

PENN GSE

Fall 2016

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THE GRADUATE SCHOOL OF EDUCATION MAGAZINE | UNIVERSITY OF PENNSYLVANIA

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PENN GSE

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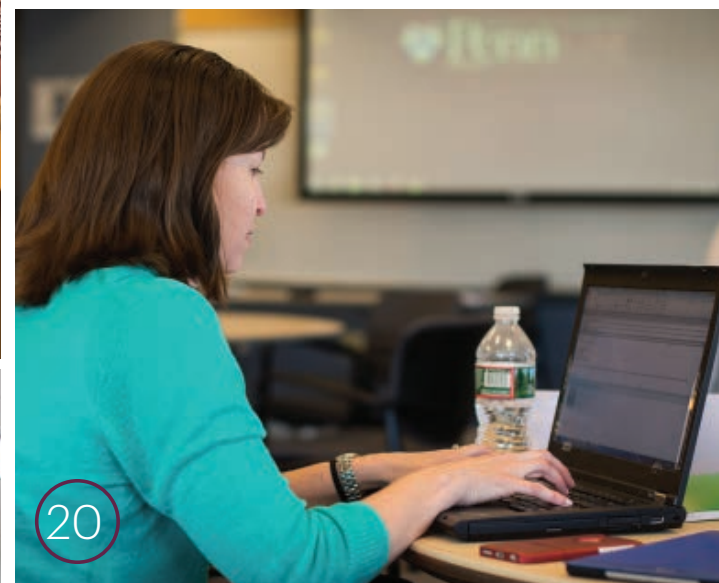
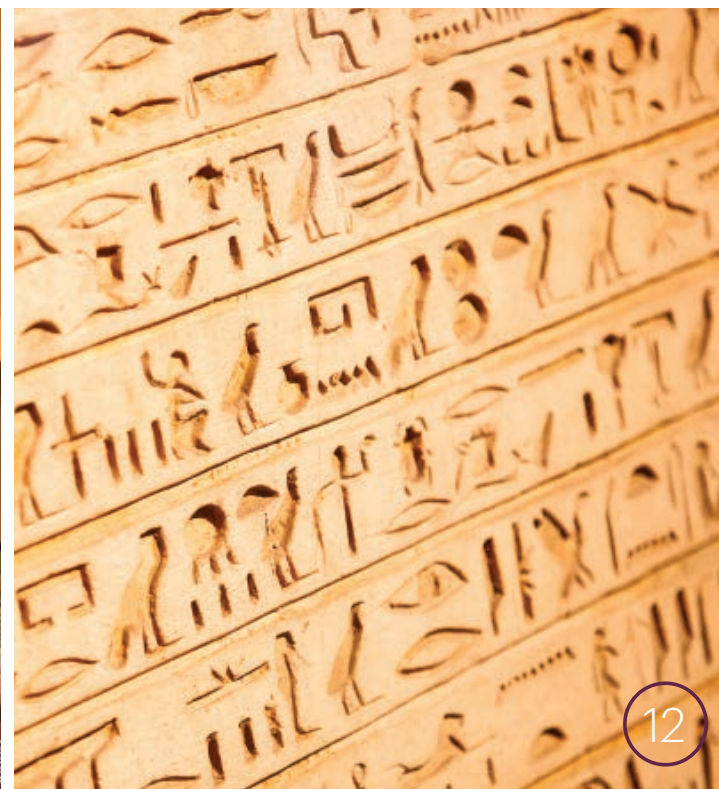
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Letter from the Dean

Photo by Goldenberg Photography



Dear Alumni and Friends,

As I begin my second autumn as dean, our world faces no shortage of challenges. Yet I am more energized and confident than ever about the vital mission of Penn GSE and the tremendous opportunity we have to increase our impact in our second century.

The people of Penn GSE are the greatest source of my optimism. Our faculty, students, staff, alumni, and friends know that their work matters. Education has a unique power to unlock opportunity throughout an individual's life, and the GSE community is deeply committed to improving the lives of students of all ages—from pre-K through graduate school.

My favorite moments at Penn GSE have been those in which the energy of our shared commitment is both tangible and contagious. These occasions include the student-sponsored barbeques in the courtyard outside GSE, where we witness the vibrancy and diversity of our student community, and our spring faculty retreats, where faculty deliberate on how GSE can best address the most pressing problems of practice. Big occasions such as Commencement and the Education Alumni Awards ceremony provide us with a sense of how our graduates make a difference in the world.

