

PENN GSE

100 YEARS

Fall 2015

IN MY CLASSES
WE LEARN A LOT.

PARTNERING
TO SHARE
THE VOICES
OF A DISTRICT

page 6

MY TEACHERS
REALLY CARE
ABOUT ME.

MY FAMILY
ENCOURAGES ME
TO WORK HARD.

I FEEL SAFE
GOING TO AND
FROM SCHOOL.

Beyond the
100-Year Mark
page 10

Practice with
Purpose
page 18

THE GRADUATE SCHOOL OF EDUCATION ALUMNI MAGAZINE | UNIVERSITY OF PENNSYLVANIA

THE GRADUATE SCHOOL OF EDUCATION
UNIVERSITY OF PENNSYLVANIA

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AM TREATED WITH RESPECT
CHILD'S SCHOOL. STUDENTS
BEHAVE IN MY CLASSROOM
LY ENGAGE PARENTS AND
N THEIR CHILD'S EDUCATION
CLASSES WE LEARN ABOUT
BULLIED AT SCHOOL. THE
DISTRICT IS TAKING STEPS
PROVE MY CHILD'S SCHOOL
ENCOURAGED TO TRY NEW
APPROACHES IN
MY CHILD FEEL
HAVE GOOD FRIENDS

Photo by Jay Gorodetzer Photography



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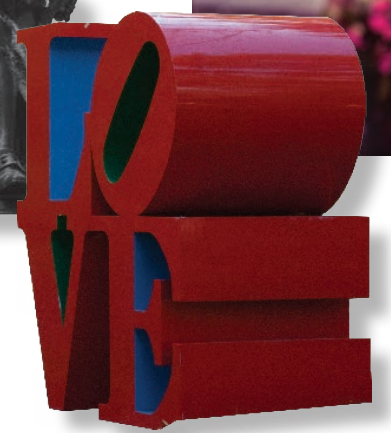
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31 Centennial Picture Puzzles



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Photo by Ginger Fox Photography



31 Centennial Picture Puzzles

Cover photo by Ginger Fox Photography

Letter from the Dean

Photo by Ginger Fox Photography



As I begin my first autumn as dean, I want to wish everyone in the Penn GSE community a happy fall—or should I say a happy new year? For those of us who have spent our lives in schools, fall is the true beginning of the year. Educators dwell in possibility, to paraphrase Emily Dickinson, and the back-to-school season is an especially energizing time to consider what we hope to accomplish. At a school of education, the sense of possibility extends to our own students as well as those whose lives our work aims to touch around the world.

During my first months at GSE, I attended classes and hosted lunches to learn about the School from the perspective of our students. It was inspiring to hear about these talented individuals' aspirations as educators, leaders, scholars, and innovators. Though GSE is a small school, our students represent a wide range of interests, backgrounds, and corners of the globe. We are delighted to welcome 85 new doctoral and 610 new master's students from thirty countries to GSE this fall. I know they will make wonderful additions to our dynamic community of alumni doing high-impact work in what seems to be every facet of education.

I have also been learning more about our faculty and the national eminence of their work. A highlight of the past year is their prominent role in the leadership of professional associations. Laura Perna is the 2014-2015 president of the Association for the Study of Higher Education (ASHE), Shaun Harper will be ASHE's 2016-2017 president, and Marybeth Gasman received the 2014 ASHE Leadership Award. Vivian Gadsden was elected president of the American Educational Research Association (AERA), and Shaun Harper was voted a council member-at-large on the same ballot. Andy Porter received AERA's Distinguished Contribution to Research in Education Award, one of the highest honors available to educational researchers. Rebecca Maynard is president of the Society for Research on Educational Effectiveness, another leading research organization. Having a faculty member recognized with any one of these honors would be a coup for a school of education. Collectively, they represent an extraordinary achievement.

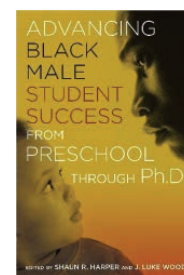
With our committed and accomplished students, alumni, and faculty, and the support of our dedicated friends, the possibilities are limitless for our small but powerful school. As you will see in this issue of *The Penn GSE Alumni Magazine*, we are taking important new steps in our longstanding local involvement through the The School District of Philadelphia–Penn GSE Shared Solutions Partnership. Across GSE our work advances President Gutmann's University-wide vision for inclusion, innovation, and impact as set forth in the Penn Compact 2020.

To begin thinking about the goals of our second century, sixty-eight GSE faculty and administrators spent a day and a half in a retreat in May pondering our society's most pressing educational problems and how we might best tackle them together. This fall, we have taken the conversation further with two other Penn schools, the School of Nursing and the School of Social Policy and Practice. Our joint conference in September identified ways that we can collaborate to better serve youth and families in our local neighborhood.

I count myself enormously lucky to have spent my life in education. While our field faces no shortage of challenges today, I am inspired by the ability of our community to find solutions. I wish you a good new year and hope that you will join with us in our efforts to make a difference.

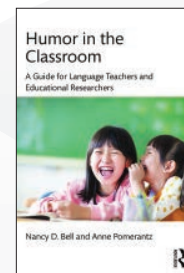
Pam Grossman

Pam Grossman
Dean, Penn Graduate School of Education
George and Diane Weiss Professor of Education



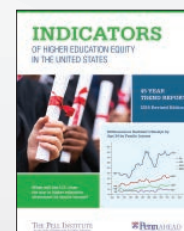
Advancing Black Male Student Success From Preschool Through Ph.D.
Edited by **Shaun R. Harper** and J. Luke Wood
Published August 2015
by Stylus Publishing

With a synthesis of research on the experience of Black male students at every stage in the U.S. education system, this book provides forward-thinking recommendations for education policy, research, and practice.



Humor in the Classroom: A Guide for Language Teachers and Educational Researchers
Nancy Bell and **Anne Pomerantz**
Published July 2015 by Routledge

This book provides practical, research-based answers for educational researchers and language teachers regarding the social and cognitive benefits of humor and language play in classroom discourse and additional language learning.



Indicators of Higher Education Equity in the United States—45 Year Trend Report
Published February 2015 by **Penn AHEAD** and the Pell Institute

Updated for its second printing, this report assesses the status of higher education equity in the United States and identifies policies and practices that promote and/or hinder progress toward attainment and equity.



Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological
Sharon M. Ravitch and Nicole C. Mittenfelner Carl
Published September 2015
by SAGE Publications

This introductory text provides practical explanations, exercises, and advice to illuminate the process of qualitative research, from design through implementation, analysis, and writing.



Challenging Standards: Navigating Conflict and Building Capacity in the Era of the Common Core
Edited by **Jonathan A. Supovitz** and James Spillane
Published June 2015 by Rowman & Littlefield Publishers

The editors bring together the collective knowledge of top education researchers to offer wisdom on implementing standards in classrooms and systems, building capacity through relationships, and navigating fractious political terrain.



The Role of State Policy in Promoting College Access and Success
Edited by Michael K. McLendon and **Laura W. Perna**
Published August 2014 by SAGE Publications

Part of The ANNALS of the American Academy of Political and Social Science Series, this book analyzes the impact of public policy in a national landscape where higher education is profoundly important but citizens' attainment of it has stalled.

FACULTY BOOKSHELF

Names in **bold** are members of the Penn GSE faculty.

FACULTY AWARDS & HONORS



Faculty headshots courtesy of Candace diCarlo, Stuart Goldenberg, and Darryl W. Moran Photography

Xinyin Chen (1) was named a 2015 Fellow of the American Educational Research Association (AERA). **Vivian L. Gadsden (2)** was voted president-elect of AERA. Her term will begin at the conclusion of AERA's 2016 Annual Meeting. **Shaun R. Harper (3)** was elected a council member-at-large of AERA, with a term beginning in 2015-2016, as well as 2016-2017 president of the Association for the Study of Higher Education. **Richard M. Ingersoll (4)** received the 2015 Lifetime Achievement Award from the Organizational Theory Special Interest Group of AERA. **Laura W. Perna (5)** has been named an associate editor of the journal *AERA Open*. **Amy Stornaiuolo (6)** received AERA's Steve Cahir Early Career Award for excellence in early scholarship on writing and literacies research. **Alan Ruby (7)** was made a member of the Order of Australia for significant service to international education through global reform initiatives and work with philanthropic organizations.

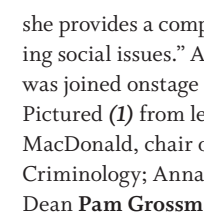
News Briefs



Photo by Darryl W. Moran Photography



■ Acclaimed actress, playwright, and social commentator Anna Deavere Smith gave a special performance about the school-to-prison pipeline in May. "We were thrilled to have Anna Deavere Smith with us to celebrate Penn GSE's 100th anniversary," says GSE Dean Pam Grossman. "The themes that resonate in her work—equity, diversity, community—have animated the work of GSE faculty and students across the School's history. By bringing multiple perspectives to a topic,



she provides a compelling exploration of pressing social issues." After her presentation, Smith was joined onstage for a panel discussion. Pictured (1) from left to right are panelists John MacDonald, chair of Penn's Department of Criminology; Anna Deavere Smith; Penn GSE Dean Pam Grossman; GSE Professor Vivian Gadsden; South Philadelphia High School Principal Otis Hackney III; and GSE Professor Howard Stevenson. ■ The Institute of Education Sciences awarded GSE Professor Andy Porter (2) a \$10 million, five-year grant to lead a center to study the Common Core and other college- and career-readiness standards on a national scale. The Center on Standards, Alignment, Instruction, and Learning (C-SAIL) is codirected by GSE Professor Laura Desimone; Morgan Polikoff, GR'10, of the USC Rossier School of Education; and Michael Garet of the American

Institutes for Research. The Center's team also includes GSE Assistant Professors Nelson Flores and Amy Stornaiuolo.

■ GSE Associate Professor Shaun R. Harper (page 4, 3) has been appointed to the My Brother's Keeper (MBK) Alliance Advisory Council. Launched in May by U.S. President Barack Obama, the MBK Alliance aims to make the American Dream available to all boys and young men of color by eliminating gaps in their opportunities and outcomes. The thirty-three-member council also includes Penn alumnus and Philadelphia Mayor Michael Nutter, former U.S. Secretary of State Colin Powell, and former U.S. Attorney General Eric Holder.

