeryville, Pa., who is majoring in early childhood education and minoring in Spanish. Higgins, a junior

from Hanover, Pa., majoring in early childhood education, agrees: "Our members are really proud to be part of a national honor society, which shows that we have committed ourselves to the work you need to do to be considered an honors student.

"Also, everyone wants to be as prepared as possible for getting a job and having their own classroom. KDP offers a lot of benefits for when you are getting ready to go into the classroom."

After inducting so many new members, the chapter leaders worked with their members to help raise funds for Superstorm Sandy victims. This semester they also have begun planning efforts to implement the national organization's Literacy Alive program, which creates programs and events to empower literacy skills in each chapter's local community. The five-student executive board also networked with other chapters' members during KDP's iLead Conference last September in Maryland.

The following month, one of the highlights of the induction ceremony was the induction of Joseph DuCette, PhD, senior associate dean of graduate programs and research, as an honorary member. "He has been such a great, exemplary professor of education at Temple for so long," says Waibel. "It was truly an honor to honor him before such a large crowd."

**James Earl Davis, PhD, interim dean, congratulates honor society inductee Lauren Thomas as Carolyn Waibel, the Kappa Delta Pi chapter president (second from left) and Mary Kate Chefsky, chapter secretary, look on.**



## NOTES

### New Graduate Resource Center Opens

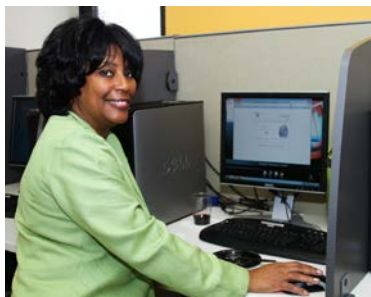
The newly formed Graduate Organization for the College of Education holds its meetings in the new graduate resource center on the 6th floor of Ritter Hall Annex. The space includes a small lounge area, a conference table, several computers, printers and a refrigerator and microwave oven.

“I get up there whenever I can to meet other graduate students,” reports 2013 doctoral candidate Brad Litchfield. “There are always four or five graduate students there studying, writing a paper or socializing—which is another great way to help build up a network of people with similar professional and academic interests.”



**Top: Graduate students gathering around the Graduate Resource Center conference table.**

**Bottom: Educational psychology doctoral candidates Gail Hunter (left) and Erinn Cosby, with James Earl Davis, PhD, interim dean (right), at last August’s opening of the Graduate Resource Center on the 6th floor of Ritter Hall Annex.**



### Shapiro and Gross Named Education Authors of the Month



**Steven Jay Gross, PhD**



**Joan Poliner Shapiro, PhD**

Professors Joan Poliner Shapiro, EdD, and Steven Jay Gross, EdD, in January were named the education authors of the month by Routledge, one of the world’s foremost academic publishers.

The honor by Routledge, which publishes thousands of books each year, was triggered by Routledge’s February publication of the second edition of *Ethical Educational Leadership in Turbulent Times: (Re)Solving Moral Dilemmas*, by the two professors of educational leadership.

“It’s an absolutely wonderful honor,” says Shapiro. “When I was a post-doctoral fellow at the University of London in the late 1970s, the best education books in the bookstores were published by Routledge. I thought, ‘One day when I grow up, I’ll publish with Routledge,’ and I’ve done it.”

Indeed, she’s done it twice. She also was a Routledge education author of the month in 2010 for *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas*, a bestseller now in its third edition, which she co-wrote with Jacqueline A. Stefkovich, EdD, a Pennsylvania State University professor.

The Shapiro-Gross book suggests that educators faced with ethical dilemmas must consider the “Multiple Ethical Paradigms” developed by Shapiro and Stefkovich—justice, critique, care and the educational profession—as well as Gross’ Turbulence

Theory, which underscores the need to parse out the turbulent emotional context that often envelopes such situations in order to make sound decisions.

The book combines the latest in leadership theory with case studies contributed by the authors’ own Temple graduate students—who also happen to be practicing teachers, professors and administrators involved in education from pre-K to the university level.

“The Routledge honor is also an honor for our own students,” says Gross. “Every day they face serious, profound ethical dilemmas. We believe we’re at our greatest strength when we are able to connect theory with their personal practices. That’s the beauty of using real cases from our students. It really rings true with readers.”