Everyday moments also resonate with the power of our shared commitment. The conversations I have with our students throughout the year reveal the talent, intensity, and vision that have brought them to us—and that they in turn will use to benefit the larger world. They inspire me with their passion.

Our faculty are equally passionate about the work they do to improve the life chances of children. They study how policies can best support high quality education, partner with teachers and schools to increase access to science and math, and work with our city to improve the teaching of students who are learning English. With each child, school, or community they reach, they build national models, working to make educational equity and opportunity for all a reality.

At our most recent faculty retreat we identified some of the biggest challenges education must address in the twenty-first century: rising economic inequality, the impact of poverty on children's education, and the role of education as a human right in an era of mass migration and mobility. We also affirmed our commitment to addressing these challenges through our research, through our preparation of transformational teachers and leaders, and through our partnerships.

Our greatest assets in addressing these challenges will be the four areas of strength I identify in the cover story of this issue, beginning on page 6: **Equity and Access**, **Practical Knowledge**, **Powerful Partnerships**, and **Innovation for Impact**. I call these Penn GSE's "keys" to unlocking opportunity through education. They represent a broad vision of what we can accomplish together.

This fall and spring I am embarking on an Unlocking Opportunity Tour to talk with you, our alumni and friends, about the future of Penn GSE. I am delighted to connect with you in person about the impact we can have. Please see page 11 and visit www.gse.upenn.edu/alumni/ events to learn more about our events in seven cities.

I hope to see you soon, and I hope you will be inspired by the stories of our impact throughout this issue.

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

FACULTY BOOKSHELF

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

Campus Politics: What Everyone Needs to Know®

Jonathan Zimmerman
Published September 2016 by Oxford University Press



Academics Going Public: How to Write and Speak Beyond Academe

Edited by **Marybeth Gasman**
Published June 2016 by Routledge



Makeology: Makerspaces as Learning Environments (Volume 1)

Edited by Kylie Peppler, Erica Halverson, and **Yasmin B. Kafai**
Published May 2016 by Routledge



Makeology: Makers as Learners (Volume 2)

Edited by Kylie Peppler, Erica Halverson, and **Yasmin B. Kafai**
Published May 2016 by Routledge



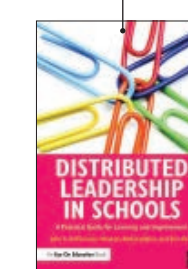
Partnering with Immigrant Communities: Action Through Literacy

Gerald Campano, Maria Paula Ghiso, and Bethany J. Welch
Published April 2016 by Teachers College Press

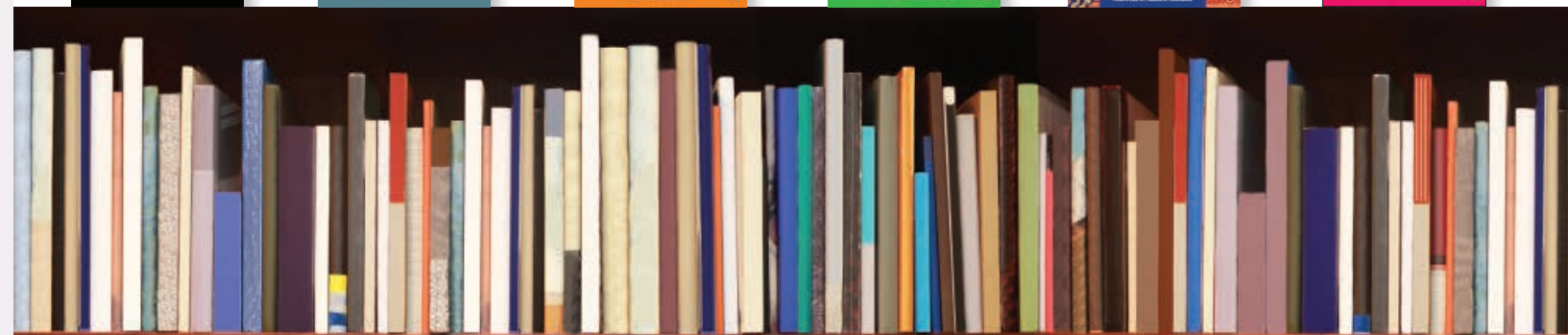


Distributed Leadership in Schools: A Practical Guide for Learning and Improvement

John A. DeFlaminis, Mustafa Abdul-Jabbar, and Eric Yoak
Published April 2016 by Routledge

