



Graduate School of Education  
University of Pennsylvania  
3700 Walnut Street  
Philadelphia, PA 19104-6216  
Phone: 877-PENNGSE  
Fax: 215-746-6884  
[www.gse.upenn.edu/midcareer/](http://www.gse.upenn.edu/midcareer/)

THE MID-CAREER DOCTORAL PROGRAM IN  
**EDUCATIONAL LEADERSHIP**

Innovative  
Smart  
Unmatched



## The Program

THE MID-CAREER DOCTORAL PROGRAM ACCOMMODATES WORKING PROFESSIONALS IN SEARCH OF EXCELLENCE, INCLUDING THOSE AT THE SENIOR LEVELS OF DISTRICTS AND ORGANIZATIONS, BY ADAPTING THE SUCCESSFUL FORMAT OF LEADING EXECUTIVE-LEVEL PROGRAMS IN OTHER FIELDS. THIS INTENSIVE PROFESSIONAL LEARNING COMMUNITY MEETS ONE WEEKEND A MONTH, ONE WEEK EVERY SUMMER AND ONLINE.

Our program explicitly teaches collaboration and reflective practice. We model a collaborative learning community by forming cohorts of students, including teams within those cohorts, and by placing a high value on a students' ability to problem-solve through the creation and implementation of new ideas and educational approaches. Our use of web-based collaborative platforms allows continuity between weekend sessions, in both real-time and asynchronous modes. In multimedia virtual learning spaces, students, faculty, and adjunct instructors come together to mentor, discuss assignments, share resources, download readings, and reflect upon practice. With the dissertation process and significant support embedded in the schedule, our students are able to complete their coursework and dissertation within three years.

The Mid-Career Doctoral curriculum fosters a deep understanding of organizations, instruction, and learning, and their implications for schooling. Taking a leadership perspective, our program addresses the ongoing transformation of public and private education, focusing on the four core areas of educational leadership described in the following pages: instructional, organizational, public, and evidence-based. Our distinctive focus on inquiry-based leadership cuts across the program's core content areas.

“I understood from the start that the program would create the kind of intellectual community I would appreciate. I also knew that GSE's commitment to practitioner inquiry would challenge and energize me.”

DELVIN DINKINS, Director, Electronic Learning & Career Education, Tredyffrin-Easttown School District

To lead in education today requires passionate and resilient commitment, persistent and disciplined inquiry into practice, and a deep research-based expertise. As in few other eras, our ability as a people to create a more just, productive, civil, and beauty-filled society depends upon that leadership.

## Note from the Director

To build the leadership our world demands, the Mid-Career Doctoral Program in Educational Leadership brings to the Penn campus each year a select and diverse cohort of educational leaders.

It is an extraordinary gathering of talented colleagues; our entering cohort last year alone brings over 500 years of experience to the seminar table, drawn from public, private and parochial schools, as well as other institutions and industries, across the country. Over two-thirds of our students have already advanced into expanded leadership positions since joining the program. They are building a powerful and growing network for change.

The Mid-Career Doctoral Program—an executive-style, 36-month program—offers a significant departure from most other doctoral programs, and represents a core commitment of Penn GSE to innovative leadership development.

We welcome your interest in the program, and this expanding community of leaders. We invite you to visit us on campus, by phone, online, or at an information session in a city near to you. Please see our website for the latest updates, including a video introduction to the program—[www.gse.upenn.edu/midcareer](http://www.gse.upenn.edu/midcareer). Feel free to contact us at [midcareer@gse.upenn.edu](mailto:midcareer@gse.upenn.edu) or 215 746-6573.

I look forward to hearing from you.

MICHAEL JOHANEK, ED.D.

SENIOR FELLOW, GRADUATE SCHOOL OF EDUCATION





## The Program

### Instructional Leadership

Because educational leaders cannot lead what they do not understand, instructional leadership is at the core of the program. Unlike others, our program features separate courses that address issues specific to literacy, math, science, and social studies, as well as cross-disciplinary issues. By instructional leadership we mean the ability to know and manage teaching, learning, and performance. You explore fundamental questions: What does instructional leadership look like at the primary and secondary levels? Which practices do successful leaders use to improve teaching and learning in a variety of contexts? How should educational leaders, teachers, and facilitators be observed and evaluated? How should educational organizations and their staff be held accountable for their contributions to learning? And most important, how can everyone involved in schools promote student engagement and learning?