## PNC Awards \$500,000 Grant for Early Childhood Initiative



Annemarie Hindman, PhD



Barbara Wasik, PhD

Barbara Wasik, PhD, professor and PNC Chair in Early Childhood Education, and Annemarie H. Hindman, PhD, assistant professor, have been awarded a two-year, \$500,000 grant to collaborate on the development of a website that promotes the educational resources developed by the PNC Financial Services Group, Inc.'s Grow Up Great program.

"This is an important project in the early childhood field," says Wasik. "Typically, people fund great ideas and then the results are put onto a bookshelf. That's not

happening here. Educators will be able to really use this material, which includes activities and information PNC has funded"

Through *PNC Grow Up Great* and *PNC Crezca con Éxito*, a \$350 million, multi-year, bilingual initiative that began in 2004, PNC helps prepare children—particularly underserved children—from birth to age 5 for success in school and life. Since its inception, more than \$60 million in grants has been awarded. The result: more than 1.7 million preschool children, including children at Head Start centers in the Philadelphia area, have been served through grants and innovative programs emphasizing math, science, the arts and financial education.

The program's partners include Sesame Workshop, the Fred Rogers Company and the National Head Start Association. Among grantees from around the U.S. are the Smithsonian Institution, the Rock and Roll Hall of Fame in Cleveland and the

Franklin Institute and Barnes Foundation in Philadelphia.

"There's going to be a lot of great science and art material on this website that teachers will be able to easily use in their classrooms," says Wasik.

Wasik and Hindman also are in the second year of their highly coveted four-year i3 (Investing in Innovation Fund) grant worth \$3 million in federal and matching funds.

The grant is furthering their pioneering work on improving early childhood literacy among low-income and English-language learners by enhancing the training of Head Start teachers. After proving that their approach works with in-person training of the preschool teachers, Wasik's team is now working in Head Start programs in Lancaster, Pa., and Baltimore, Md., to determine if online training of the teachers can also have a positive effect on the school-readiness of their young charges.

## New Grad Student Organization Nurtures Professional Development

The college's graduate students this year are merging several discipline-oriented professional development groups—including those for educational psychology, educational leadership and urban education graduate students—into a single streamlined group, the Graduate Organization for the College of Education (GOCOE).

"This is an offshoot of the PhD program which, instead of being broken down by areas of concentration, is now a college-wide PhD program," says first-year doctoral student Ben Torsney, of Morgantown, W. Va. "By bringing all the different graduate student groups together, we'll learn from each other and have access to more information and different types of knowledge."

Adds Brad Litchfield, master's educational psychology, '09 and 2013 doctoral candidate: "One of our aims is to create an enjoyable experience so that graduate students can become more engaged and immerse

themselves in the academic and social culture of the College of Education."

Litchfield and Bradley Bergey, who co-chaired the educational psychology graduate student organization, along with Nora Pillard Reynolds, who co-chaired the urban education group, and others spearheaded the creation of GOCOE following discussions with Joseph DuCette, PhD, senior associate dean of graduate programs and research, and Jason Bozzone, assistant dean for academic and student affairs.

While the new organization is still jelling, interested students have been modeling GOCOE along similar lines to how previous graduate groups have operated. That includes fostering discussions about each other's academic, research and professional interests as well as scheduling academics and university administrators to speak about their personal career paths. Shanta Hattikudur, PhD, assistant professor of educational psychology in the

Department of Psychological, Organizational, & Leadership Studies in Education, spoke about the job application process she experienced after earning her PhD several years ago from the University of Wisconsin.

"We're trying to complement, extend and enrich the education we are getting here," says Bergey, who hopes to earn his doctorate next year. "Some of that comes from classes and in discussions with our advisors and professors. But another big part of graduate school is reading and discussing things and networking with others."

Finally, says Jessica Reed-Thomas, a native of Anchorage, Alaska, who is earning her master's degree and certification in business, computers and information technology: "GOCOE also serves as an advocacy group that gives graduate students a voice regarding academic decisions that shape the institution."

# FACULTY NEWS



Joseph R. Boyle, PhD



Robert W. Clark, PhD



Mexia Ding, PhD



Rey Llana, MS



Doug Lombardi, PhD



Kim Wilson, MEd

## College of Education Welcomes Six New Faculty Members

### Joseph R. Boyle, PhD

Associate professor, special education  
PhD, University of Kansas, special education

**PREVIOUS TEACHING ASSIGNMENT:**

Associate professor, Rutgers, The State University of New Jersey

“My current research interests include examining the effectiveness of teaching techniques and interventions for students with mild disabilities in general education and inclusive classrooms. I was drawn to Temple University because of its high caliber research and teaching programs.”

