



Graduate School of Education  
**PennGSE**

THE MID-CAREER  
DOCTORAL PROGRAM IN  
EDUCATIONAL  
LEADERSHIP

**Innovative**  
**Smart**  
**Unmatched**





## NOTE FROM

# the Director

**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.

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 cohorts, on average, bring 450-500 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 already present in 25 different states.

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 [mcprog@gse.upenn.edu](mailto:mcprog@gse.upenn.edu) or 215 746-6573.

I look forward to hearing from you.

**MICHAEL JOHANEK, Ed.D.**

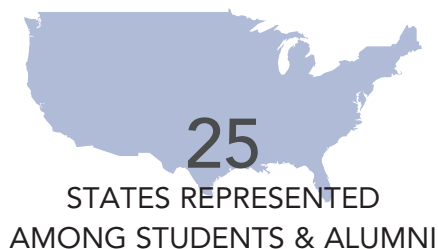
SENIOR FELLOW, GRADUATE SCHOOL OF EDUCATION

## The Mid-Career Doctoral Program advances two core principles:

1. Enhance and deepen the leadership repertoire of our students and alumni; simply, we aim to develop our colleagues as stronger leaders in their current organizations, and in their subsequent organizations; and
2. We wish to support our network in their leadership to the wider field. Part of leadership sits squarely in one's immediate institution and community. Yet, as a community, we see that as insufficient, and continue to develop productive, generative means by which our alumni can amplify their impact on the wider educational landscape.



THE MID-CAREER DOCTORAL  
PROGRAM  
—BY THE NUMBERS—



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# Lifetime Supports

Penn's Mid-Career Doctoral Program seeks leading practitioners to co-construct a growing community of colleagues. Toward that end, we forefront here the supports and opportunities that all students *and graduates* enjoy as members of this generative network of support:

- **WRITING AND RESEARCH COACHES** – The dedicated writing and research coaches, available throughout the program to students, are also available to all alumni. We are pleased to be able to support your ongoing writing, research, presentation and publication.
- **INNOVATION COACH** – All alumni, students and faculty have access to our recent addition of support for the creative use of social media and other technology-blended approaches to innovative teaching, leading, exchanging and sharing. All network members enjoy access to the MC Digital Studio as a learning and production space.
- **MONTHLY SATURDAY COMMONS** – Alumni are welcome to any Mid-Career Weekend, to join us for a meal or stop by a session. Our monthly two-hour Saturday Commons provides an open space for meeting across cohorts on special interests and projects, as well as for peer consultations on pressing leadership challenges.
- **MC INNOVATIONS LAB** – As leaders practicing in a field full of evolving technologies, we encourage @MCDPEL students, faculty and alumni to follow, connect with and explore as it relates to modeling an “Innovations Lab” mentality through connected teaching, learning, and leadership. Key recent initiatives include a scenario-based podcast series, BackchannelEDU; ongoing support for blogging and #pennedchat; and a groundbreaking multi-site, international EdCamp Leadership event. Learn more and join us at [midcareer.gse.upenn.edu/innovationslab](http://midcareer.gse.upenn.edu/innovationslab)
- **PENN EDUCATIONAL LEADERSHIP SIMULATIONS PROGRAM (PELS)** – In order to capture nuanced tacit knowledge of experienced practitioners, a group of alumni and others have begun constructing web-based, multimedia pathing simulations. Each scenario requires decisions on how to react to daily challenges, as well as decisions regarding the consequences those decisions may cause. We're proud to be developing these in collaboration with AASA, NAESP and NASSP. Recent work includes NAESP Fellows' development of sims to mentor new principals, and AASA's work to integrate PELS sims into their new national superintendent certification program. For more information, see [www.gse.upenn.edu/pels](http://www.gse.upenn.edu/pels).
- **PUBLICATION VENUES** – In order to get the work of our students and alumni out to a wider audience, we support:
  - an emerging series of edited volumes of student/alumni work in leadership from an inquiry stance;
  - blogging opportunities through program site initiatives such as “Educators in the Public Square”;
  - multimedia and e-book options for dissertation and project research; and
  - public blended media events on pressing current issues.