### Organizational Leadership

Professional educators cannot be effective instructional leaders without understanding the complex systems in which teaching and learning take place. Our approach to organizational leadership focuses on developing the emotional intelligence of leaders seeking to manage small groups and teams, as well as intergroup and systems dynamics to promote learning communities. You learn about efficiently employing and creating resources to promote learning environments and to manage change. Our goal is to prepare you to create organizations that foster the continuous improvement of teaching and learning.

A separate faculty member heads each of the core content areas and an associated team of faculty colleagues works to integrate course experiences within each domain; the four content heads then also meet monthly for cross-domain coordination and ongoing program evaluation.

### Public Leadership

Sustainable instructional and organizational leadership depends on the capacity of educators to understand and engage the ongoing support of schools' various public constituencies. As public leaders, principals, superintendents, heads of school, and members of entrepreneurial enterprises need to see themselves as advocates, brokers, and catalysts. In the process, they need to find ways to build stronger and more inclusive "publics" for their institutions and strengthened relations with constituents to increase broad-based support and involvement in improving instructional outcomes.

### Evidence-Based Leadership

Ultimately, every dimension of school leadership is enhanced by a leaders' capacity to make evidenced-based decisions. You are constantly faced with myriad complex decisions that are best made by accumulating, synthesizing, and analyzing data from multiple sources and in a variety of forms. Those who are prepared to recognize and use the wealth of information around them will invariably produce more reasoned and better informed decisions. You learn to identify and employ data sources and analytic methods to inform decision-making.



“As educational leaders, we have a collective responsibility to prepare our young people to lead for tomorrow.”

GLORIA HANCOCK,  
Deputy Commissioner, Department  
of Juvenile Justice, NJ

## Distinctive Elements

FACULTY IN THE MID-CAREER DOCTORAL PROGRAM INSTRUCT PROFESSIONALS IN EFFECTIVE EDUCATIONAL LEADERSHIP. YOU LEARN TO USE DATA TO MAKE DECISIONS, DISCOVER HOW THE INQUIRY PROCESS CAN SUSTAIN IMPROVEMENT, AND TACKLE REAL-WORLD PROBLEMS.

### Using Varied Data Effectively

You learn to use and produce data more effectively. You learn how to create a culture of inquiry so that evidence-based decision-making becomes embedded in your organization's culture. You deal with issues commonly faced by school leaders: analyzing program effectiveness; investigating curricular and instructional strategies; using assessment data to improve instruction and accountability; and evaluating the evidence behind professional development strategies. You develop the analytical skills, both qualitative and quantitative, required to identify, understand, and assess the quality of evidence in a particular problem.

### Sustaining Improvement through Inquiry

You develop an understanding of the inquiry process—a process used to inform strategic planning. An iterative cycle that paves the way for continuous improvement, the inquiry process designs interventions, evaluates their effects, and then reframes them for the next round of inquiry. Chief elements of the process include: framing questions to guide investigations; conducting needs assessments; analyzing program quality and matching programs to needs; devising internal studies to track progress; creating organizational data/research infrastructures; understanding the capabilities and limitations of quantitative and qualitative methods; assessing the quality of external research; building inquiry processes that develop organizational capacity; and communicating results.

### Tackling Real-World Problems in the Dissertation

Upon entering the program, you develop a dissertation project, identifying a problem targeted to a client (most likely your employer). Projects may include: developing a community outreach program; designing a district's teacher professional development system; or preparing for upcoming contract negotiations. In the second year, you clearly define the dissertation project and complete your proposal. Each weekend of

that year, faculty-led sessions provide intensive support in research methods. During the third year, you complete the dissertation, supported by a peer-led inquiry seminar.