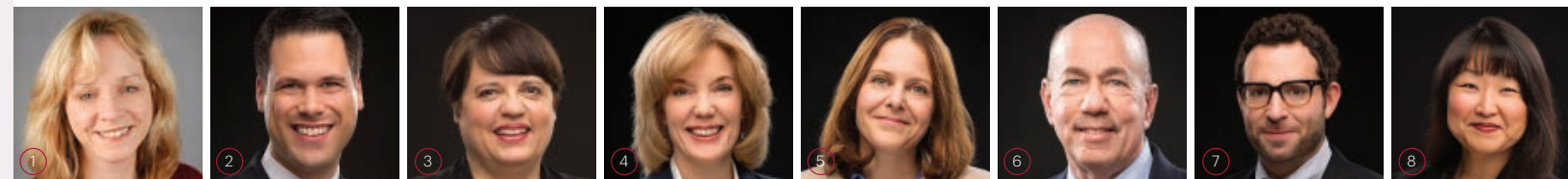


Bookshelf @iStock.com/luoman



FACULTY AWARDS & HONORS

Kathleen D. Hall (1) was named to the editorial collective of *Sikh Formations: Religion, Culture, Theory*. An article published in *Harvard Business Review* by **Martin Ihrig (2)**, "Managing Your Mission-Critical Knowledge," was a finalist for the 2015 HBR McKinsey Awards. **Yasmin B. Kafai (3)** was named associate editor of *ACM Transactions on Computing Education*. **Laura W. Perna (4)** is the 2016-2017 chair of Penn's Faculty Senate and was named consulting editor of *The Journal of Higher Education*. **Sigal Ben-Porath (5)** was named associate editor of *Theory and Research in Education* and appointed to the editorial board of *Philosophical Inquiry in Education*. **Michael Rovine (6)** was named to the editorial board of *The Gerontologist*. **Matthew P. Steinberg (7)** was awarded a 2016 National Academy of Education/Spencer Foundation Postdoctoral Fellowship. **Susan Yoon (8)** was named co-editor-in-chief of the *Journal of the Learning Sciences* for 2017-2020 and appointed to the editorial board of the *American Educational Research Journal*.



Faculty headshots courtesy of Candace diCarlo and Goldenberg Photography

News Briefs

The 2016 Penn GSE Annual Awards

- Excellence in Teaching Award
Dr. Mike Nakkula, practice professor
- Outstanding Service to Students Award
Kamal Dreher, GSE Information Technology staff
- William E. Arnold Award for Outstanding Contributions by a Student
Laronnda Thompson, master's student
- The Dean's Leadership Award
Golkoo Hosseini, GED'15
- Award for Excellence in Promoting Diversity and Inclusion
Jeff Baker, GED'15, GED'16
- Student Government Award for Contributions to Student Life
Golkoo Hosseini, GED'15
- Student Government Student Advocacy Award
Abdul-Qadir Islam, master's student
- Student Government Values and Morale Award
Laura Murray, GED'10, doctoral student
- Student Government-Sadie Tanner Mossell Alexander Citation for Excellence in Leadership and Innovation
Joeun Shim, master's student
- Laurie Wagman Award for Visual and Performing Arts in Education
Debra Broderick, GRD'15

Photo by Getty Images for The New York Times



■ Penn GSE had an outsized presence at *The New York Times* Higher Ed Leaders Forum in June, with faculty, an alumnus, and a student representing the School. The event brought together the most influential leaders in higher education to address urgent issues on today's campuses. Practice Professor Joni Finney, director of the Institute for Research on Higher Education at GSE, spoke about the importance of needs-based aid to improve college affordability, citing her recent report, *College Affordability Diagnosis*. Professor Marybeth Gasman, director of the Penn Center for Minority Serving Institutions at GSE, discussed why teachers and institutions must prepare to meet the rapidly changing demographics of the U.S. education landscape. The forum's live-streamed panel discussions drew a viewership of up to 76,000 at some points during the day. **Michael Sorrell (9), GRD'15**, president of Paul Quinn College, participated in the conversations. *See page 7 for more about the forum.*