- **POLICY/PRACTICE COLLABORATION** – A Penn GSE course in our policy division, Education Policy Research Practicum, develops client-based, applied education research projects. Each year by design, some of the clients are drawn from the Mid-Career student/alumni network, with the research teams comprised of GSE master’s degree students. Over the course of the semester, students leverage their prior coursework in statistics and program evaluation to partner with the client to conduct the research study, with the instructor providing guidance. The student teams complete a written report due to the client and instructor at the semester’s end. As possible, the Mid-Career Program shares summary findings online.
- **IAELN/RILE** – The Inter-American Educational Leadership Network (IAELN/RILE)—our collaboration with colleagues across Latin America—continues, with particular emphasis on our work with Catholic University in Chile. Penn GSE participates in a joint certificate program preparing hundreds of aspiring and current principals in Chile, combines in research regarding principal assessment work there, and collaborates on an annual international leadership conference in Santiago each January. We plan to continue our work with the Organization of American States for regional webinars, and to extend our regional social media activity. Planning for future work in Central America and Mexico continues. For more information, see [www.gse.upenn.edu/iaeln](http://www.gse.upenn.edu/iaeln).
- **LEADERSHIP STUDY TOURS** – After successful trips to Nicaragua, Finland, France, Alaska and the Pine Ridge Indian reservation in South Dakota, more professional exchanges and study tours are under consideration. All network members are invited to propose study tours at any time. See further information and trip blogs at [midcareer.gse.upenn.edu/studytrips](http://midcareer.gse.upenn.edu/studytrips)
- **NETWORKING/SOCIAL EVENTS** – All work and no play makes for cranky educational leaders (!), and so all network members are invited to regular dinners and receptions throughout the year in various cities. Recent events have been held in DC, New York, and Philadelphia, and in the cities of many professional conferences throughout the year (e.g., AASA, NASSP, NAESP, NAIS, and more).
- **GLOBAL EDUCATION FORUM** – The program co-sponsors with the Asia Society an annual Global Education Forum, inviting students and alumni to contribute and participate with educators from around the world. The conference is an opportunity to engage in a critical conversation between K–12 and higher education educators about how best to prepare students for a global world. By attracting educators from around the world to discuss best practices, promising programs and research, the Global Education Forum highlights the importance of learning with and from different education systems to help inform practice. More information at [asiasociety.org/global-education-forum](http://asiasociety.org/global-education-forum)
- **NETWORK COMMUNITY PLATFORM** – All students and alumni enjoy access to a flexible, online, mobile-friendly platform to support ongoing collaborations across the community.
- **MID-CAREER NETWORK NEWS** – All students, alumni and program faculty receive the News in their inboxes every 4-6 weeks, featuring professional accomplishments, updates, available positions, upcoming opportunities, and other shared resources.

# 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.

Recognizing the time demands of active leaders we provide the support that frees you to focus on your course work. Once you arrive on campus you can immerse yourself in your studies. We provide

meals and hotel accommodations for you while also taking care of course registration, technology access, books, materials, and assistance with administrative processes.

Your studies and work should converge in various ways. We take seriously the intellectual challenges at the core of your work as leaders, and strive to integrate these complex problems into class work. Naming, reframing and resolving these issues leverages the demands of your day job in building an enhanced inquiry stance in your practice.

We also recognize and tap the considerable experience in each cohort, a rich resource for each student outside of classes as well. Program participants meet during meals, before/after classes at the hotel, and during *The Saturday Commons* (see below) for continued conversations.

The Mid-Career Doctoral curriculum fosters a deep understanding of organizations, instruction, and learning, and their implications for education. Taking an inquiry-based leadership perspective toward the ongoing transformation of public and private education, we focus on four core areas:

- Instructional Leadership
- Organizational Leadership
- Public Leadership
- Evidence-Based Leadership



“ I have access to the wealth of Penn resources, not the least being a cohort of committed leaders working in schools and districts across the country. The program has been a game changer for me. I have grown as a leader and I feel optimistic about the future for children because of the quality of students in the Mid-Career Program. ”

—JOAN HILL, Ed.D.  
HEAD OF SCHOOL, THE LAMPLIGHTER SCHOOL



## Instructional Leadership

Educational leaders cannot lead what they do not understand; therefore instructional leadership is at the core of the program. By instructional leadership we mean the ability to know and manage teaching, learning, and performance. Students in the program explore such fundamental questions as: 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 importantly, how can everyone involved in schools promote student engagement and learning?