■ GSE played a leading role in bringing Penn's first-ever Graduate Women's Leadership Conference to fruition in March. Co-organized by GSE Assistant Dean for Academic and Student Affairs Lois MacNamara, GRD'03, and Penn Graduate Student Center director Anita Mastroieni, GGS'99, GRD'10, the event drew women graduate students from across the University to sharpen their leadership skills and prepare for the job market through a series of sessions, including one led by GSE Senior Fellow Annie McKee. The conference was made possible by a generous gift from Terry Schneider Koller, GED'84, and cosponsored by GSE and several Penn groups, centers, and offices.

■ Three GSE faculty members have recently received University-wide recognition at Penn. Professor Marybeth Gasman (3) was one of two recipients of the 2014-2015 Provost's Awards for Distinguished Ph.D. Teaching and Mentoring. Senior Lecturer Ameena Ghaffar-Kucher (4) received one of twelve 2014-2015 Global Engagement Fund Awards. (Turn to page 17 to read more about Dr. Ghaffar-Kucher's work.) James S. Riepe Professor Laura W. Perna (page 4, 5) is the 2015-2016 chair-elect of Penn's Faculty Senate.

Congratulations to the Recipients of...

The 2015 Penn GSE Annual Awards

Excellence in Teaching Award
Rand Quinn, assistant professor

William E. Arnold Award for Outstanding Contributions by a Student
Hannah Brenneman, GED'15

Outstanding Service to Students Award
Terence Newby, facilities manager

Dell H. Hymes-Nessa Wolfson Award for Excellence in Educational Linguistics
Nicholas Limerick, GR'15

Educational Linguistics Faculty Award for Leadership in Educational Linguistics
Jaquelin Yang, GED'15

Teresa Pica Award for Excellence in TESOL
Mingyue Wang, GED'15

Annual Award for Excellence in Intercultural Communication
Mengya Qiu, GED'15

Ralph C. Preston Award
Lan Ngo, GR'15

Morton Botel Award
David Low, GR'15

The Reading/Writing/Literacy Faculty Award
Debora Broderick, GRD'15

PhilWP Award
Lan Ngo, GR'15

GSE Student Government Award for Contributions to Student Life
Alyson Ragone, GED'15

GSE Student Government Student Advocacy Award
Vincent Morton Jr., GED'15

GSE Student Government Morale Award
Kelsey Marie Jones, GR'15

GSE Student Government-Sadie Tanner Mossell Alexander Citation for Excellence in Leadership and Innovation
Gernissia Cherfrere, GED'15

University of Pennsylvania Awards For Graduating Students

The President's and Provost's Citation for Exceptional Commitment to Graduate and Professional Student Life
Cheyenne Alexis Anthony, GED'14, GED'15

Dr. Andy Binns Award for Outstanding Service to Graduate and Professional Student Life
Desmond Martin Diggs, GED'15

Getting to Know... Joyce Cook



Hired in 1976 by longtime Penn GSE professor and former acting dean Dr. William B. Castetter, GR'48, staff member Joyce Cook will celebrate her 40th anniversary at GSE next June. We asked her a few questions about her nearly four decades at the School.

What brought you to Penn GSE, and what was your original role?

The superintendent of my school district was a GSE graduate, Mark C. Nagy, GRD'71. At Dr. Castetter's request, he sent some of us in the secretarial program to interview for an opening at GSE. I got the job and started a week after graduation, providing full secretarial support for Dr. Castetter and several other faculty members. This was in the days of typewriters and mimeograph machines. I did a range of office tasks,

answered phones, and typed everything from charts, to course syllabi, to some of Dr. Castetter's books.

Dr. Castetter is remembered for many contributions to GSE and education, including his research, impact on students, and two stints as acting dean. What was he like as a supervisor?

There are not enough words to indicate how great it was to work for him. He was wonderful, the best boss that a seventeen-year-old kid fresh out of high school could have. He cared about you as a person, beyond your role at the school. On Monday mornings we would discuss what needed to be done that week, and then we would talk football, because we were both Eagles fans. He was someone you could talk to about anything, and he was always there to listen. During the four years that I worked for him, he helped me to grow as a person, and we kept in touch until he passed away in 2009. He loved woodworking, as GSE's collection of his wooden ducks shows. I still have a bowl and a cutting board he made for me.

How has your work at GSE evolved over the years into your current role?

After Dr. Castetter retired in 1980, I worked in the Business Office, doing a little bit of everything. As the School and our office grew, my responsibilities increased and I

became more specialized. Today I am a manager focusing on grants, contracts, and financial aid.

What are some of the rewards of your decades at Penn GSE?

I am particularly grateful that I have always worked for people who understand the importance of work-life balance. And it has been so interesting to meet the students from all over the world who come to study at GSE. I truly appreciate how that has opened my mind.



Photo courtesy of University of Pennsylvania Archives

Dr. William B. Castetter, GR'48, taught at GSE for nearly forty years. A collection of the wooden ducks he made decorates the 3700 Walnut building.



I AM TREATED **WITH RESPECT** IN MY CHILD'S SCHOOL. I **ACTIVELY ENGAGE** PARENTS AND GUARDIANS IN THEIR CHILD'S EDUCATION. THE SCHOOL DISTRICT IS TAKING STEPS **TO IMPROVE** MY CHILD'S SCHOOL. IN MY CLASSES **WE LEARN A LOT**. MY CHILD **FEELS SAFE** AT SCHOOL. MY CHILD'S TEACHERS GIVE HELPFUL **COMMENTS ON HOMEWORK, CLASSWORK, AND TESTS**. I AM **ENCOURAGED** TO TRY NEW TEACHING APPROACHES IN MY CLASSROOMS. PARENTS AND GUARDIANS TREAT ME WITH RESPECT. I AM BULLIED AT SCHOOL. STUDENTS **IN MY CLASSROOM** USE TECHNOLOGY FOR COMPLETING CLASSWORK OR HOMEWORK. **STUDENTS MISBEHAVE** IN MY CLASSROOM.

PARTNERING TO SHARE THE VOICES OF A DISTRICT

Penn GSE and The School District of Philadelphia Bridge Research and Practice Together

by *Juliana Rosati*

A thick manila envelope landed on the desk of Dr. Tonya Wolford, deputy for research, evaluation, and academic partnerships at The School District of Philadelphia (SDP). Delivered by a staff member from the Frances E. Willard Elementary School, it contained surveys completed as part of a vast initiative to collect meaningful data from students, parents, teachers, and principals at the 218 public and 84 charter schools in the District.

"Look at this," said Wolford, marveling at the envelope's bulk this spring just weeks before the June survey response deadline. "It's very exciting to me every time an envelope comes in. I keep checking the total of the online responses to see the number tick up too."

"She can't help herself!" said Penn GSE Professor Laura M. Desimone with a fond laugh. As codirectors and principal investigators of the recently launched SDP-Penn GSE Shared Solutions Partnership, she and Wolford are leading a team of individuals from GSE and the District to support District school improvement efforts in the face of scarce resources, fiscal and political uncertainties, and the varying outcomes of past reforms. The excitement and camaraderie they demonstrate seem a natural extension of their team's determined and collaborative approach.

While GSE has a long history of working with the District, including dozens of research, consultation, and professional development projects currently in progress, Shared Solutions is the first formal research partnership between the two. Supported by a two-year grant from the Institute of Education Sciences (IES) within the U.S. Department of Education, it aims to give both partners equal involvement in all stages of research, from the selection of a topic through conducting a study and applying the findings in District schools.

The first major project of the Partnership, the survey effort resulted in more than twice the number of responses that the District received to past surveys. This fall, the first analyses of the results will be released, providing a foundation for future Partnership work and setting a new precedent for understanding District schools.



With the sweeping survey initiative and a holistic vision of school success, the Shared Solutions Partnership is creating a powerful collaboration that brings together education scholars, school administrators, teachers, students, and parents to improve schools through research. It draws upon strong support from leaders of both organizations, including Superintendent William Hite, other members of District leadership, and GSE Dean Pam Grossman.

"The Partnership's goal of connecting research to practice is one that resonates throughout Penn GSE's history and current work," says GSE Dean Pam Grossman. "Shared Solutions represents an important new step in the School's support of District priorities and longstanding commitment to local impact."

A Holistic Picture of School Success

“My family encourages me to work hard.”

“My child feels safe going to and from school.”

“My students treat me with respect.”

In the 2015 surveys, District students, parents, teachers, and principals were asked to indicate their level of agreement or disagreement with statements like these, produced in nine different languages for parents. Covering much more than classroom instruction, the surveys developed by the Partnership are meant to create a holistic picture of schools’ strengths and challenges.

Like many of the nation’s large urban school districts, The School District of Philadelphia has struggled with low academic performance. The Partnership team designed the surveys to address topics proven critical to school reform, including five areas established by Dr. Anthony Bryk and colleagues at the Consortium on Chicago School Research: school leadership, teachers and professional capacity, connections to parents and the community, a student-centered learning climate, and quality of instruction and learning materials. Extending beyond traditional measures of school success, such as standardized test results, all five were shown to support school improvement in a landmark study of Chicago’s public school system.

“We’re working with the mindset that every school has something that it’s doing well, that the principals, teachers, students, and parents are proud of and want to share,” says Kirsten Hill, GED’11, a GSE doctoral student in education policy who is GSE’s project manager for the Partnership. “We really want to give schools credit for their strengths, and also help them to address challenges.”

That perspective contrasts with much of the District’s press coverage amid the tumultuous environment of budget cuts, layoffs, and school closings in recent years. To give the District tools to foster academic improvement while affirming and engaging its entire community, the Partnership developed the surveys through a collaborative process meant to set the tone for the Partnership’s future work.

The team gathered community input through interactive sessions at a November 2014 conference attended by more than one hundred researchers, teachers, principals, parents, and interested citizens.

“We want to build community trust and understanding about the data and the role it can play in improving schools,” says Desimone, whose research has long addressed school reform.

Next, the Partnership held focus groups. While most questions selected for the District surveys had a history of effective use in school research, the Partnership team created some new questions and needed feedback on them. Gernissia Cherfrere, GED’15, helped organize a focus group of parents and principals as a District-employed Partnership team member. “They wanted to be a part of the process,” she says of the participants. “They had so much to say, and it was a quality conversation.”

Finally, the Partnership team met to discuss each proposed question in detail. “We worked together to make each question as precise and accessible as possible and developed what we think is a really high-quality set of survey instruments,” says David Kowalski, the District’s survey statistician. “The Partnership has provided a great addition of expertise, as well as resources and perspective.”