### Support: An Unmatched Opportunity

Support for the dissertation process is embedded in the schedule. You prepare your dissertation during coursework while using your workplace for data collection and applied study. From the first day, you spend a significant amount of time planning for your dissertation in structured and supervised settings. Class discussions provide continuity for the applied research sequence. Students and faculty focus their attention on research-related issues during weekly discussions. You receive support for academic writing, both in groups and in individualized sessions. At the end of the research sequence, you have the opportunity to complete a substantial segment of the dissertation. This systematic approach allows you to defend your dissertation in the last semester of the program.

### Standards and Certification

The curriculum incorporates the Interstate School Leaders Licensure Consortium Standards for School Leaders. In conjunction with the Mid-Career Program, students may pursue a Pennsylvania State Letter of Eligibility for school superintendent. Students who successfully complete the Mid-Career Program, participate in a field experience, complete the Aspiring Superintendents Program offered by the Penn Center for Educational Leadership, and meet additional state requirements (e.g., past professional experience) as specified by law and regulation, may be eligible for Commonwealth of Pennsylvania Administrative Certification. Charges beyond the standard Mid-Career tuitions and fees apply. Students seeking certification outside of Pennsylvania or students with specific questions on eligibility should contact us for details.

“Penn GSE offers prestige, exposure to first-class minds and a really good study environment. It's an honor to be here.”

JOSEPH PETROSINO,  
Director of Special Education,  
Somerset County Vocational  
Tech School

## Faculty

OVER FORTY FACULTY WILL BE INVOLVED WITH THE MID-CAREER DOCTORAL PROGRAM THIS COMING YEAR. FACULTY INCLUDES A COMBINATION OF STANDING AND ASSOCIATED FACULTY FROM PENN GSE AND OTHER SCHOOLS AT THE UNIVERSITY, AS WELL AS NOTED PRACTITIONERS AND INTERNATIONAL SCHOLARS. THE STEERING COMMITTEE MEETS MONTHLY TO PROVIDE ONGOING OVERSIGHT AND GUIDANCE.

### Steering Committee

**Stanton Wortham**,\* Chair & Associate Dean for Academic Affairs; Judy and Howard Berkowitz Professor in Education, Ph.D., University of Chicago