## Organizational Leadership

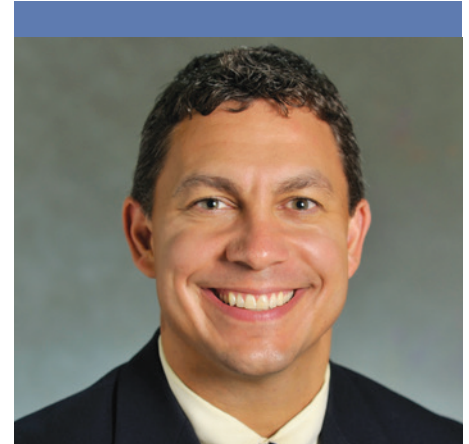
Professional educators cannot be effective instructional leaders without understanding the complex systems in which teaching and learning take place. The program's approach to organizational leadership includes a focus on developing the emotional intelligence of leaders seeking to manage small groups and teams, intergroup and systems dynamics to promote learning communities. Students in the program learn about efficiently employing and creating resources to promote learning environments and managing change. The goal within this content area is to prepare students to create organizations that foster the continuous improvement of teaching and learning.

## Public Leadership

Each organization, in turn, operates within a wider community and policy context. Sustainable instructional and organizational leadership depends on the capacity of educators to understand and engage the ongoing support of one's various public constituencies. Educational leaders must perform as advocates, brokers, and catalysts in their communities in order to support educational success. They need to frame current educational challenges within wider philosophical, historical and sociological contexts, and then find ways to build stronger and more inclusive "publics" for their institutions. They need to model the public problem-solving required to diagnose and engage the educational ecology affecting the educational development of those they serve.

## Evidence-Based Leadership

Ultimately, every dimension of school leadership described above is enhanced by a leader's capacity to make evidenced-based decisions. They are constantly faced with a myriad of 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 utilize the wealth of information around them will invariably produce more reasoned and better-informed decisions. This area prepares education leaders to identify and employ data sources and analytic methods to inform decision-making.



“The Penn experience has been life-changing and life-giving for me. I have grown as a leader, an educator, and really just as a person as well. While the curriculum was rigorous, I looked forward to my weekends at Penn—to be inspired, to be challenged, and to be invigorated. That tends to happen when you are surrounded by people who truly believe that they can transform the world.”

—MICHAEL GOMEZ, Ed.D.  
FOUNDING PRINCIPAL, CRISTO REY  
PHILADELPHIA HIGH SCHOOL

# 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.

## Inquiry and the Scholarship of Leading

The dissertation grows out of this central inquiry process, and is supported throughout the program. Our collective mission is to educate practitioner-scholars who make significant contributions both to practice and to the scholarship of practice, i.e., to the *scholarship of leading*. As our faculty have stated, “Insofar as practitioners in any field have traditionally been assumed to be primarily receivers of knowledge from the university, this movement to generate knowledge by practitioners who are school and educational leaders, committed to ‘inquiry as a stance on practice,’ represents a constructive disruption of some understandings of the relationships of knowledge and practice, in and out of the university. The scholarship of leading foregrounds school and other educational leaders as knowledge generators and posits the Mid-Career Program as a practitioner-scholar community of current participants and graduates wherein students and faculty identify critical problems of practice that merit systematic and intentional inquiry, carry out those studies and seek appropriate venues for dissemination.” (*adapted from Guidelines for the Mid-Career Doctoral Dissertation*)



“As an educational leader, the program offered me an experience of growth, learning and challenge that was unparalleled. The opportunity for conversation and discussion around issues that matter, with peers from all different settings around the country, stretched and motivated me in every way imaginable.”