↑ Several members of the Shared Solutions Partnership team gather in the Penn GSE courtyard. From left to right: District Senior Research Associate Adrienne Reitano, SPP’13, GSE Professor Andy Porter, GSE Project Manager Kirsten Hill, GED’11, District Research Assistant Gernissia Cherfrere, GED’15, GSE Professor Laura M. Desimone, and Dr. Tonya Wolford, deputy for research, evaluation, and academic partnerships at the District.

Photo by Daniel Burke Photography

Desimone reports, “It was a fun, collaborative process. It took a lot of time, compromise, and respect for one another’s expertise across rank, age, and area.”

A Mutual Relationship

The District’s innovative approaches have made it a laboratory of school reform for over a decade. Today it is home to a host of turnaround models, including charter-operated Renaissance Schools and District-run Promise Academies. Yet results have varied widely even among schools bearing the name of the same model.

The Partnership’s research will focus on helping the District look beyond the labels to understand the deeper reasons why individual schools are succeeding or struggling. Using the results of the surveys, which the District plans to repeat annually, and a qualitative study that the Partnership conducted through approximately seventy interviews with staff at fourteen schools, the team will work to identify and propose solutions customized for individual schools. For example, one school may have a positive learning climate but need help engaging with parents, while at another school the reverse may be true.

“Because we designed the surveys and study to collect data on Bryk’s five essential supports and other critical aspects of schools, we can help identify which areas are behind each school’s performance,” says Desimone.

Overall, the Partnership reflects the District’s interest in connecting more fully with scholars to develop research that has a timely and meaningful effect on schools, according to Wolford. Her office fields over a hundred applications each year from students and faculty at universities and research organizations across the country

looking to access District data and classrooms as they investigate everything from the ways students learn to the support teachers need. But until recently, the District had not played a significant role in designing the studies it approved, and results had a limited impact on schools.

Wolford reached out in 2013 to GSE Professor Andy Porter, then dean of the School, to discuss the possibility of applying jointly to IES for a researcher-practitioner partnership grant. She, Porter, and Desimone applied, and IES awarded the grant in the summer of 2014. Desimone and Wolford began leading the Partnership under the oversight of an advisory board of stakeholders in the Philadelphia community.

Their work aims to create a model of equal partnership between education researchers and practitioners. “There is a broader researcher-practitioner partnership movement underfoot across the country, but the existing models generally situate the locus of control outside of the local school districts,” says Wolford, who draws upon firsthand research experience at Penn as a former sociolinguist. “We were interested in trying something different, something more balanced.”

Adds Desimone, “With every decision we make, we’re thinking about what it means to be a partnership, and what the tradeoffs and benefits are for each side.”

Greater contact can lead to more useful results for both researchers and District staff, explains Adrienne Reitano, SPP’13, a senior research associate at the District who manages the process for reviewing research proposals. “For a researcher, when someone at the District is able to participate in your research, you can gain better access to institutional knowledge, context for our data, and updates on our schools,” she says. “And on our end, having the opportunity to say we’re especially interested in a certain topic, school, or survey question can give us results that are more useful.”

Looking Ahead

In addition to discovering and addressing schools’ strengths and challenges, the Partnership intends to increase access to information about the District with a web application for viewing survey results, created by GSE’s IT department and hosted by the School, as well as an electronic archive of existing research. Planned next steps also include continuing community outreach, expanding opportunities for GSE students to do District research as part of their coursework, and establishing structures to create continuity in the event of Partnership staff turnover.

For GSE students, working for the Partnership has already meant a strong foundation for careers as researchers who effect change. “A big part of my motivation for coming to Penn GSE and earning my Ph.D. here was the opportunity to do research that is relevant and helpful to teachers, principals, parents, and students,” says Hill, whose dissertation will contribute to the Partnership’s research. “Giving them more of a voice in research through the Partnership is a dream come true for me.”

Cherfrere, a former teacher, recently secured a position as a District research assistant and later plans to pursue doctoral work that connects research to practice. “We have to make sure that our research is affecting the lives of children in every way that it should,” she says.

For Wolford, the Partnership has reinforced the importance of collaborating to solve problems in education. “An important part of our approach is the notion that through collaboration, through looking beyond yourself, you can probably come up with a better product than you would alone,” she says. “Good ideas have prevailed in the Partnership’s work because of the respect and high level of skill of the team members. They are incredibly smart people who really want to work together to make a difference.” ■

Visit www.gse.upenn.edu/partnership to learn more about the Shared Solutions Partnership.

A Broad Impact: Penn GSE Faculty and the District

Penn GSE has been deeply involved with Philadelphia public schools since its founding in 1914. Today, over thirty GSE faculty members are engaged in work with The School District of Philadelphia, including those highlighted here:



Research and practice go hand in hand in the course Reforming Philadelphia Schools: A Research Practicum on Community Engagement taught by Penn GSE Assistant Professor Rand Quinn (pictured). Designed for GSE students as well as undergraduate and graduate students across Penn, it sends students to work in teams at Philadelphia public schools throughout

the semester. At each of the four participating schools this past spring, Penn students researched a community engagement issue identified by the principal and provided findings meant to help the school make immediate changes. The course was developed with grants from the Penn Social Science and Policy Forum and Penn’s Netter Center for Community Partnerships.



Making math fun is the name of the game for Bedtime Math, founded by Laura Bilodeau Overdeck, WG’95. This past spring, Penn GSE Associate Professor Janine Remillard (pictured) worked with student teachers from GSE’s Teacher Education Program to offer after-school Crazy 8s Math Clubs, developed by Bedtime Math, in four Philadelphia elementary schools. Advised by Dr. Remillard, the GSE students brought the clubs to an urban environment for the first time, helping children to build, run, jump, and make friends while learning about math over the course of ten club sessions. With a grant from Overdeck, Dr. Remillard plans to continue supporting Crazy 8s clubs in Philadelphia schools in 2015-2016.

BEYOND

THE 100-YEAR MARK

Penn GSE and the Penn Compact 2020

by Juliana Rosati

Penn GSE is a top-ranked, close-knit learning community taking education forward as part of a world-class university. As the School looks ahead from its 100-year mark, its efforts resonate with the University's far-reaching vision. The following pages highlight some of GSE's distinctive contributions to the three University-wide priorities set forth by Penn President Amy Gutmann in the Penn Compact 2020: **Inclusion, Innovation, and Impact.**



→ At GSE's Alumni Centennial Celebration in May, Penn President Amy Gutmann congratulated the School for a century of leadership in "the greatest, the most challenging, and the most necessary of all human inventions, education."
Photo by Peter Olson Photography



← Looking ahead to GSE's second century at the Alumni Centennial Celebration, Dean Pam Grossman said, "It's clear that we will be building the new century's solutions together, as a community devoted to education."
Photo by Peter Olson Photography

Building photo by Darryl W. Moran Photography

Inclusion

FAST FACTS

75%

Incoming students awarded scholarships

4

Years full scholarships are guaranteed to Ph.D. students

31%

2015-2016 standing faculty who are people of color

46%

2015-2016 standing faculty who are women



A diverse community with a strong commitment to financial aid and a successful launch into open learning, GSE supports the University's aim of increasing access to the exceptional resources of Penn.



Scholarship donors and recipients, including Kari Cooke, GED'15 (bottom), and Adam Forbes, GED'15 (right), meet at a reception in May.

Photos by Daniel Burke Photography



Making Graduate Education Attainable

Through merit-based aid, Penn GSE is able to attract the most talented, passionate students and help make their education affordable. Student aid is considered one of the top giving priorities of the School. Scholarship recipients for 2014-2015 had the opportunity to meet some of the donors whose generosity helped support their GSE education at a May reception held at The Inn at Penn.

"My scholarship was one of the deciding factors in my final decision to attend Penn, and I am so proud to now be a part of the legacy of this institution," says Kari Cooke, GED'15 (pictured above, bottom), recipient of the Mosi Foundation Endowed Scholarship.

Adam Forbes, GED'15 (pictured above, right), recipient of the Glosserman Family Urban Education Scholarship, says, "As a result of my scholarship and my courses, I have developed new perspectives, hope, and inspiration to continue fighting for positive change in the schools."

CREATING A LEGACY IN EDUCATION

A vital part of Penn GSE, Dr. William B. Casterter, GR'48, taught at the School for nearly forty years and served twice as acting dean. His generous bequest provides fellowships for GSE students each year, and the William B. Casterter Circle created in his honor recognizes individuals who have remembered the School in their estate plans.



"Although I never met Dr. Casterter, I will be forever grateful for his support. For me, attending Penn GSE means the opportunity to produce data-based evidence of what works and what doesn't in American education so that I can inform policy decisions that affect our nation's students."

Janie Scull, doctoral student in Quantitative Methods and recipient of the William B. and Roberta B. Casterter Fellowship

Graduate School of Education
Penn GSE
William B. Casterter Circle

To learn more about how you can leave a legacy in education, please contact:

Robert Vosburgh, JD | Director of Gift Planning
800.223.8236 | 215.898.6171
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www.gse.upenn.edu/giftplanning

Opening Doors Through Online Education

For eight weeks beginning in January, people around the globe tuned in to learn the history of American education reform through lively tag-team video lectures by Penn GSE Professor John L. Puckett and Senior Fellow Michael C. Johanek. Available for free online to anyone interested in the topic, the lectures were part of GSE's first massive open online course (MOOC), American Education Reform: History, Policy, and Practice.

A generous gift from Ruth A. Moorman and Sheldon N. Simon, W'79, established the Moorman-Simon MOOC Development Fund and made it possible for GSE to step forward as a leader in the emerging field of online education. "We believe MOOCs have global impact, and we wanted to provide individuals outside the Penn community the opportunity to engage with John Puckett and the great scholars at Penn GSE," says Moorman. "We are honored to have been part of this course, and we couldn't be happier with the results."

In all, 5,835 people from 127 countries enrolled, 32 percent from emerging economies, logging 63,019 views of individual episodes. The MOOC was offered through Coursera as part of Penn's Open Learning initiative, which seeks to increase worldwide access to Penn's educational resources.



Drs. Johanek (left) and Puckett (right) prepare to give a video lecture for GSE's first MOOC.

FAST FACTS

42%

2015-2016 domestic students who are people of color

72%

2015-2016 students who are women

23%

2015-2016 students who are international

Photo by Darryl W. Moran Photography

Photo by Daniel Burke Photography

Photo ©iStock.com/walterdias



Through groundbreaking research by faculty and students and inventive programs that integrate education theory and practice, GSE advances Penn's commitment to innovative discovery.

Innovation

FAST FACTS

\$500K

Amount in prizes the annual Milken-Penn GSE Education Business Plan Competition has awarded since its inception as the first business plan competition sponsored by an education school.