### Robert W. Clark, PhD

Executive director, Center for Professional Development in Career and Technical Education

Associate professor, Department of Teaching & Learning, College of Education

PhD, The Pennsylvania State University, Agricultural Education

**PREVIOUS TEACHING ASSIGNMENT:**

Workforce education and development, Penn State University

“My professional interests include educational and workforce development leadership in a career and technical education. I came to Temple University because of the tremendous opportunity to lead the Center for Professional Development in Career and Technical Education.”

### Meixia Ding, PhD

Assistant professor, mathematics education  
PhD, Texas A&M University, Mathematics Education

**PREVIOUS TEACHING ASSIGNMENT:**

College of Education and Human Sciences, University of Nebraska–Lincoln

“My research focuses on how the instructional environment can be better structured to develop students’ sophisticated understanding of fundamental mathematical ideas, which may lay a foundation for students’ later learning of more advanced topics. I was attracted to Temple by the integrated research between mathematics education and cognitive psychology in the College of Education.”

### Rey L. Llana, MS

Master teacher, TUTEACH and program coordinator, E=mc<sup>2</sup>

Advanced PhD candidate, City University of New York, urban education

**PREVIOUS TEACHING ASSIGNMENT:**

Graduate program in science education, Lehman College, City University of New York

“I have been doing research on the role of emotions in mediating the transformative potential of cogenerative dialogue in urban STEM classrooms, specifically on ELLs and special education student populations. Coming to Temple University is a blessing for me to practice my passion of teaching STEM courses to produce highly effective and qualified science and math teachers.”

### Doug Lombardi, PhD

Assistant professor, science education  
PhD, University of Nevada, Las Vegas, Educational Psychology

**PREVIOUS EMPLOYMENT:**

Project facilitator, Southern Nevada Regional Professional Development Program

“My research is on the role of plausibility judgments in conceptual change and epistemic cognition, and has been published in the *International Journal of Science Education*, *Research in Science Teaching* and *Instructional Science*. I came to Temple University because of the College of Education’s commitment to research that deepens our understanding of learning, and applying this understanding within our teaching to facilitate best practices in education.”

### Kim Wilson, MEd '02

Instructor, adult and organizational development (AOD)

MEd '02, AOD, Temple University; spring 2013 doctoral candidate in urban affairs and public policy, University of Delaware

**PREVIOUS TEACHING ASSIGNMENT:**

Associate director, Intellectual Heritage Program, College of Liberal Arts, where she also taught Mosaic I and II for 12 years

“My investment in the work of W.E.B. Du Bois heavily influences my scholarship. This is evident in my study of ex-offender reentry in communities, where I pay particular attention to the mythologizing of African-American communities in the policy literature, and the implications of this on both the life chances of individuals and the ability of communities to shape their own destiny. I’m thrilled to be back in the AOD Program.”

# EVENTS



During the Martin Luther King Jr. Day of Service on Friday, Jan. 18, Temple College of Education students and KIPP regional staff gather with the first graders at the KIPP Philadelphia Elementary Academy in North Philadelphia to celebrate the life and legacy of Dr. King.



More than 100 students graduated from the College of Education on Friday, Jan. 18, during a ceremony in the historic Temple Performing Arts Center. The student keynote speakers were Carl B. Snell, MEd, and Nicolas T. Nguyen, BS. Retiring professors Robert J. Mahar, EdD, and Thomas J. Walker, EdD, also delivered keynote addresses.



Temple's Computer Recycling Center in January hosted a supply reception for the College of Education's Young Alumni Advisory Council. Teachers from across the region networked and shared ideas while filling up boxes of recycled supplies from university offices for their classrooms.



## Why I Give

"I came to Temple University because of its historic commitment to social justice. I give to Temple for the same reason. Our mission statement closes with this sentence: 'Our students come from backgrounds that are economically and culturally diverse, but have in common the desire to acquire the skills they need to become the kind of teacher and/or researcher who can improve the lives of others through education.'

"Giving to the College of Education helps support the diversity that's at the core of what makes us great."

— Michael W. Smith, PhD  
Chair and Professor,  
Dept. of Teaching & Learning



## EDBULLETIN

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**Shannon Reilly, a freshman secondary education-English education major, helps first graders at the KIPP Philadelphia Elementary Academy write about their own dreams during a Jan. 18th service day celebrating the life and legacy of Martin Luther King Jr.**