**Michael Johaneck**,\* Director & Senior Fellow, Ed.D., Teachers College, Columbia University

**Doug Lynch**, Vice Dean for Continuing and Executive Education, Ph.D., Columbia University

**Peter Kuriloff**,\* Organizational Leadership Strand Leader & Professor, Ed.D., Harvard University

**James Lytle**,\* Public Leadership Strand Leader & Practice Professor, Ed.D., Stanford University

**Susan Lytle**,\* Instructional Leadership Strand Leader & Associate Professor, Ph.D., University of Pennsylvania

**Sharon Ravitch**,\* Senior Lecturer, Ph.D., University of Pennsylvania

**Jonathan Supovitz**,\* Evidence-Based Leadership Strand Leader & Associate Professor, Ed.D., Harvard University

\* Also serves as program faculty

### Program Faculty

**Judy Brody**, Lecturer, Ed.D., University of Pennsylvania

**John DeFlaminis**, Director, Penn Center for Educational Leadership & Adjunct Professor, Ph.D., University of Oregon

**Charles Dwyer**, Associate Professor, Ph.D., Cornell University

**Eva Gold**, Lecturer, Ph.D., University of Pennsylvania

**Frederick Hess**, Lecturer, Ph.D., Harvard University

**Will Jordan**, Lecturer, Ph.D., Columbia University

**Henry May**, Research Assistant Professor, Ph.D., University of Pennsylvania

**Annie McKee**, Adjunct Professor, Ph.D., Case Western Reserve University

**Leslie Nabors Olah**, Research Assistant Professor, Ed.D., Harvard University

**Steven Piltch**, Instructor, Ed.D., Harvard University

**Len Reiser**, Lecturer, J.D., University of Chicago

**Matthew Riggan**, Research Specialist, Ph.D., University of Pennsylvania

**Michael Schlesinger**, Lecturer, Ed.D., Temple University

**Katherine Schultz**, Associate Professor, Ph.D., University of Pennsylvania

**Amy Sichel**, Adjunct Associate Professor, Ph.D., University of Pennsylvania

**Harris Sokoloff**, Adjunct Associate Professor, Ph.D., Syracuse University

**Jeanne Vissa**, Practice Professor, Ed.D., Teachers College, Columbia University

**Diane Waff**, Practice Professor, Ed.D., University of Pennsylvania

**Elliot Weinbaum**, Research Assistant Professor, Ph.D., University of Pennsylvania

**Chris Whitbeck**, Lecturer, Ed.D., Boston College

**Christine Woyshner**, Lecturer, Ed.D., Harvard University

**Susan Yoon**, Assistant Professor, Ph.D., OISE/University of Toronto



## Program Impact

Committed to taking an inquiry stance regarding our own work, the Mid-Career Program Research Committee manages an expanding research agenda, regarding both program impact and issues of leadership practice. In addition to standard course assignments and projects embedded in their practice, the Program gathers evidence gauging student development across various stages of the program, including their evolving theory of instructional practice at the onset and midway through their program; gauges of leadership decision-making over time through case study responses; surveys and focus groups regarding the evolution of their leadership; time-use monitoring; and quarterly feedback against personal learning objectives.

In an early finding that informs our design, the cohort support plays a critical role:

*One thing that clearly emerged from students' accounts of their experiences of becoming practitioner-researchers is the importance of support in learning practitioner research and shifting to an inquiry stance on practice. Students often commented that it was the support of their cohort members and professors that helped them to "take the risks" that they associated with these kinds of shifts to practice. Indeed, across the board, students communicated that the camaraderie and critical, intensive, and ongoing feedback that they received from their fellow leaders kept them from abandoning this new stance when it felt intimidating or threatening. The role of inquiry communities in this context cannot be overstated. (Ravitch and Kuriloff, in preparation)*

The Program anticipates launching a sponsored research grant during the current academic year for those interested in leveraging its program data toward a deeper understanding of educational leadership development. We welcome your interest and collaboration in our emerging program of research, and invite you to contact our Research Assistant, Kristin Passaro at [kschomis@gse.upenn.edu](mailto:kschomis@gse.upenn.edu).

## Alumni Network

When we welcome you into the Mid-Career Program, we welcome you as a future colleague in the growing alumni network. While the program has just graduated its fourth cohort, we have already established a distinguished Alumni Advisory Group to spearhead this enthusiastic network of graduates. This expanding group of dedicated educational leaders, committed to changing the landscape of education, will provide powerful ballast in our common struggle to improve our children's learning opportunities.

The cohort experience should extend well beyond graduation, with the program benefiting from regular feedback and an ever-extending research/practice network. Our plans include on-campus receptions with current cohorts, live multimedia online events, a research-practice project, a mentoring network, and a research publication series. Please see the program website for the latest information or contact Kristin Passaro, Alumni Coordinator, at [kschomis@gse.upenn.edu](mailto:kschomis@gse.upenn.edu).

## Learn More

The program is a powerful experience and a serious commitment. We want all interested candidates to learn as much as possible about the program in advance. We plan to host information sessions in several cities across the nation, hold a series of live online discussions with the director and alumni, and feature virtual tours of program activities, among other events. We invite you to join us at any time. For the latest information, please see the program website at [www.gse.upenn.edu/midcareer](http://www.gse.upenn.edu/midcareer).



“The Mid Career program is a first-rate, scholastic forum that enabled me to grow personally and professionally.”

LINDA GROBMAN  
Superintendent of Schools, Radnor  
Township School District



## Curriculum Modules

COURSEWORK IS BROKEN DOWN INTO MODULES OF VARYING LENGTH AND FORMAT, BASED ON THE LEARNING OBJECTIVES OF THE WORK. AN OUTLINE OF THE COURSE OF STUDY IS PROVIDED BELOW, SUBJECT TO THE ONGOING REFINEMENT OF THE PROGRAM. BENCHMARKS TOWARD THE DISSERTATION ARE INDICATED IN ITALICS.



“The group dynamics, a unique synergy of faculty as well as practitioners, takes you somewhere you’ve never been before. You can’t help but come out of here changed.”