DEDICATED TO INNOVATION

Through the initiatives of Innovation @ Penn GSE, the School has launched the M.S.Ed. in Education Entrepreneurship and Virtual Online Teaching (VOLT) Certificate programs and collaborated on the Education Design Studio, Inc., a hybrid incubator and seed fund.

LEADING ONLINE EFFORTS

Penn has named GSE's Dr. Stanton Wortham faculty director of the University's Online Learning Initiative. Wortham is the Judy and Howard Berkowitz Professor at GSE.



Changing the Game for Civic Education

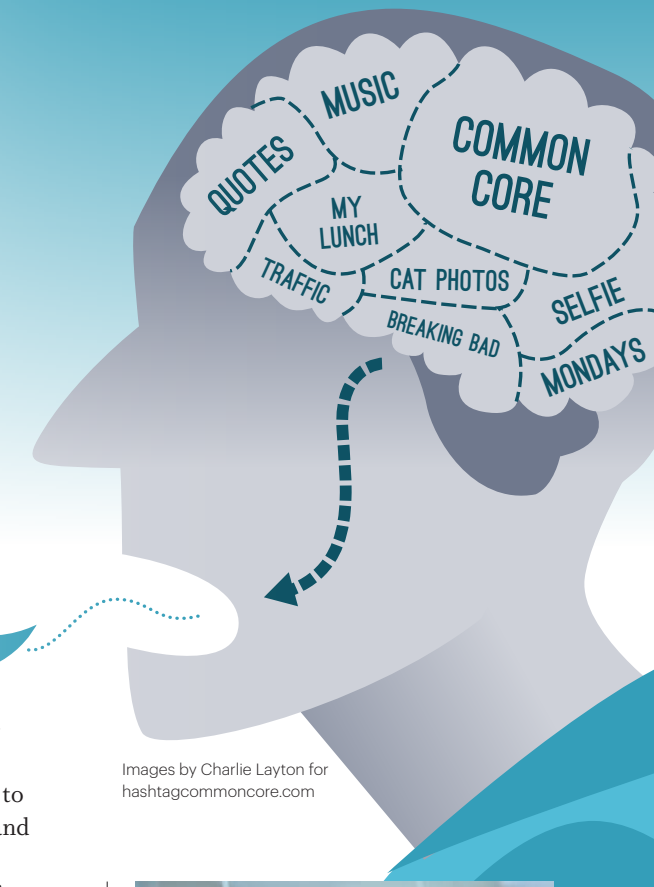
Could recess and Xbox mean more than just fun and games for future citizens and leaders? Penn GSE Ph.D. student Gideon Dishon (pictured above) thinks so. His research on civic education is exploring how playing and designing games might prepare students to participate in their societies.

Working with GSE professors Sigal Ben-Porath and Yasmin Kafai, Dishon is conducting video game design workshops for high school freshmen, as well as an after-school program offering a new take on old playground games for the nonprofit Playworks. He wants to find out if participating

in games, collaborating to create their own, and reflecting on players' behaviors and motivations can teach students about leadership, goal setting, deliberation, and group problem solving.

"To me, Penn GSE means pushing barriers as a student and an educator," says Dishon. "I am learning how we can see schools not only as tools for acquiring knowledge, but also as environments which nurture active and engaged citizens—individuals motivated to look beyond their personal goals and dedicate time, thought, and effort to the betterment of society as a whole."

Lightbulb @Johner Photography/Veer Video game controller @iStock.com/Anna_Leni



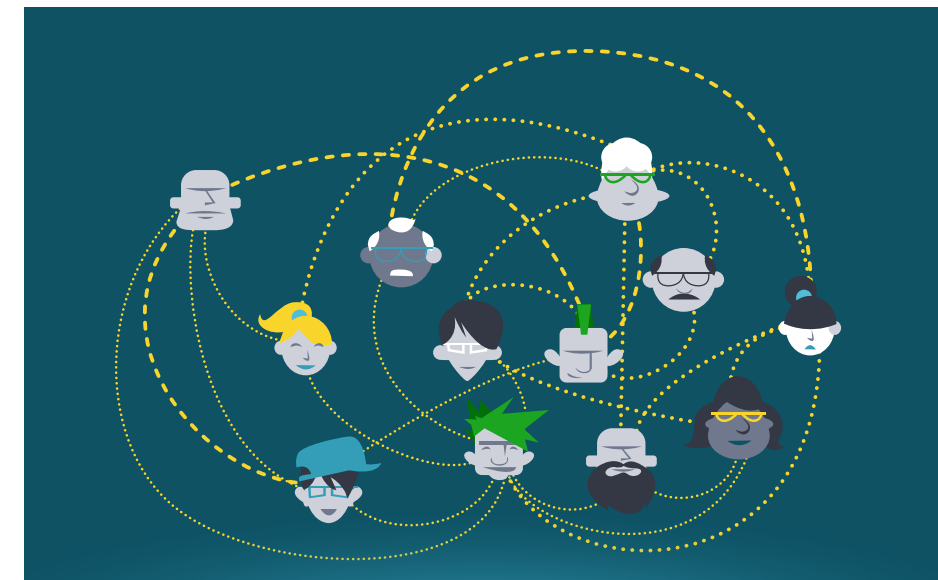
Images by Charlie Layton for hashtagcommoncore.com

Twitter, the Common Core, and a New Genre of Research

A highly charged debate about what children learn and who gets to decide has broken out as states begin implementing the Common Core State Standards, adopted with bipartisan support in 2010 and 2011. Unlike past major controversies about education policy in the United States, this one is taking place in the social media age, and Twitter's instantaneous, 140-character format has changed the dynamics of the conversation. When Penn GSE Professor Jonathan Supovitz of the Consortium for Policy Research in Education (CPRE) worked with a team to analyze tweets containing the hashtag #commoncore, the researchers realized a traditional academic paper wouldn't do justice to the story they needed to tell.

"The #commoncore project represents a new genre of research," says Supovitz (pictured above). "We tried to make our research more interactive and accessible to a wider audience."

The researchers worked with GSE's IT team to create the website www.hashtagcommoncore.com, presenting their findings about the authors, content, and impact of 190,000 tweets. Generated by 53,000 people during a six-month period, the messages sometimes inform, sometimes distort, and often reveal broader cultural disagreements about the direction of American education. Through narratives, images, podcasts, and more, the website documents how ideologically diverse individuals and groups on both sides of the Common Core debate have empowered themselves to weigh in through social media.



Photos by Daniel Burke Photography

Driving Positive Change: Nooraine Fazal, CEO and co-founder of Inventure Academy in Bangalore, India (pictured above, top), speaks to students in Penn GSE's M.S.Ed. in Education Entrepreneurship program, helping them prepare to chart solutions in education through building new ventures, programs, schools, and more. The program is one of several initiatives of Innovation @ Penn GSE.

Impact

Engaging locally and globally and producing dynamic graduates who do the same, GSE contributes to Penn's meaningful connections with the larger world.

FAST FACTS

222

Schools Penn GSE engages with across The School District of Philadelphia through research projects, professional development and consultation, GSE student teachers, and alumni employed at all levels up to assistant superintendent

11

GSE research centers that produce cutting-edge findings on national and global education issues

70%

Faculty involved in international initiatives



Top: GSE alumni panelists speak to prospective students at the Penn Wharton China Center (PWCC) in June. Bottom: Penn Provost Vincent Price celebrates the opening of the Penn Wharton China Center in March.

Fostering the GSE Community in China

When the Penn Wharton China Center (PWCC) opened this March, Penn launched an important expansion of its engagement with China. In June, GSE followed suit with a multifaceted event at the PWCC attended by more than one hundred Penn and GSE alumni, friends, and prospective students in China.

Taking advantage of the PWCC's role as a valuable resource and vibrant gathering place to enhance learning and research opportunities for the Penn community, the GSE program included an information session and alumni panel for prospective students, a networking reception, and a lecture about education innovation by Dr. Barbara "Bobbi" Kurshan, GSE executive director of innovation and senior fellow.

"We want to help our huge alumni population in China stay up to date on Penn and GSE and tell us what events and programs they would like to see," says Bonnie He, a GSE master's student in intercultural communication and higher education who helped organize the event. New GSE groups hosted through WeChat, a popular social media service in China, are providing a platform for connections made at the PWCC to continue and grow.

Advancing Education as a Human Right

With a focus on furthering education for people in need in developing countries, Penn GSE's International Educational Development Program (IEDP) embraces the United Nations' vision of education as a basic human right, as do the efforts of its faculty and alumni beyond the Penn campus.

"Our aim is to prepare our graduates to recognize the inequities across and within nations—and to help them develop the knowledge, skills, and disposition required to partner with stakeholders and make a difference," says GSE Senior Lecturer and IEDP Associate Director Ameena Ghaffar-Kucher (pictured below, top).

Now, as one of twelve recipients of Penn's 2014-2015 Global Engagement Fund Awards, Ghaffar-Kucher aims to make a difference for refugees in New York City. The award recognizes her study of the refugees' educational needs as a creative, cross-disciplinary project that will further Penn's global initiatives.

"New York City—the world's global village—is also one of the largest recipients

of resettled refugees in the United States," Ghaffar-Kucher says. "The study will yield important insights regarding how to improve schooling for vulnerable populations."

Along with IEDP Director and GSE Professor Dan Wagner, UNESCO Chair in Learning and Literacy, Ghaffar-Kucher guides dozens of students each year through the IEDP's curriculum and international internship placements that often connect students to professional roles with a global impact. Leydy Abreu, GED'12 (pictured below, bottom), completed her IEDP internship at the Santiago, Chile, bureau of UNESCO and now supports educational programs in six Latin American countries as a senior associate at Teach for All.

"I am truly grateful to have lived the IEDP experience and apply that learning every day," Abreu says. "My intelligent, analytical, and humble cohort in the program made me believe that we can truly have an impact on educational inequity and low educational quality around the world."



Photo ©iStock.com/NiroDesign

International Educational Development Program (IEDP) Associate Director Ameena Ghaffar-Kucher (top) and IEDP graduate Leydy Abreu, GED'12 (bottom), both work to support education for international populations.



Tennis ball ©iStock.com/Oxford-

GSE Local Impact and Penn Athletics Make a Match

To Penn Tennis board member Mark S. Fife, W'78, athletics and GSE's local engagement are a perfect match. As vice chair of GSE's Board of Overseers, Fife knows the scope of GSE's efforts in West Philadelphia, including its leadership in Penn's relationships with the Penn Alexander School (PAS) and the Henry C. Lea School. And as a former Penn Tennis player, he knows the fun and discipline of learning a sport.