—KRISTIN ROSS, Ed.D.  
PRINCIPAL, LOYOLA SCHOOL



# Support: An Unmatched Opportunity

Support for the dissertation process, indeed for the entire doctoral program, is embedded throughout, so that you can focus and complete your degree within three years.



## INTEGRATED COURSEWORK/DISSERTATION SUPPORT –

The program, of course, is much broader than the dissertation. Coursework regularly involves the integration of your leadership challenges into the fabric of the course discussions and assignments. Out of this often arise dissertation topics, and some courses explicitly scaffold this development. The program assists in matching you to your dissertation chair. Summer sessions for years two and three include a proseminar course, dedicated to dissertation support at that stage of the effort. A second-year course meets every weekend, with a team of three faculty per cohort, for intensive development of those ideas into research proposals. An Inquiry Community in year three provides a structured peer support for data analysis and input.

**WRITING AND RESEARCH COACHES** – Often students encounter distinct and intensified demands on their research and writing skills during the doctoral program. Explicit instruction in academic writing, research guidance and on-demand writing support from program-dedicated writing and research coaches is provided across the three years of the program. (Also available to alumni; see p.2)

**INNOVATION COACH** – All students and alumni enjoy support in group and individual formats from the program innovation coach (see p.2).

**ALUMNI MENTORS** – A group of program alumni have volunteered as program mentors, offering experience and advice in support of current students.

**DEDICATED PROGRAM COORDINATOR** – A full-time staff coordinator is assigned to each cohort, from recruitment through graduation, acting as a one-stop contact for all administrative guidance in the program. They arrange your registration, deliver your books and materials, arrange your hotel lodging and meals, assist in administrative procedures, etc. They support the electronic resources available to all students.

## TYPICAL WEEKEND SCHEDULE

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

FRIDAY	SATURDAY	SUNDAY
	8 AM BREAKFAST	8 AM BREAKFAST
	9 AM – 12 PM CLASS SESSION	8:30 AM – 11:30 AM CLASS SESSION
ANNOUNCEMENTS	12 – 2 PM THE SATURDAY COMMONS	11:30 AM – 12:30 AM LUNCH
3 – 6 PM CLASS SESSION	2 – 5 PM CLASS SESSION	12:30-3 PM CLASS SESSION
6 – 7 PM DINNER	5 – 6 PM DINNER	
7 – 9 PM CLASS SESSION	6 PM+ INDEPENDENT AND GROUP WORK	



# The Mid-Career Network

**W**e strive to contribute to the wider field of educational leadership, and we commit to building an effective supporting network in order to accomplish this. When we welcome you into the Mid-Career Program, we welcome you as a member of this growing network of practitioner-scholars, including alumni, faculty and guests. A distinguished Alumni Advisory Group spearheads this enthusiastic network, and provides ongoing assistance and guidance to the program. Alumni provide mentoring to current students, co-instruct within courses, assist in recruitment and admissions, share resources and opportunities from the field, and collaborate across the network in a variety of ways.

In addition to a regular e-newsletter and our Summer/Winter social events, several program features support this growing network:

**THE SATURDAY COMMONS** – A unique feature of the Mid-Career Program, every cohort weekend provides an open time for collaboration across all cohorts and alumni, organized entirely around their interests. From Saturday Noon to 2pm, any member of the Mid-Career Network can engage in whatever discussions or activities most useful in advancing their work and their learning. The Program provides support as needed, including web interfaces allowing remote participation of alumni and invited guests. Areas of interest have included “live” cases workshops, discussions of current “hot” topics, conversations around enduring challenges, professional networking/job transitions, sessions for specific sectors (independent, charter, parochial, public), sessions for certain locations, electronic resource development, discussions of current leading-edge research, offsite visits to community organizations, and so on. Here is the means to leverage the deep talents of this growing network in support of your work and interests.

**ALUMNI FELLOWSHIP PROGRAM** – The Steering Committee supports Fellowship awards to graduates of the program, with support for a year-long project of service to the network. Efforts may include an expansion of their research, instruction within the program, and development of a network-wide annual conference.

**MC INNOVATION LAB ASSOCIATES** – The program’s Leadership Innovation Manager coordinates and develops any students or alumni interested in leading digital leadership initiatives within the program and/or for the wider field. @MCILAB Associates bring added impact and capacity to the collective work of the network, while advancing their own competencies as connected educators.