SISTER S.ANNE RODERIGUEZ  
Vice Principal-Villa Maria Academy

### SEMESTER MODULES

#### Summer Year 1

Leading Teams/Fostering Learning Communities  
Social Foundations of Education  
Introduction to Inquiry  
Writing and On-Line Learning

#### Fall Year 1

Frameworks for Teaching and Learning in Literacy  
Frameworks for Learners and Learning  
Qualitative Research I  
Quantitative Research I  
Organizational Theory in Educational Institutions  
Writing and On-Line Learning

#### Spring Year 1

Qualitative Research II  
Designing Local Inquiries  
Critically Consuming Educational Research  
Enacting Leadership for Literacy and Learning  
Frameworks for Leading and Teaching Mathematics  
Frameworks for 21st Century Technology  
Writing and On-Line Learning  
*Program Candidacy Review*

#### Summer Year 2

Proseminar I  
Research and Dissertation  
Leadership and Emotional Intelligence  
Policy Workshop I  
*School Candidacy – Preliminary Exam*  
*Finalize dissertation committee*

#### Fall Year 2

Framework for Teaching and Learning Science  
Framework for Teaching and Learning Social Studies  
Creating Cultures of Learning  
Educational Brand Management  
Research, Proposal & Instrument Design I  
Public Leadership Seminar

#### Spring Year 2

Building Bridges to the Community  
Creating Contexts for Teacher Learning & Leadership  
Budgeting for the School District  
Managing People in Educational Organizations  
Research, Proposal & Instrument Design II  
*Dissertation Proposal Hearings*

#### Summer Year 3

Proseminar II  
Research and Dissertation  
Policy Workshop I  
Educational Law and Policy

#### Fall Year 3

Leading Instructional and Curricular Change  
Testing and Assessment  
Advanced Issues in Educational Leadership  
Inquiry Community  
Research and Dissertation

#### Spring Year 3

Advanced Issues in Educational Leadership  
Research and Dissertation  
*Dissertation Defense Hearings*

**Academic Writing** – Often students encounter distinct and intensified demands on their writing during the doctoral program. Explicit instruction in academic writing and on-demand writing support from a program-dedicated writing coach is provided across the three years of the program.



## Typical Weekend Schedule

Classes in the fall and spring begin on Friday afternoon and continue through mid-afternoon Sunday. Below is a typical weekend schedule.

TIME	FRIDAY	SATURDAY	SUNDAY
8:00 am		Breakfast	Breakfast
9:00–11:30 am		Class Meeting	Class Meeting
11:30–12:30 pm		Lunch & Cohort Meeting	Lunch & Meeting with Advisors
12:30–3:00 pm		Class Meeting	Class Meeting
3:00–5:30 pm	Class Meeting	Class Meeting	Independent & Group Work
5:30–6:30 pm	Dinner	Dinner	
6:30–9:00 pm	Class Meeting	Independent & Group Work	

We encourage those interested in the program to visit our website for virtual tours and student video clips—[www.gse.upenn.edu/midcareer](http://www.gse.upenn.edu/midcareer).

## Program Calendar

\*Proposed

The following schedule is tentative for the Class of 2012.

### MEETING DATES

Summer 2009 Semester	Summer 2010 Semester	Summer 2011 Semester
July 12-19	July 18-25	July 10-17
Fall 2009 Semester	Fall 2010 Semester	Fall 2011 Semester
September 11–13 October 9–11 November 13–15 December 4–6	September 24–26 October 15–17 November 19–21 December 10–12	September 16–18 October 14–16 November 18–20 December 9–11
Spring 2010 Semester	Spring 2011 Semester	Spring 2012 Semester
January 8–10 February 12–14 March 12–14 April 9–11 May 21–23 June 11–13	January 21–23 February 19–20 March 18–20 April 15–17 May 20–22	January 13–14 February 10–11 March 16–17 April 20–22 <i>May Graduation</i>

## Mid-Career Program Open House

Saturday, January 17th, 2009 at University of Pennsylvania

Please consult the GSE website or program administrators for location and times for this and other information sessions around the country and online. See [www.gse.upenn.edu/midcareer/upcomingevents.html](http://www.gse.upenn.edu/midcareer/upcomingevents.html)

## Who Should Apply

The Program seeks educational leaders deeply committed to enhancing the learning opportunities for all our children. Candidates need to bring strong academic preparation, including a master's degree, along with at least three years of educational leadership experience. Successful candidates will demonstrate the willingness and ability to commit to an intensive academic program while continuing their professional life. We encourage interested candidates to explore the program thoroughly through public information sessions, online events, and discussion with program staff.