"I always want to figure out how to make one plus one equal three," says Fife of the inspiration that led him and Lori Rutman Fife, C'80, to offer support for over forty Lea and PAS students to attend the 2015 Penn Athletics summer camps in tennis, soccer, and basketball. GSE facilitated the connection between the schools and the camps, and Penn Athletics partnered in the effort by reducing the fee for the sponsored students. More than thirty students signed up for multiple week-long sessions of camp, bringing the total of sponsored enrollments beyond seventy.

"They were eager to learn and very appreciative of the opportunity," says Penn tennis coach David Geatz, who notes that an added benefit of the camps is exposure to a university setting. "We want all of our campers to gain both a love of tennis and a positive experience of campus life that inspires them to picture a future in college," he says. ■



Photo by Jay Gorodetzer Photography

The Life of a Professional Counseling Student by Manasee Wagh

Practice with Purpose

On the first day of her internship at the Children’s Crisis Treatment Center (CCTC) in Philadelphia, then-student Jasmine Jenkins, GED’14, GED’15, was nearly in tears, but more convinced than ever that she had found her vocation.

For twenty hours a week during her second year at Penn GSE, Jenkins counseled children with severe behavioral disorders, as well as their families, in CCTC’s outpatient department. Working in a purely clinical setting for the first time, she was touched by the children’s difficult and often heartbreaking stories, and resolute in her ambition to counsel children whose emotional development has been affected by trauma.

“They were so beautiful and warm and welcoming to me,” she says. “It broke my heart to learn about the circumstances they had faced. At the end of the day I called my mom and said, ‘I feel it. This is definitely what I want to do.’”

When she completed her M.Phil.Ed. in Professional Counseling this past spring, Jenkins knew that her time in clinical practice—more than eight hundred hours—was the most influential factor in her formation as a counselor for children and families.

Practical experience is a hallmark of GSE and the Professional Counseling program. According to Practice Professor Michael J. Nakkula, chair of GSE’s Applied Psychology and Human Development division, the internship requirement is an integral part of how GSE prepares students to excel as counselors who understand the realities of their field. “We believe that students can best prepare for careers

← Professional Counseling program graduate Jasmine Jenkins, GED’14, GED’15, departs from Penn’s Rodin College House, where she served as a resident staff member available around the clock as a friend, mentor, and advisor to undergraduates.

addressing emotional and behavioral health in schools, neighborhoods, and communities by spending a significant amount of time outside of class applying their knowledge and developing their skills in professional settings,” says Nakkula.

For Jenkins, her time at GSE has offered the opportunity not only to gain in-depth field experience, but also to broaden her horizons by engaging with the University and developing new professional aspirations.

Direct Experience in the Field

A self-avowed extrovert, Jenkins is in her element when interacting and taking action. By week three of her internship at CCTC, she was working with a caseload of approximately fifteen children and their families to develop treatment plans, implement therapy techniques, and coordinate with resources like schools and caseworkers. “I realized that if you can’t help the parents change how they interact with their children, you can’t help the children fully,” Jenkins says.

The internship built on skills she had developed during her first year at GSE as a student in Counseling and Mental Health Services, an M.S.Ed. program that prepares students to enter the Professional Counseling program. For her required practicum she worked eight to ten hours a week at Stepping Stones, a long-term partial hospitalization program for children who have experienced trauma, mental health issues, and behavioral challenges.

Jenkins’s caring manner and clinical skills made her a hit, according to Zelice Brown Roache, GED’00, Jenkins’s practicum site supervisor and assistant director of the program at the time. “She was a natural with the children. She was enthusiastic and worked very hard,” says Roache. “The kids hated to see her leave. She really connected with them, sharing mutual interests, like basketball and dance, to develop a therapeutic bond with them. That foundation helped them to get better during the recovery-based therapy.”

While at Stepping Stones, Jenkins learned how to be a clinical professional. She wrote treatment plans and clinical progress notes for every individual session, held group therapy sessions, participated in meetings with families and outside provid-

ers, and learned crisis interventions.

She also learned the painful side of having your heart in your work. “I’m energized by being around other people and I love interacting with children,” she says. “It was so hard to leave all of the children I had connected with personally. Saying goodbye and knowing I would never see them again because our relationship was solely clinical was very difficult for me.”

Broadening Horizons

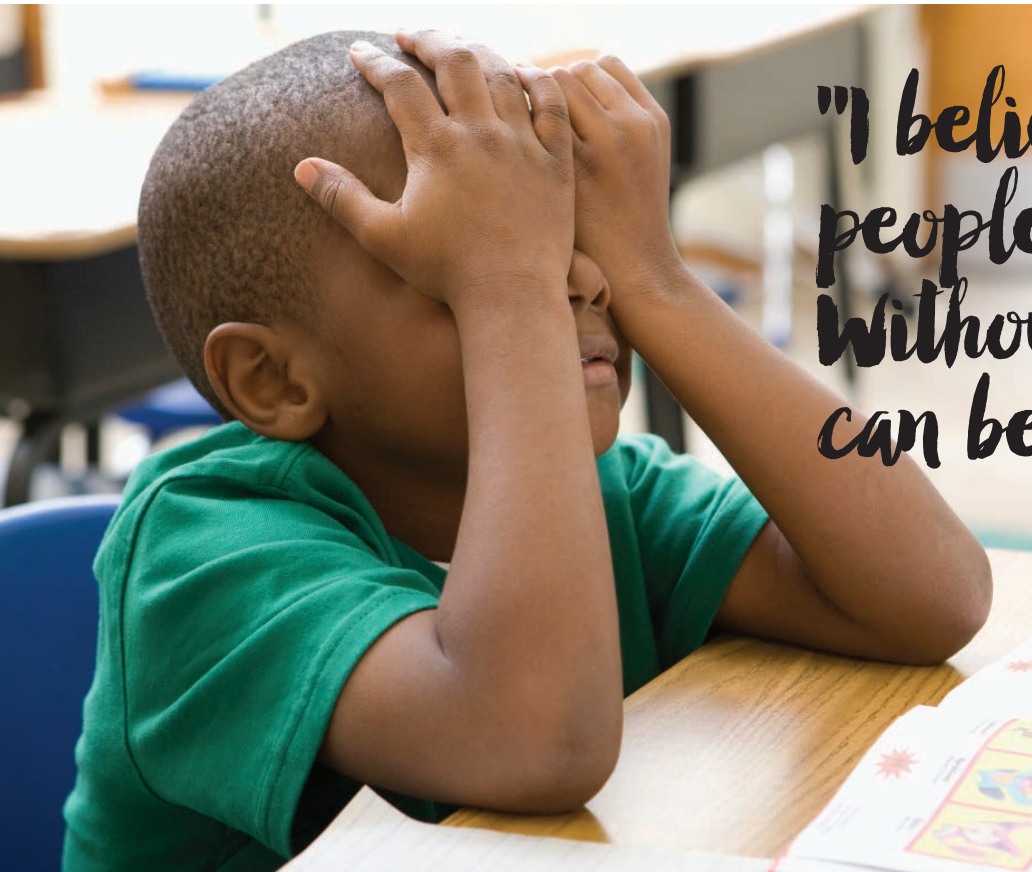
Attracted to GSE by the opportunity for field experience through the practicum and internship, Jenkins found an additional outlet for her practical skills by becoming a leader in the University community. As a graduate associate in Rodin College House, she served as a resident staff member available around the clock as a friend, mentor, and advisor to undergraduates. Working with other graduate associates, she spearheaded a mental health initiative, #rodinCARES, raising undergraduates’ awareness of resources for emotional support and offering them a safe space at a series of events.

“We tried to encourage them to find support for personal challenges without fearing negative societal connotations about mental illnesses,” Jenkins says.

Jenkins also broadened her horizons through her studies at GSE. Initially interested only in becoming a licensed professional counselor, not pursuing a future in teaching or research, she encountered professors whose mentorship opened her mind to a different path than the one she first envisioned for herself.

“I found a passion for working with children, and that made me want to develop my own research to help underprivileged populations,” Jenkins says. “Today I’m particularly interested in research to help minority children get out of what is called the ‘school-to-prison pipeline,’ a nationwide trend in which students end up expelled, suspended, or arrested for minor offenses, without the support to improve their behavior. It upsets me that minorities are disproportionately incarcerated, because it negatively affects their mental health.”

At GSE, Jenkins drew inspiration from Lecturer Christina Washington and Senior Lecturer Marsha Richardson, both of whom encouraged her to aspire to teach as



"I believe in helping people find hope. Without hope, there can be no progress."

"I want to positively transform the lives of children and families as much as possible," Jenkins says. Her clear brown eyes, sunny smile, and bright "Keep Hope Alive" cell phone banner all speak to her faith in working for good no matter what hardships arise.

"I believe in helping people find hope," she says. "Without hope, there can be no progress." ■

↑ Jenkins was touched by the children's difficult and often heartbreaking stories when she worked in a purely clinical setting for the first time through her internship in the Professional Counseling program. Photo ©OJO Images Photography/Veer

well as do clinical work, and Professor Howard Stevenson, whom she credits with influencing her increased interest in research.

In the Professional Counseling program, Jenkins worked as a research assistant to Dr. Stevenson as he expanded implementation of his PLAAY (Preventing Long-term Anger and Aggression in Youth) curriculum for children in Philadelphia schools. The curriculum is designed to teach students techniques for managing the stress induced by racial tensions and other conflicts. Visiting a school with him once a week, Jenkins helped Stevenson gather evidence of the curriculum's impact. By teaching the children stress management techniques through specially devised role-playing and athletic activities, Jenkins saw firsthand that the research-based approach improved the children's ability to manage stress.

"That's when I realized I wanted research to be a significant part of my career," she says.

Jenkins's classmate Cheyenne Anthony, GED'14, GED'15, also formulated new

ambitions at GSE. During her internship at Girard Academic Music Program, a public magnet school that offers both musical and academic instruction, she incorporated music into her therapy techniques. She now plans to conduct her own ethnographic research in music psychology and prepare for a doctoral program.

"I want to understand what artists experience psychologically while they develop as professionals," she says. "GSE's creative and innovative environment gave me the experience and confidence to pursue a nontraditional career."

Jenkins is now enrolled at the University of Georgia, where she has embarked on a four-year Ph.D. program in counseling psychology. This will prepare her to emulate her professors who have multifaceted careers as teachers, researchers, and clinical psychologists. Jenkins also hopes to hone her Spanish skills in the program so that she can communicate effectively when counseling Spanish-speaking families.