**MC AMBASSADORS** – Owing to the dedication of several dozen alumni who form the MC Ambassadors group, those interested in the program may first learn more about it directly from those who participate in its community. Ambassadors, in leading information sessions around the country and online, assure that this co-owned leadership community actively seeks out those most interested in participating in this collective work.



“Mid Career provides a unique research experience that is grounded in the discourse with a dissertation committee AND colleagues within the Mid Career Program. The ability to engage in rigorous dialogue with such a broad range of expertise and experience was priceless!”

—JESSE NICKELSON, ED.D.  
DIRECTOR OF YOUTH AND  
COMMUNITY INITIATIVES, NATIONAL  
HOLOCAUST MEMORIAL MUSEUM



## ALUMNI ADVISORY GROUP

**DR. CRISTINA ALVAREZ** [Cohort 6]  
CEO, Design-Lab Schools, LLC & CEO, World Communications Charter School (Philadelphia, PA)

**DR. BART ANDERSON** [Cohort 2]  
Superintendent, Educational Service Center of Central Ohio (Columbus, OH)

**DR. GENE BATISTE** [Cohort 8]  
Executive Director, Independent Education (Washington, DC)

**DR. MARJORIE BECK** [Cohort 4]  
Retired; formerly, Middle School Dean, Moorestown Friends School (Moorestown, NJ)

**DR. ANNE CATENA** [Cohort 5]  
Director of Professional Development Initiatives and Alumni Network, Program in Teacher Preparation, Princeton University (Princeton, NJ)

**DR. BRENDA D. CHAMPION** [Cohort 8]  
School Transformation Coach, School and District Transformation Division, North Carolina Department of Instruction (Raleigh, NC)

**DR. NAT COFFMAN** [Cohort 8]  
Head of School, The Prairie School (Racine, WI)

**DR. PATTY CRUICE** [Cohort 10]  
Principal, James Dobson School (Philadelphia, PA)

**DR. SANDRA DEAN** [Cohort 2]  
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Head of Upper School, Episcopal Academy (Newtown Square, PA)

**DR. KATHLEEN FOSTER** [Cohort 1]  
Assistant Superintendent for Curriculum and Instruction, Washington Township Public Schools (Robbinsville, NJ)

**DR. NINA GILBERT** [Cohort 9]  
Founder, The Ivy Prep Foundation and Ivy Preparatory Academies (Atlanta, GA)

**DR. DEBORAH A. GIST** [Cohort 8]  
Commissioner of Elementary and Secondary Education, Rhode Island Department of Education (Providence, RI)

**DR. MICHAEL GOMEZ** [Cohort 8]  
Principal, Cristo Rey Philadelphia High School (Philadelphia, PA)

**DR. LINDA GROBMAN** [Cohort 4]  
Chief Academic Officer, Nobel Learning Communities (West Chester, PA)

**DR. KAREN KOLSKY** [Cohort 5]  
Assistant Superintendent, Learning Network Six, School District of Philadelphia (PA)

**DR. T.J. LOCKE** [Cohort 1]  
Head of School, Episcopal Academy (Newtown Square, PA)

**DR. ADRIAN MANUEL** [Cohort 9]  
Head of School, The SEED School of Washington, DC (Washington, DC)

**DR. YVONNE MCCARTHY** [Cohort 8]  
Visiting Assistant Professor, Ursinus College & Instructor, University of Scranton (Allentown, PA)

**DR. SARAH MCMENAMIN** [Cohort 7]  
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**DR. JIM MELCHOR** [Cohort 3]  
Assistant Director of Curriculum, Abington School District (Abington, PA)

**DR. TINA MITCHELL** [Cohort 7]  
Principal, Enfield Elementary School, Springfield Township Middle School (Oreland, PA)

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K-12 Supervisor of Instruction and Language Arts, Owen J. Roberts School District (Pottstown, PA)

**DR. JESSE NICKELSON** [Cohort 7]  
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Head of School, Saint Stephens Episcopal School (Bradenton, FL)