Students complete a minimum of 27 CUs at Penn. Participants pay a single price for the program, which includes all tuition and fees, books, technology access, materials, and meals.

## APPLICATION PROCESS

### Admissions

#### Step 1: Complete the online application form.

All degree applicants must complete the online application form. Go to <https://app.applyyourself.com/?id=upenn-ed> to access the online application. Please be sure to indicate the degree you are seeking and the program in which you wish to study.

#### Step 2: Complete the essay section.

The online application system supports the electronic submission of the essay section of the application, previously entitled the "statement of purpose." Please answer both of the following questions: (1) "Identify a critical incident in your leadership experiences, an incident occurring at least a year ago but no more than 5 years ago. Describe the incident, the critical issues it presented, and how you acted. Reflect on lessons you learned from that incident, and describe any ways in which you might analyze or act differently now if a similar incident presented itself." (750-1,000 words). (2) "How do you see this program furthering your aspirations?" (250-500 words). The questions are also posted on the Mid-Career Program's website, at [www.gse.upenn.edu/midcareer/applicationessay](http://www.gse.upenn.edu/midcareer/applicationessay).

#### Step 3: Submit a copy of your résumé.

The online application system supports the electronic submission of the résumé. Applicants should submit a résumé with details of relevant work and other experiences.

#### Step 4: Request two letters of recommendation.

The online application system supports the electronic submission of the letters of recommendation. Applicants should request letters of recommendation from two individuals who can speak to your ability to complete the program and to your career potential.

#### Step 5: Standardized test scores

The GRE is not required for admission to the program; however, the admissions committee reserves the right to request your GRE scores as additional admissions criteria.

#### Step 6: Collect all academic transcripts.

Admission requires satisfactory completion of a baccalaureate and master's degree at an accredited U.S. university or its equivalent. Arrange for all academic transcripts from all higher education institutions you have attended, or are currently attending, to be sent to you or directly to Penn GSE.

#### Transcripts should be mailed to:

Penn Graduate School of Education  
Mid-Career Doctoral Program  
Office of Admission  
University of Pennsylvania  
Graduate School of Education  
3700 Walnut Street  
Philadelphia, PA 19104-6216

You may elect to submit additional materials that provide direct evidence of your leadership practice, in support of your statement of purpose. This is not required, and the materials will not be returned. We strongly recommend that applicants avoid submitting materials not clearly linked to their statements. All supplementary materials should be clearly labeled as such when submitted.

Interviews by phone or in person, individual or group, may be requested by the program. Your application indicates your willingness to participate in an interview, should it be requested.

There is no application fee for the program. If you accept our offer of admission, there will be a deposit required to hold your place in the class.

**The application deadline is March 1, 2009. We recommend that you submit your materials at the earliest possible date, as we anticipate that admission to the program will be highly competitive and slots for July 2009 cohort are limited.**

#### Tuition and Fees

The tuition for the Mid-Career Doctoral Program in the 2008-2009 academic year will be \$12,040 per term (3 terms in year) in years 1 and 2 of the program, and \$6,644 per term in year 3, plus fees of \$1,010 per term each year. Meals, snacks, books, and materials are included. For students traveling from a distance, housing is available at an additional cost (Please note tuition and fees are subject to University of Pennsylvania trustees' approval, and will likely rise for AY2009-2010.)

For more information about the tuition rate for next year, please contact the program coordinator at 215-573-0588. For more information about financial aid at the University of Pennsylvania, please visit [www.sfs.upenn.edu/home/](http://www.sfs.upenn.edu/home/).

#### Financial Aid

The Penn Graduate School of Education is committed to helping students meet the costs of receiving an education at the University of Pennsylvania. The Mid-Career Doctoral Program does not offer fellowships at this time, but instead encourages students to pay for the program through a combination of federal and university-sponsored student loan programs, private scholarship programs, employer support, university payment plans, and personal finances. Mid-Career students qualify as full-time students and, as such, are eligible for the corresponding financial aid resources.