↑ Jenkins is preparing to emulate her professors who have multifaceted careers as teachers, researchers, and clinical psychologists.

Photo by Ginger Fox Photography

FROM REPORTING TO REPORT CARDS

Lindsey Gerdes, GED'15, Transitions to Teaching

interview by Juliana Rosati

What was it like to begin a second career at Penn GSE?

After ten years in the working world, it was daunting at first to get used to being a student again, but ultimately the experience was incredibly rewarding. We've all heard of that dream where you walk into school and realize you aren't wearing any clothes. Well, my first week at Penn GSE, something a little bit like that happened to me in real life—I walked into a classroom where almost everyone looked a dozen years younger than me! I was surprised to discover that I was a senior member of a particularly young cohort. But over the following months, an amazing thing happened: despite the age difference, I found myself part of a true community. My classmates became my constant sounding boards, future colleagues and collaborators, and some of the most supportive friends I could ever imagine having.

What were some highlights of your journalism career?

I wrote for *Newsweek*, *Fortune Small Business*, and many other publications. For a number of years I was a staff editor at *BusinessWeek*, where I worked to blaze a path for recent graduates with my "Best Places to Launch a Career" feature. I loved talking with eager young people embarking on their next step and offering them advice in my column. When I enrolled at GSE, I found it ironic to be on the other side of that equation, seeking advice as I started something new. I am so grateful to GSE and my wonderful program director and advisor, Dr. Frances Rust, for all the opportunities and support I have received.

Former journalist Lindsey Gerdes, GED'15, completed her journey to an education career by accepting a teaching position at McClure Elementary School in The School District of Philadelphia shortly after graduating from Penn GSE's Teacher Education Program this past spring. A recipient of the MRM Term Scholarship at GSE, Gerdes opened up to us about the challenges and rewards of pursuing a new path.

Why did you decide to pursue teaching?

I've always loved working with children, and did so in a number of volunteer capacities through the years. It's something I always knew I'd like to do full time in the future. When I dealt with a cancer diagnosis a few years back, like many life-altering experiences, it made me really think about my path and where I could make the biggest difference. Luckily, I'm feeling great now and am so grateful to have the health and energy to educate a large class of first graders.

What does Penn GSE mean to you?

In addition to terrific friendships, it means the chance to challenge myself academically for the first time in a decade, learn as much as possible during ten months through hands-on experience combined with a rigorous curriculum, and get to know a wonderful city brimming with possibility.

What are you looking forward to about your new position?

I am thrilled to have a foothold in the field of education in this great city. I'm particularly excited to be part of the District during this exciting time when Superintendent Hite is implementing an ambitious program called "READ! by 4th" with the goal that all students read on grade level by the end of third grade. Having been an English major, literacy is near and dear to my heart.

What are your future career goals?

Someday I would like to find the opportunity to implement the concept of "long-term looping," which means teaching the same cohort of students for more than one year. My ultimate goal is to start my own school, hopefully in Philadelphia. ■



Photo by Daniel Burke Photography



THE FEELING IS MUTUAL

JENNIFER ISOM O'MALLEY, GED'98, AND MATTHEW V. O'MALLEY, GED'95,
SUPPORT EDUCATION TOGETHER

by Karen Doss Bowman

It was a passion for educating children that brought together Penn GSE Overseer and Education Alumni Association (EAA) Board member Matthew V. O'Malley, GED'95, and Jennifer Isom O'Malley, GED'98, nearly two decades ago, at a time when both were teaching in schools. We sat down with them to discuss how their shared commitment has made them a GSE alumni couple consistently supportive of the School, and parents who convey a firm belief in education to their children.

← Both past recipients of the School's Education Alumni Association (EAA) Awards, the O'Malleys celebrated Penn GSE and the newest awardees at the Alumni Centennial Celebration and EAA Awards Ceremony in May. Jennifer (right) received the Penn GSE Alumni Recent Alumni/Early Career Award of Merit in 2005 and Matthew (left), also a former EAA president, was awarded the William B. Castetter Alumni Award in 2007.

What role did education and Penn GSE play in your early years together?

Jennifer: When we met in 1996, I was working in an autism support classroom at the Pathway School in Jeffersonville, Pennsylvania, as a teaching assistant. I'm a California native and had been accepted to a graduate psychology program in my home state at Pepperdine University, my undergraduate alma mater. But Matthew convinced me to consider a change of plans.

Matthew: I had recently graduated from GSE's Teacher Education Program and was working as a middle school social studies teacher at West Windsor High School in Princeton Junction, New Jersey. I encouraged Jennifer to apply to the psychological services program at GSE, and the rest is history. We married in 1999 and today live in Radnor, Pennsylvania, with our eleven-year-old daughter, Kaitlyn, and eight-year-old son, Quinn.

What does Penn GSE mean to you?

Matthew: I was drawn to Penn GSE for its focus on improving education for urban children, and as a student, alumnus, Overseer, and EAA Board member, I have been consistently impressed with GSE's impact in Philadelphia schools. I am also inspired by the people of GSE—through my continued engagement with the School, I meet so many passionate people who are striving to make a difference in education. At GSE, I prepared to be a teacher skilled at developing interpersonal relationships and using creative methods to engage attention, abilities I still use today in my business career as head of environmental business for XL Catlin.

Jennifer: I am very proud of GSE's reputation as a leader in the field of education. The School opened so many doors for me, both personally and professionally. No matter where you go in education, Penn GSE commands great respect within the community. From the time I was a teenager, I had always dreamed of working with special needs children. GSE was the place where I deepened my understanding of psychological differences and prepared for my career as an independent behavior consultant for children with autism.

Why do you believe that education is important?

Jennifer: It is important to me that all children have the chance to reach their greatest potential and become the best they can possibly be, and education is the key to that.

Matthew: Education is critical to our country. It prepares our citizens to have a voice in how we are governed and enables us to compete in a global environment.



↑ A budding education supporter, Matthew and Jennifer's daughter, Kaitlyn, collected pencils, crayons, notebooks, backpacks, and other supplies to donate to the Henry C. Lea School in West Philadelphia as part of a recent school assignment.

Tell us about how your daughter, Kaitlyn, recently showed signs of following in your footsteps with a school project.

Matthew: For an assignment in her fifth-grade class at The Shipley School, Kaitlyn was asked to identify a problem in the world and create a plan to address it using her own skills. We're proud that Kaitlyn decided to address the need for all students to have school supplies.

Jennifer: Kaitlyn believes other students should have the tools they need to complete schoolwork both in school and at home. She collected donations from families at her school and area stores and gave them to the Henry C. Lea School in West Philadelphia, where GSE coordinates Penn's University-wide partnership with the school.

You have generously supported scholarship aid at Penn GSE by establishing the Mosi Foundation Endowed Scholarship Fund, as well as giving to the Annual Fund and the Andrew C. Porter Scholarship Fund. Why do you believe in supporting the School?

Jennifer: Our gifts are an expression of our gratitude for the education we received at GSE and our hope of helping future students receive many of the same opportunities. We want to help GSE make sure the most talented students are able to attend.

Matthew: Whether they are Ph.D. candidates presenting their latest work at a Board of Overseers meeting or teams of entrepreneurs competing with cutting-edge ideas at the Milken-Penn GSE Education Business Plan Competition, GSE brings together the best people across multiple areas of education, creating an excitement that is contagious. Scholarship support helps GSE continue to draw the best students, so that the passion that exists today will thrive for the next 100 years. ■

“Anywhere you find the necessary work of inventing better ways to educate, you will find GSE alumni—both inside the classroom and beyond the schoolhouse door.”

—Penn President Amy Gutmann

CELEBRATING OUTSTANDING EDUCATORS

Penn GSE celebrated 100 years and five remarkable educators at the 2015 Education Alumni Association (EAA) Awards and Alumni Centennial Celebration on May 15. The EAA Awards recognize outstanding contributions to Penn GSE and the field of education.

In her speech opening the event, Penn President Amy Gutmann commended the five EAA Award recipients and the GSE alumni community for their leadership. “Anywhere you find the necessary work of inventing better ways to educate, you will find GSE alumni—both inside the classroom and beyond the schoolhouse door,” she said.

Visit www.gse.upenn.edu/alumni/awards to learn more about the EAA Awards.



↑ Longtime Penn faculty member and Filipino language specialist **Erlinda B. Juliano, GED'93**, was honored with the Penn GSE Educator of the Year Award.



↑ **Wallace E. Boston, GRD'10**, president and chief executive officer of American Public University System and American Public Education, Inc., was awarded the Helen C. Bailey Award.



↑ The William B. Casteret Alumni Award of Merit was given to **Michael F. Malone, GED'97**, associate dean for the M.B.A. program at Columbia Business School.



↑ Upper-elementary grades teacher **Aviva Habib, GED'10**, of the Philadelphia Montessori Charter School and the Jane Fishman Grinberg Religious School, received The Penn GSE Recent Alumni/Early Career Award of Merit.



← **Kara Jackson, GR'07**, an assistant professor at the University of Washington, accepted The Penn GSE Recent Alumni/Early Career Award of Merit.

Photos by Ginger Fox Photography

COMMENCEMENT

2015

Penn GSE held its 101st Commencement Ceremony on May 16 at the historic Franklin Field. Dr. Sonja Brookins Santelises, vice president for K-12 Policy and Practice at The Education Trust, gave the Commencement address. The School conferred 603 degrees during 2014-2015.



Photos by Darryl W. Moran Photography

Alumni Notes

1950s

Joyce Sloan Anderson, ED'51, GED'52, published *The Critical Eye* (Xlibris, 2010), a collection of her op-eds and articles from national and regional publications. She maintains a blog at www.jsawrite.com.

Suzanne Mahn Hunt, ED'54, is a board member of the Garden State Watercolor Society. Recent solo exhibitions of her paintings have taken place in New Jersey at the Erdman Gallery, the Mary Jacobs Library, and the West Windsor Library.

Elizabeth Kearney, GED'59, the author of fifteen business and training books, has been writing a biography of Donald Sterling under a pen name. The book traces Sterling's life and the loss of his sports team.

1970s

Myrna Agris, CW'63, GED'73, GRD'79, was recently invited to speak to the American Association of University Women about women and wealth. She has worked for fifteen years in wealth management for Morgan Stanley in Houston, TX.

Michael Bentley, GED'72, presented on a book he coedited, *Connecting Children to Nature* (Wood N Barnes, 2014), and a paper on social constructivism in education at the International Congress on Education for the Future in Ankara, Turkey, in June.