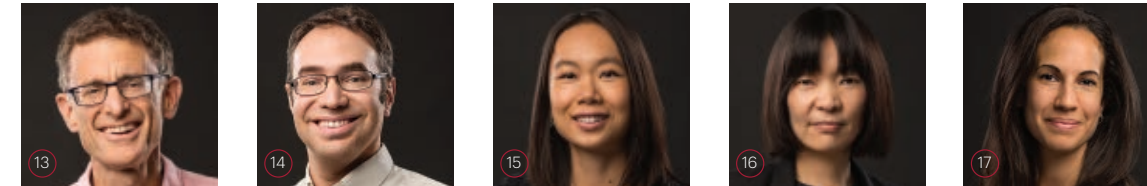
Photo by Darryl W. Moran Photography

■ A partnership between Penn GSE and The School District of Philadelphia Neighborhood Network 2 in West Philadelphia will build capacity in mathematics instruction and student achievement in grades three through eight. Funded by the Carl Haas Foundation and the William Penn Foundation, the project is led at GSE by Director of School and Community Engagement **Caroline L. Watts (10)** and Dean **Pam Grossman (11)**. It leverages established research and practice relationships between the District and Penn GSE's Consortium for Policy Research in Education.

■ The Laura and John Arnold Foundation and the John D. and Catherine T. MacArthur Foundation have awarded a combined \$1.9 million to professors **John W. Fantuzzo (12)** of Penn GSE and Dennis Culhane of Penn Social Policy and Practice for the continued development of their work as founders of Actionable Intelligence for Social Policy (AISP). Through AISP, the two have partnered with school systems, cities, municipal governments, and states around the country to improve social services by using "big data." Dr. Fantuzzo is the Albert M. Greenfield Professor of Human Relations and director of the Penn Child Research Center.

■ In March, Penn GSE welcomed Otis Hackney, the City of Philadelphia's new chief education officer, at a reception hosted by GSE Dean Pam Grossman and attended by School District of Philadelphia Superintendent William Hite. Meant to spur collaboration in the city's education community, the event brought together Philadelphia principals, GSE researchers, non-profit leaders, city officials, and data experts.

Penn GSE Welcomes New Faculty



Faculty headshots courtesy of Goldenberg Photography

■ Penn GSE welcomed five new faculty members in the summer of 2016.

Jonathan Zimmerman (13) joined the Literacy, Culture, and International Education division as professor. He was previously a professor at New York University's Steinhardt School of Culture, Education, and Human Development. Dr. Zimmerman's scholarship has focused broadly on the ways that different peoples have imagined and debated education across time and space. His research addresses twentieth-century history of education, democratic community and education, immigration history, and the influence of schools on development.

Ryan Baker (14) joined the Teaching, Learning, and Leadership division as associate professor. Previously an associate professor at Teachers College, Columbia University, Dr. Baker studies the intersection of educational data mining and human-computer interaction. His research seeks to understand how students respond to educational software and how these responses impact their learning.

Wendy Chan (15) joined the Human Development and Quantitative Methods division as assistant professor. She received her Ph.D. in statistics from Northwestern University. Her research focuses on applied educational statis-

tics, including statistical methods to improve generalizations in education, partial identification methods with applications to the social sciences, and other areas.

Yumi Matsumoto (16) joined the Educational Linguistics division as assistant professor. Dr. Matsumoto received her Ph.D. in applied linguistics from Penn State. Her research addresses sociolinguistics, intercultural communication, applied linguistics, teacher education, and language learning and pedagogy.

Sharon Wolf (17) joined the Human Development and Quantitative Methods division as assistant professor. Dr. Wolf received her Ph.D. in applied developmental psychology from New York University. Her research addresses how policies and programs can best target levers of change in underserved children's family and school environments and how rigorous and feasible measurement informs this work.

■ Penn GSE's ties to the United Nations Educational, Scientific and Cultural Organization (UNESCO) helped bring Irina Bokova, UNESCO director-general, on campus in February.

Her visit was cosponsored by GSE and the Fels Institute of Government. At a private seminar with students, Bokova spoke about her work leading UNESCO and praised the global impact of students in GSE's International Educational Development Program (IEDP). IEDP Director Dan Wagner holds the UNESCO Chair in Learning and Literacy at Penn, and more than fifty IEDP students have served in UNESCO internships around the world. Pictured (18) from left to right are Wagner, Bokova, Marjorie Margolies (Fels senior fellow and former member of Congress), and Grossman.

■ The 37th Annual Ethnography Forum, held at Penn GSE in February, paid tribute to Professor **Nancy H. Hornberger (19)** and her efforts for sixteen years as its faculty convenor. An internationally recognized scholar, Dr. Hornberger raised the Ethnography Forum's profile and made it a place for young academics to introduce their work to an international research community. She recently stepped down as chair of GSE's Educational Linguistics division after twenty-one years in the role, which is now held by Professor **Betsy R. Rymes (20)**.