#### For further information, please contact:

**Rona Rosenberg**  
Telephone: 215-573-2872  
Fax: 215-746-4968  
Email: [rona@gse.upenn.edu](mailto:rona@gse.upenn.edu)

### PENN GSE ADMINISTRATION

**Andrew Porter**  
Dean

**Stanton Wortham**  
Associate Dean for Academic Affairs

**Doug Lynch**  
Vice Dean for Continuing and Executive Education

### PROGRAM ADMINISTRATION

**Michael Johaneck**  
Senior Fellow and Director  
e-mail: [johaneck@gse.upenn.edu](mailto:johaneck@gse.upenn.edu)  
ph.: 215-573-0589

**Rona Rosenberg**  
Manager, Executive Programs  
e-mail: [ronar@gse.upenn.edu](mailto:ronar@gse.upenn.edu)  
ph.: 215-573-2972

**Martha Ford Williams**  
Coordinator  
e-mail: [marthaw@gse.upenn.edu](mailto:marthaw@gse.upenn.edu)  
ph.: 215-746-6573

**Jessica Lundeen**  
Coordinator  
e-mail: [mlundeen@gse.upenn.edu](mailto:mlundeen@gse.upenn.edu)  
ph. 215-573-0588

**Kristin Passaro**  
Research Assistant, Alumni  
Coordinator  
e-mail: [kschomis@gse.upenn.edu](mailto:kschomis@gse.upenn.edu)

## About Penn GSE

The Penn Graduate School of Education is one of the best graduate schools of education in the United States, as ranked by *US News and World Report*. One of only three Ivy League schools of education, the Penn GSE offers programs leading to the Doctor of Philosophy (Ph.D.), the Doctor of Education (Ed.D.), and the Master of Science in Education (M.S.Ed.).

Ensuring that research is always relevant to practice is a keystone of our programs at the Penn GSE. Our school is a small, nurturing environment with faculty who are leaders in both educational research and practice. Through studies at Penn GSE, you will work closely with faculty to formulate questions and analyze solutions to some of today's most pressing educational issues. You will find opportunities to study and practice your discipline with Penn's world-renowned faculty in the culturally complex neighborhoods, schools, and social services organizations of Philadelphia and the Penn campus.

Penn GSE is vested and involved in its community. Working with local schools and community organizations is a mainstay of our programs. Today, Penn GSE is taking this involvement a step further with the opening of the Penn-Alexander School, a university-assisted public PreK-8 neighborhood school in West Philadelphia. Penn-Alexander is a hub of professional development and community activity and presents an enormous opportunity for Penn GSE students to work and study more closely with teachers.

For students interested in a global perspective on teaching, learning, research, and management, Penn GSE offers unparalleled opportunities. Our academic programs draw students from more than thirty countries, and our Office of International Programs serves as a hub for scholarly activities here and abroad.

## About the University of Pennsylvania and Philadelphia

The University of Pennsylvania, America's first university and a member of the Ivy League, is globally recognized for the caliber of its graduate and professional schools as well as its leadership in research. Founded in 1740 by Benjamin Franklin, the University has a legacy of educational innovation that includes establishing America's first medical school, first collegiate business school, first university teaching hospital, first journalism program, and first modern liberal arts curriculum.

Penn's diverse student community participates in academic opportunities that are intellectually rigorous and personalized to students' needs. Through multiple interdisciplinary programs that combine academic theory with professional practice, students get an education that fits their individual interests and professional goals.

Within the heart of West Philadelphia and a short walk from Center City, Penn is located in a vibrant residential and commercial neighborhood. As one of America's oldest cities, Philadelphia is a thriving mix of ethnic neighborhoods, historic colonial streets, and contemporary architecture. With close to one hundred institutions of higher learning, Philadelphia is a magnet for students from around the world and supports many thriving cultural, athletic, and intellectual venues.

Philadelphia is conveniently located in the cradle of metropolitan Northeastern United States, within two hours of New York, Washington, D.C., and Baltimore.