Lawson Bowling, GED'77, has spent over thirty-one years at Manhattanville College, where he is a professor of history and sport studies director. A basketball facility there was named in his honor in May thanks to alumni donations.

Jeff (John) Claus, C'74, GED'74, has retired after eighteen years as a professor of education at Ithaca College, where he is a professor emeritus. He continues to create scores for feature films and documentaries with his wife, Judy Hyman, CW'73.

Patricia Brodey Hatton, GED'78, donated a 258-acre parcel of land to the Mississippi Madawaska Land Trust Conservancy in June in memory of her former husband, Dr. Robert S. Brodey, and of Dr. Anna Nevers Hatton, GED'80.

Linda Verdun Hirsch, GED'71, has spent over fourteen years photo-documenting contemporary Jewish Cuban life and hopes to build understanding via multimedia. She is preparing to lead meditation groups that incorporate photography.

Dr. Clarence C. Hoover III, GED'71, was honored by Richard Stockton University of New Jersey for his leadership as chairman of the Board of Trustees. A retired school district superintendent, he is involved in travel and volunteering.

Arthur Hyde, GRD'74, retired from National Louis University after thirty-two years, the past twenty of which he devoted to mathematics education. He has authored or coauthored ten books through Heinemann Publications.

Irving Pressley McPhail, GRD'76, was named a doctor of engineering, *honoris causa*, by the University of Arkansas College of Engineering, and a doctor of humane letters, *honoris causa*, by New Jersey Institute of Technology, appearing as commencement speaker at both institutions in May.

Ryda D. Rose, CW'50, GRD'71, lives at an independent senior residence in Philadelphia. She enjoys taking classes and practicing the art of origami as a member of the Greater Philadelphia Paper Pholders. She has wonderful memories of her thirty-two years in teacher education at GSE teaching science, health professions, and human sexuality education.

Susan G. Weidener, GED'73, a former journalist, published the novel *A Portrait of Love and Honor* (Writing Circle Press, 2015), completing a trilogy dedicated to her late husband, John M. Cavalieri.

Eric R. White, GED'67, GRD'75, guest edited the *Journal of General Education*, Volume 64, Number 2, 2015, addressing the theme of "The Foundational Role of Academic Advising in General Education."

1980s

Ann Adderley, GRD'89, was elected to the board of the Philadelphia Public School Retired Educators Association.

Marylyn Calabrese, G'63, GR'87, is a writing coach who works with students on college application essays and trains local public employees.

Brian S. Friedlander, GR'88, has an assistive technology practice and coauthored the reference guide *Chromebooks in the Classroom: Changing the Landscape of Education* (National Professional Resources Inc./Dude Publishing, 2015) with Michael E. Marotta, ATP.

Barbara Gelman, GED'83, GR'88, a psychologist, has completed her eleventh year with The School District of Philadelphia and will celebrate twenty-five years of marriage to Jay Borowsky, C'85.

Lisa S. Hoffstein, C'81, GED'81, WG'88, received the Wharton Women In Business 2014 Distinguished Alumna Award. She has devoted her professional life to designing and implementing programs that provide opportunity and support for underserved children.

Bob Kelley, C'85, GED'86, director of college guidance at St. John's School, has lived in Guam for more than twenty years, teaching and helping students prepare for college.

Joan Lerner, SW'77, GED'83, GR'83, is a counseling psychologist and the author of an educational guidebook for high achievers, *Academic Mantras: Managing Stress During Transitions, Crunch Times, and Ego Challenges, 2nd Edition* (Life Event Press, 2015).

Carol Moog, GR'81, coauthored *The Autism Playbook for Teens: Imagination-Based Mindfulness activities to Calm Yourself, Build Independence, and Connect with Others* (Instant Help, 2014) with Irene McHenry. She is busy with musical, theatrical, and research pursuits.

Paul Perkinson, GED'88, finished his final year as headmaster of George Stevens Academy in Blue Hill, ME, and looks forward to his next challenge. Previously he was head of school at Tandem Friends School in Charlottesville, VA.

Joanne Rubin, GED'74, GR'80, presented her paper "Sigmund Freud is to Psychoanalysis as Ken Wilber is to What?: Toward a Uniquely Integral Psychotherapy" at the Fourth International Integral Theory Conference at Sonoma State University.

Sudee Sanders, GED'83, is enjoying retirement and all the amenities of Hilton Head, SC.

Robert E. Schiller, GED'84, GRD'84, has completed a career in state, district, school, higher education, and consulting settings, including service as the state superintendent and chairman of boards of education in two states. He has published five novels since 2014.

1990s

Waldo V. Alvarado, GED'90, is fueled by the passion for urban education he acquired at GSE. He is director of equity and diversity for the Reading School District and a consultant for the Site-Based Training Network of The American School Counselor Association.

Noel Scott Anderson, GED'94, joined New York University's Steinhardt School of Culture, Education, and Human Development as director of educational leadership programs and clinical professor of educational leadership.



Find The Penn GSE Alumni Magazine Online

Visit www.gse.upenn.edu/alumni/magazine to find our issue archive featuring the magazine in flipbook and PDF form.

Frank Brown, GED'91, has been privileged to oversee growth in the number of people involved in St. Paul's United Methodist Church in Port Republic, NJ, where he is pastor. He reports that his training at GSE has been invaluable to his work.

Carladenise Edwards, C'92, GED'93, is celebrating her second year at Alameda Health System and fifth year in Oakland, CA. She recently joined the American College of Healthcare Executives and her 25th Penn reunion planning committee.

Young Ji Hong, GED'98, has been an assistant professor in the English department of Baeksok University in South Korea since 2013.

Erlinda B. Juliano, GED'93, teaches Filipino language and culture in five different levels every academic year as a faculty member at Penn Language Center. She received the 2015 Penn GSE Educator of the Year Award in May.

Gloria J. McNeal, GNU'75, GR'98, dean of the School of Health and Human Services at National University, was awarded two federal Health Resources and Services Administration grants totaling \$2.5 million to assist medics/corpsmen in nursing education and establish a clinic to improve care access.

Donna C. McVey, C'79, GED'91, has been teaching English to international students at Drexel University for over twenty years. She began mentoring students in the TESOL program at GSE two years ago and has found the experience instructive and rewarding.

Olga Rubio, GR'94, a professor at California State University Long Beach, teaches in multiple-subject and single-subject credential programs and coordinates the Bilingual Authorization Program, working with dual-language programs at schools.

Ludo Scheffer, GR'95, was re-elected to a two-year term as chair of Drexel University's faculty senate in June. He also became the first former resident/alumnus of International House of Philadelphia elected chair of its Board of Trustees.

Janice Showler, GRD'92, wrote "Anna M. Ross, Civil War Nurse," an essay published in *Sisterly Love: Women of Note in Pennsylvania History*, edited by Marie A. Conn and Therese McGuire (Rowan & Littlefield, 2015).

Paul Skilton-Sylvester, GR'98, founded HelloMundo.net, a website where teachers can find people around the world willing to be interviewed by students about their lives via video chat. He also consults with schools and teaches the Urban Education class at Penn.

2000s

Jeanne Arnold, SW'80, GRD'06, was elected secretary of the National Association of Diversity Officers in Higher Education (NADOHE), with a two-year term beginning in March 2016. She has served on the NADOHE board of directors since 2011.

Dana Belletiere, GED'04, SPP'14, is thrilled to be doing clinical work at a residential treatment facility in New Hampshire.

Marc Brasof, GED'03, is the author of *Student Voice and School Governance: Distributing Leadership to Youth and Adults* (Routledge, 2015). He has taught for fifteen years and recently completed a doctorate.

John (Jack) D. Brewster Jr., G'03, GED'03, is in his thirteenth year at Strath Haven High School in Wallingford, PA. The sole Latin teacher, he teaches courses in Latin I through Advanced Placement, and sometimes English.

Anthony Conrad, G'95, GR'05, works with top-performing Advanced Placement Language and Composition students in the Philadelphia area and continues his post-doctoral work at Oxford University in the United Kingdom.

Colleen Dougherty, GED'09, has developed an advocacy group to assist families with members who have special needs or intellectual disabilities, as well as veterans going through PTSD.

C. Aiden Downey, GED'97, GR'07, coauthored *Narrative Conceptions of Knowledge: Towards Understanding Teacher Attrition* with D. Jean Clandinin and Lee Schaefer (Emerald Group Publishing Limited, 2014).

Michael Hooper, GED'09, is celebrating two years of growing his private practice as a professional counselor in Lancaster, PA, and eight years developing the Lancaster International Short Film Festival.

Merle Horowitz, GED'87, GRD'09, is in her tenth year as a school district superintendent in suburban Philadelphia. She coauthored *Cyberbullying in Social Media within Educational Institutions* (Rowman & Littlefield Publishers, 2014).

Francis M. Hult, GR'07, and **David Casseles Johnson, GR'07**, published *Research Methods in Language Policy and Planning: A Practical Guide* (Wiley-Blackwell, 2015), an edited collection about research design in language policy and planning.

Clare Ignatowski, GED'94, GR'01, has accepted the position of director of education, human, and community development at the Millennium Challenge Corporation. Previously she was senior advisor for youth and workforce development at the United States Agency for International Development.

Andy Louder, GED'08, became director of special projects for the Association of Governing Boards of Universities and Colleges in January and received his Ph.D. in higher education in May from the University of Maryland College Park.

Jim Miller, GED'05, was promoted to assistant principal at Central Dauphin Middle School in Harrisburg, PA, after ten years as a third-grade teacher at Paxtonia Elementary School. He obtained his principal certification through Widener University.

Levan Payton, GED'01, is marking his fifteenth year at the William Penn Charter School and fifth year as chair of its social studies department. He directs the College Prep at Penn Charter program for students in Philadelphia public and charter schools.

Tracie Peterson, GED'97, GED'07, was named principal of Poquonock Elementary School in Windsor, CT, in August 2014.

Bernex Richardson, GED'09, is founding principal of Castlemont Community Transformation School in Oakland, CA. Committed to establishing a high-quality cradle-to-career pathway, CCTS welcomes its founding class this year.

Jessica Shupik, GED'09, was named one of fifteen Emerging Leaders for 2014 by the Pennsylvania Association for Supervision and Curriculum Development. The Emerging Leaders program prepares early-career educators in Pennsylvania for leadership positions.

Michelle Shwarz, GED'04, graduated in May from Temple University with a Ph.D. in public health. Her dissertation focused on polycystic ovary syndrome knowledge, screening, and referral behavior in mental health practitioners.

Lauren J. Silver, GED'01, GR'07, is the author of *System Kids: Adolescent Mothers and the Politics of Regulation* (The University of North Carolina Press, 2015).