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Vice President, Turnaround Partnerships and Professional Development, American Reading Company (King of Prussia, PA)

**DR. ZORA WOLFE** [Cohort 9]  
Assistant Professor, K-12 Educational Leadership, Widener University (Chester, PA)

**DR. RANDY ZIEGENFUSS** [Cohort 6]  
Assistant Superintendent for Teaching and Learning, Salisbury Township School District (Allentown, PA)



“ My ability to resolve some serious issues in the Rochester City School District in the past six months is a clear testimony to how well the Mid-Career Program prepares its students to handle EXTRAORDINARY difficult leadership challenges. The Mid-Career Program prepared me to lead and manage this highly complex urban school district and help the district get through financial and academic challenges of historic proportions.”

—BOLGEN VARGAS, Ed.D.  
SUPERINTENDENT OF SCHOOLS,  
ROCHESTER CITY SCHOOL DISTRICT

## MID-CAREER PROGRAM OPEN HOUSE

The annual Open House, held in November, presents a unique opportunity to meet current students, alumni, and faculty. Please consult the website for the date and time: [www.gse.upenn.edu/micareer](http://www.gse.upenn.edu/micareer).

# 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)*

We understand and seek to gauge program impact, both individual and collective, in a variety of ways, cautious to reductivist approaches as well as the avoidance of uncomfortable evidence. We view positively the data on the professional trajectories of our students/alumni, their degree of professional leadership in the field, their recognized accomplishments/awards, and the thoughtful initiatives many of them spearhead, often in areas of interest developed while in the program. We remain attentive, and annually collect data regarding, those areas we need to strengthen, particularly those that challenge us to lead within and across often divided and polarized contexts. We welcome collaborators in research on leadership development that recognizes the complexities of the task. Those interested should contact the program's director at [johanek@upenn.edu](mailto:johanek@upenn.edu).

## Program Calendar

All three cohorts meet on the same weekend each month, in order to support the greatest exchange among experienced colleagues. Tentative weekend dates for the program can be found on our website. Please note that these dates are subject to change. Students who are admitted into the program will receive a finalized list of weekend dates.

## 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/degrees\\_programs/micareer](http://www.gse.upenn.edu/degrees_programs/micareer).

# Faculty

Over sixty 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, Judy & Howard Berkowitz Professor; Faculty Director, Penn Online Learning Initiative; Ph.D. University of Chicago

**MICHAEL JOHANEK**, Director & Senior Fellow, Ed.D., Teachers College, Columbia University

**HANS GERALD CAMPANO**, Associate Professor, Ph.D., University of Pennsylvania and Instructional Leadership Strand Leader