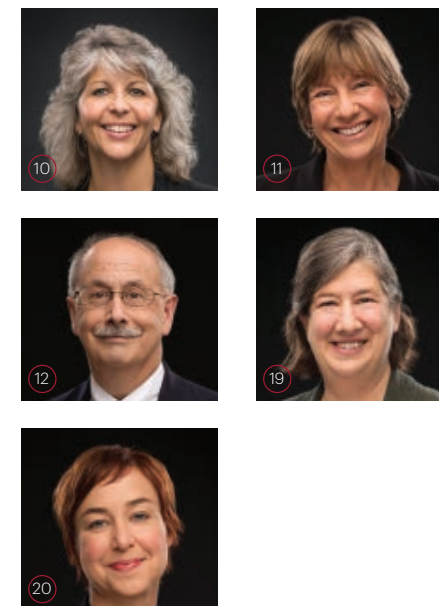
Penn GSE Homecoming Events

We hope you'll join us on campus for these GSE events during Penn's Homecoming Weekend. Visit www.gse.upenn.edu/alumni/events to learn more and register for these and other events this fall.

Higher Education in 2016: What Presidential Candidates Should Know
Friday, October 28, 4:00 p.m.
The ARCH 108/109
3601 Locust Walk
Philadelphia, PA 19104
Join Dr. Laura Perna and other faculty from Penn GSE's Higher Education Division for a conversation about the topics presidential candidates should be considering.

Innovation Begins With You: Teaching in a Changing School Landscape
Saturday, October 29, 9:00 a.m.
3700 Walnut St., Room 121
Philadelphia, PA 19104
Research shows that teachers can have the biggest impact on student performance. Join Penn GSE's The Educator's Playbook for a conversation about teaching approaches.

Walk for Literacy
Sunday, October 30, 8:00 a.m.
Penn Park, walk begins on Shoemaker Green
209 S. 33rd St.
Philadelphia, PA 19104
Join Penn GSE and the Philadelphia Writing Project for their 4th Annual Walk for Literacy supporting the teaching of writing and literacy as tools for social justice.



Unlocking Opportunity

Dean Grossman Introduces HER VISION for Penn GSE

by Juliana Rostati



Photo by Ginger Fox Photography

Dean Pam Grossman sees Penn GSE as generating the knowledge and making the connections that can effect real change. Now and in the years ahead, she envisions the School opening up opportunities for students through greater pathways to intellectual exploration, successful employment, informed citizenship, and more. “Penn GSE unlocks opportunity through education in critical ways every day,” says Dean Grossman. “The work of GSE faculty and students addresses complex barriers to learning, stark inequalities in our country and our world, and a constantly evolving set of practical questions that must be answered.”

As Penn GSE’s second century dawns, Dr. Grossman is sharing her vision for the School, a set of four strengths—or “keys”—outlined on the pages ahead. GSE will use these keys to unlock opportunity in a changing world, striving to benefit learners of all ages.

“These are strengths that truly distinguish Penn GSE, and we plan to use them to improve educational opportunities in our second century,” Grossman states.

How can a graduate school of education change the world? As children, families, and communities near and far strive to address issues related to educational access, community health and welfare, and inequality, how can Penn GSE maximize its ability to act as a force for social justice?

Equity and Access

Education can change the course of a person’s life. Penn GSE faculty apply their expertise to increase the availability of high-quality learning opportunities from pre-kindergarten through higher education—and produce GSE graduates who will do the same. The urgency of this work only increases with each day.

“One of the most difficult problems facing our country and our world is rising inequality, and education represents one of the most powerful solutions,” says Grossman. “GSE has incredible strengths to combat inequality in opportunity and outcomes for students.”

GSE faculty and students promote better learning opportunities for children in poverty, paths to success for students who face multiple challenges, broader teaching of twenty-first-century skills, and ways to increase college affordability. They bring attention to the accomplishments of institutions that support minority students and challenge policymakers to better connect public education and families’ needs.

“GSE has a vital role to play in ensuring that all youth have access to learning that supports their full development and prepares them for the jobs of the future,” Grossman states.



Photo ©Candace diCarlo

Background image ©iStock.com/surasaki

↓ Reaching more students:

To expand access to twenty-first-century skills, Penn GSE Professor Yasmin Kafai leads programs that aim to increase the appeal of coding, or computer programming, for women and minorities. By incorporating electronic components into fabric-based crafts, Dr. Kafai and her team hope to interest a more diverse group of students in the possibilities of computer science.