Joan Singleton, GRD'06, was named chairman of the board of World Vision U.S., a \$1.2 billion Christian humanitarian organization dedicated to tackling the causes of poverty and injustice to help children, families, and communities worldwide.

Jordan Tegtmeyer, GED'08, accepted the position of senior associate director of IT and assessment in the career services department of Princeton University.

Nyeema C. Watson, GED'01, was named assistant chancellor for civic engagement at Rutgers University-Camden in June 2015. She works with community partners to meet challenges facing the city of Camden, the county, and the region.

Sally Winterton, GRD'00, retired in 2014 from West Chester University College of Education, having served as associate professor and interim associate dean, and was awarded emeritus status. She is president of the Pennsylvania Association of Colleges and Teacher Educators.

Jackie Zavitz, GED'07, was promoted to partner in the global education practice of Korn Ferry, the world's largest executive search and talent management firm. She assists colleges and universities in leadership appointments.

2010s

Cristina C. Alvarez, GRD'10, acknowledges GSE's Mid-Career Doctoral Program in Educational and Organizational Leadership for supporting her dream of creating an innovative new high school. She is now CEO of Delaware Design-Lab High School, launching this fall in Newark, DE.

Shameem Balakrishnan, NU'10, GED'13, GED'14, spent a year as an elementary at-risk school counselor. Seeking classroom experience to enrich her counseling, she has accepted a teaching position as a member of the Teach for America St. Louis Corps.

Joseph Boselovic, GED'12, coedited and contributed a chapter to *Only in New Orleans: School Choice and Equity Post-Hurricane Katrina* (Sense Publishers, 2015), drawing upon his work as a GSE master's student.

Heather Brubach, GED'13, is thrilled to put her GSE education to good use as school experiences coordinator at the Smithsonian National Museum of Natural History, working as an advocate and resource for teachers and students.

Marc Camille, GRD'11, was one of twenty-three senior-level higher education administrators nationwide selected by the Council of Independent Colleges to participate in the 2015-16 Executive Leadership Academy. He is vice president for enrollment management and communications at Loyola University Maryland.

Abby Campbell, GED'12, manages admissions, planning, and logistics for the Global Health Delivery Intensive (GHDI) program at Harvard T.H. Chan School of Public Health. GHDI is a rigorous nondegree summer session for mid-career global health professionals.

Adriana V. Cornell, GED'13, GED'14, has accepted a position as a college counselor at the Academy of Notre Dame in Villanova, PA.

Mahesh Daas, GRD'13, wrote *Leading with Aesthetics: The Transformational Leadership of Charles M. Vest at MIT* (Lexington Books, 2015), which examines the role of aesthetics, design, and architecture in organizational transformation and leadership.

Junwei Fang, GED'15, a lead teacher at Brook Academy, is thankful for the opportunity to work with the world's greatest professors, students, and faculty at GSE.

Elizabeth A. Fernandez-Vina, GED'10, served with **Blanchard Diavua, C'09, GED'11**, **Reginald Johnson, GED'08**, and **William McCann, Principal Certification, '10**, as administrators at Universal Audenried Charter High School in Philadelphia, PA, in 2014-2015. **Kate Diffenderfer, GED'11**, joins the team for 2015-2016. Reggie will head to Harvard this fall to complete his doctorate.



Look left after doing the Centennial Picture Puzzles starting on page 31.

Centennial
Picture Puzzles Answers

Deborah A. Gist, GRD'12, became superintendent of the Tulsa Public Schools. She and her team are actively recruiting teachers and other educators to join them.

Louis Herbst, GED'13, is assuming a new role at Scattergood Friends School in West Branch, IA, as the assistant head of school for 2015-2016.

Stephan Heuer, GED'13, will now lead his own third-grade classroom, having completed two years as an associate teacher in elementary education. He aims to incorporate technology into the classroom in fun and meaningful ways.

Elaine Leigh, GED'10, is beginning her Ph.D. in higher education at GSE this fall, hoping to merge her experiences in teaching and college counseling with research and advocacy around college access and attainment.

Dana Liebmann, GRD'10, an educational consultant, has begun an individual tutorial business called MISSION ACCOMPLISHED! in Princeton, NJ, to help children become stronger and more thoughtful students.

Sarah Matsui, C'11, GED'13, has published *Learning From Teach For America Counter-narratives: Moving From Idealism Towards Hope* (Peter Lang Publishing Group, 2015), an expansion of her GSE master's thesis.

Charlie McGeehan, GED'12, collaborated this past spring with students and photography teacher Joshua Kleiman at Kensington High School for the Creative and Performing Arts in Philadelphia to create the public art project "What's Your Story?"

Deborah Olusa, GRD'14, has conducted an exploratory dissertation study to examine the emotional, professional, and personal impact of chronic change on urban and suburban principals. All participants were Penn alumni. She hopes to spur dialogue on how to support principals.



Photo by Ginger Fox Photography

Ian Riccaboni, GED'10, is working to improve access for patients with central precocious puberty and Dupuytren's contracture. He has been featured as a play-by-play commentator for *Ring of Honor*, which was picked up by Destination America.

Melissa Trotta, GRD'13, joined the executive search consulting firm Brill Neumann Associates in March as vice president, working out of Washington, DC. The firm, headquartered in Boston, focuses on higher education and academic medicine.

A.J. Vervoort, GED'14, is assistant director of individual giving at Columbia Business School and a doctoral student at Columbia University's Teachers College researching social identities and philanthropy in higher education.

Mia Weiss, GED'12, accepted the position of assistant director for employer relations and career education at Arcadia University, where she will build partnerships with new employers and learn about company cultures and needs.

Submissions have been edited due to space constraints and magazine style guidelines.

Share with Penn GSE

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Fill out our Alumni Notes form at www.gse.upenn.edu/alumni/alumni-notes to tell us your latest professional updates.

SHARE YOUR STORY

What does Penn GSE mean to you? Share your story at www.gse.upenn.edu/centennial/share to celebrate our Centennial.

ADDITIONAL PHOTO CREDITS:

Page 31:
Benjamin Franklin and Love Statue by Scott Spitzer
Dr. Katharine E. McBride courtesy of University of Pennsylvania Archives

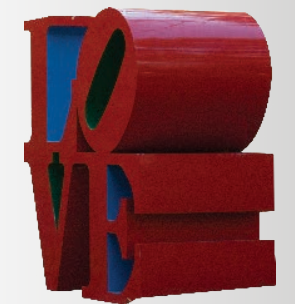
C E N T E N N I A L P I C T U R E P U Z Z L E S



Castetter Duck
Symbol of GSE professor William B. Castetter, GR48, and his love of woodworking (see page 4 to learn more)



Benjamin Franklin
Penn founder given to practical advice and electrifying experiments



Love Statue
A warm sight today on Locust Walk for GSE and Penn folk alike



Dr. Katharine E. McBride
First female chair of the Advisory Board of the School of Education, elected in 1954

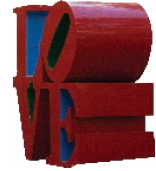
For 100 years, Penn GSE has been producing educators and leaders like you, who have talent, dedication, and—most of all—vision. But when you look at the pictures on the following page, you might wonder if you are seeing things! There's

something a little unusual about each of these memorable scenes from GSE's first century and our ongoing Centennial celebration. In each image, look for one of the hidden items below. Then check the answer key on page 29.

FIND THE HIDDEN ITEMS

On the following page, one of these symbols of GSE and Penn's past and present is celebrating undercover in each picture.

FIND THE HIDDEN ITEMS



↓ Prior to becoming GSE's eleventh dean, Dr. Pam Grossman (center) marked 100 years of GSE with students at the all-school Centennial celebration in fall 2014. It wasn't a surprise party, but there is something unexpected in this scene. Photo by JPG Photography

↓ Practical training is nothing new for GSE. The School sent students to gain teaching experience at Philadelphia's Illman Training School for Primary and Kindergarten Teachers and its Children's School, pictured here in 1936. What will you find in this playground if you play hide and seek? Courtesy of University of Pennsylvania Archives



↑ The School of Education moved to Eisenlohr Hall, its first dedicated building, in 1940. The 1912 French chateau by architect Horace Trumbauer isn't a haunted mansion, but it does have something lurking. Courtesy of University of Pennsylvania Archives

↑ Penn President Amy Gutmann congratulated GSE for a century of leadership at the Alumni Centennial Celebration on May 15, 2015. "Anywhere you find the necessary work of inventing better ways to educate, you will find GSE alumni," she said. You will find GSE alumni, friends—and something more—in this photo. Photo by Peter Olson Photography

MAKING A DIFFERENCE FOR *every child*

"I believe that all learners should be supported, and so should future educators seeking to reach students with learning differences. That's why I provide scholarships for Penn GSE students who are passionate about helping children with autism thrive in the classroom."

—AGNES MULRONEY, CW'57

To learn more about the ways of supporting Penn GSE, including scholarships, visit www.gse.upenn.edu/centennial/support

Mrs. Mulroney (pictured front, center) meets with students who study the educational needs of children with autism in Penn GSE's Autism, Language, and Reasoning course taught by Dr. Katharine Beals.

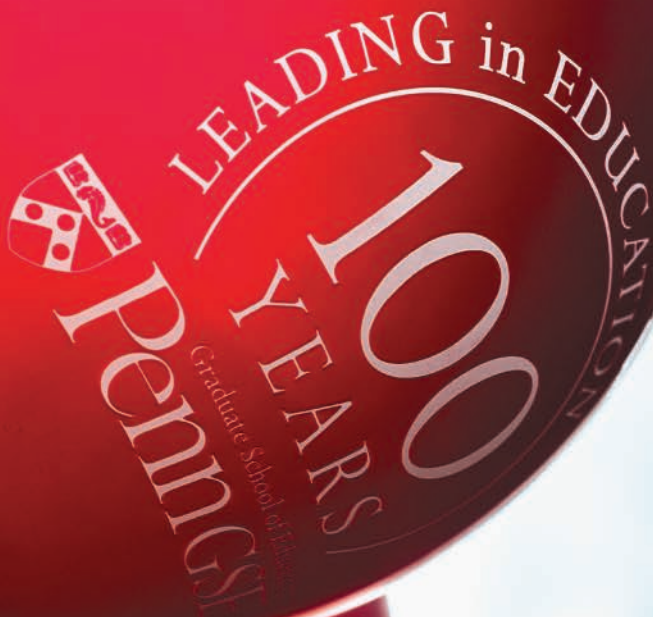




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