**ANNIE MCKEE**, Adjunct Professor, Ph.D., Case Western Reserve University and Organizational Leadership Strand Leader

**SHARON RAVITCH**, Senior Lecturer, Ph.D., University of Pennsylvania

**JONATHAN SUPOVITZ**, Associate Professor, Ed.D., Harvard University and Evidence-Based Leadership Strand Leader

**DIANE WAFF**, Practice Professor Ed.D., University of Pennsylvania

## Program Teaching Faculty

**SIGAL BEN-PORATH**, Assistant Professor, Ph.D., Tel Aviv University

**KAI BYNUM**, Lecturer, Ed.D., University of Pennsylvania

**JOSEPH COX**, Lecturer, Ph.D., University of North Carolina

**VIVIAN L. GADSDEN**, William T. Carter Professor of Child Development and Education, Ed.D., University of Michigan

**JESSIE HARPER**, Assistant Dean Faculty Affairs and Diversity, Ed.D., University of Pennsylvania

**FREDERICK HESS**, Lecturer, Ph.D., Harvard University

**MARTIN IHRIG**, Practice Associate Professor, Ph.D., Technische Universität Berlin

**GERARD JELLIG**, Lecturer, Ed.D., University of Pennsylvania

**FRAN JOHNSTON**, Lecturer, Ph.D., Temple University

**WILL JORDAN**, Lecturer, Ph.D., Columbia University

**PETER KURILOFF**, Professor of Education, Ed.D., Harvard University

**STEPHANIE LEVIN**, Lecturer, Ph.D., University of Pennsylvania

**JOE MAZZA**, Lecturer, Ed.D., University of Pennsylvania

**NICHOLAS MORGAN**, Instructor, M.B.A., Dartmouth College

**LESLIE NABORS OLAH**, Adjunct Professor, Ed.D., Harvard University

**STEVEN PILTCH**, Lecturer, Ed.D., Harvard University

**CHRIS PUPIK DEAN**, Lecturer, Ph.D., University of Pennsylvania

**RAND QUINN**, Assistant Professor, Ph.D., Stanford University

**LEN REISER**, Lecturer, J.D., University of Chicago

**JANINE REMILLARD**, Associate Professor, Ph.D., Michigan State University

**REBECCA REUMANN-MOORE**, Lecturer, Ph.D., University of Pennsylvania

**MATTHEW RIGGAN**, Adjunct Assistant Professor, Ph.D., University of Pennsylvania

**GREGORY SHEA**, Lecturer, Ph.D., Yale University

**JAMES SHORT**, Lecturer, Ed.D., Teacher's College, Columbia University

**HARRIS SOKOLOFF**, Adjunct Associate Professor, Ph.D., Syracuse University

**MATTHEW STEINBERG**, Assistant Professor, Ph.D., University of Chicago

**HOWARD STEVENSON**, Constance Clayton Professor of Urban Education, Ph.D., Fuller Graduate School of Psychology

**MARILYN TINARI**, Lecturer, Ed.D., University of Pennsylvania

**ELLIOT WEINBAUM**, Research Assistant Professor, Ph.D., University of Pennsylvania

**JESSICA WHITELAW**, Lecturer, Ph.D., University of Pennsylvania

**KATE WINDSOR**, Lecturer, Ed.D., University of Pennsylvania

**ZORA WOLFE**, Lecturer, Ed.D., University of Pennsylvania

**CHRISTINE WOYSHNER**, Lecturer, Ed.D., Harvard University

**JON ZIMMERMAN**, Lecturer, Ph.D., Johns Hopkins University

\* Also serves as program faculty

## 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 significant 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, meals, and hotel lodging during program weekends and summer session.



### Admissions

#### STEP 1: COMPLETE THE ONLINE APPLICATION FORM

All degree applicants must complete the online application form. Go to [www.applyweb.com/upenn/index.ftl](http://www.applyweb.com/upenn/index.ftl) 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/applicaitonessay](http://www.gse.upenn.edu/midcareer/applicaitonessay).

#### 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 THREE 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:

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

**The Mid-Career Doctoral Program does not accept transfer credit.**

#### STEP 7: ATTEND AN INTERVIEW

All applicants who have submitted an application will be invited to attend an on-campus interview.

If you accept our offer of admission, there will be a \$1,000 deposit required to hold your place in the class.

**Our application deadline is February 1st. 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 the next July cohort are limited.**

## Tuition and Fees

The tuition for the Mid-Career program is paid for three semesters per year—summer, fall and spring. Students are charged a set tuition (not based on credit hours) and a program fee, which includes books, all course materials, all meals, and double occupancy hotel accommodations for class weekends and summer semester. It does not include travel expenses to the program from the student's home location.

To view current year tuition and program fees please go to [www.gse.upenn.edu/degrees\\_programs/midcareer/admissions/tuition\\_fees](http://www.gse.upenn.edu/degrees_programs/midcareer/admissions/tuition_fees).

## 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 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. We encourage students to investigate new federal loan forgiveness provisions for public service professionals, along with other emerging supports.

For further information, please contact [finaid@gse.upenn.edu](mailto:finaid@gse.upenn.edu) or call 215-898-6415.

# ABOUT PENN GSE



## PENN GSE ADMINISTRATION

### Pamela Grossman

Dean

### J. Matthew Hartley

Associate Dean for Academic Affairs

## PROGRAM ADMINISTRATION

### Michael Johaneck

Senior Fellow and Director

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### Rona Rosenberg

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### Martha Ford Williams

Program Coordinator

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### Jessica Lundeen

Program Coordinator

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215-573-0588

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.



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