Photo by Darryl W. Moran Photography

↑ Starting early:

Penn GSE works to increase access to high-quality early childhood education through the Penn Child Research Center led by John Fantuzzo, Albert M. Greenfield Professor of Human Relations, and through the National Center on Fathers and Families led by Vivian Gadsden, William T. Carter Professor of Child Development and Education.

↑ Challenging the status quo:

Representatives of Penn GSE offered expertise on diversity, affordability, and other critical campus issues at *The New York Times* Higher Ed Leaders Forum in June 2016. GSE panelists included Professor Marybeth Gasman (above, left), Practice Professor Joni Finney, Paul Quinn College President Michael Sorrell, GRD’15, and current doctoral student Zakiya Smith, strategy director, Lumina Foundation.



Photo by Getty Images for The New York Times

Practical Knowledge

Generating research that matters: ↓

Penn GSE faculty are leading the conversation about how to solve critical issues in education. Practice Professor Joni Finney (below, right) and the Institute for Research in Higher Education recently ranked all fifty states in the nation on college affordability, identifying an urgent need for policy changes to improve families' ability to pay.



Photo by JPG Photography



Photo by Darryl W. Moran Photography

↑ Learning on the ground:

Field placements in Penn GSE programs like Teacher Education and Professional Counseling keep GSE students connected to the practical demands of their future careers.

Being a part of Penn means drawing inspiration from University founder Benjamin Franklin. Like Franklin, GSE solves problems by combining theoretical and practical wisdom.

"Practical knowledge is a hallmark of Penn GSE," observes Grossman. "As a professional school at Penn, we are deeply committed to producing knowledge that is relevant to professionals in our field and addresses crucial problems of practice."

Faculty and students at GSE study real challenges in the world, such as changes in the teaching workforce, the educational needs of homeless children, the impact of debates about the Common Core State Standards, and best practices for preparing educational leaders. GSE students gain practical experience in their professions through field placements and internships, and teachers in training use research skills to determine how well they are reaching their students.

Looking ahead, Grossman sees GSE developing new vehicles—communication platforms, professional development programs, and more—to foster two-way dialogues between researchers and practitioners. "The School has done an incredible job of bridging research and practice, and we are prepared to be even more ambitious in this area," she says.



Photo by Allison Dougherty

↑ Meeting the needs of professionals:

Penn GSE's Virtual Online Teaching (VOLT) program offers the first online certificate for online teaching, training instructors in best practices to reach students of all ages through virtual teaching.

Powerful Partnerships

From schools in Philadelphia to higher education in Chile, India, and Kazakhstan, Penn GSE partners with institutions near and far, working with them to support students and communities. Grossman views such relationships as a pivotal part of GSE's future.

"The problems facing education go well beyond the classroom, and cannot be addressed by any single individual, discipline, or school alone," Grossman says. "For example, issues of health and community welfare are essential to children's early success in school."

GSE's partnerships address these and other issues, developing approaches to national challenges—like waves of school reform, lack of school funding, and intergenerational poverty—as well as international concerns such as education's place as a fundamental human right.

Partnerships provide multiple perspectives and create a whole that is greater than the sum of its parts. "To accomplish something significant, you need collaboration, especially in education today," notes Grossman. "Through the power of collaboration, we can create better solutions to complex problems."



Photo by Allison Dougherty

↑ Engaging locally:

Penn GSE students, faculty, and alumni engage in over 500 activities at approximately 250 Philadelphia schools annually. This longstanding and growing work is creating a national model of partnership between a graduate school of education and an urban school district.

↓ Thinking globally:

Students in Penn GSE's International Educational Development Program (IEDP) complete international internships all over the world. Supporting education as a human right, they work at partner organizations such as UNESCO, UNICEF, World Vision, Save the Children, and the Aga Khan Foundation.



Photo by Goldenberg Photography

↑ Crossing professions:

As a partner in the Penn Futures Project, GSE has joined forces with two other Penn schools to improve the health and well-being of youth and families in Philadelphia and beyond through the intersection of three professional fields. From left: Deans John L. Jackson (Penn Social Policy and Practice), Grossman, and Antonia Villaruel (Penn Nursing).



Photo by Allison Dougherty

Innovation for Impact

Staying at the forefront of education means taking nothing for granted. It means constantly identifying new challenges in the field and meeting them with novel solutions.

“Innovation is a part of everything we do,” says Grossman. “It’s a mindset that we cultivate across the School—asking what will be the next frontier in education and how we can leverage our expertise to prepare for it.”

Over the years that mindset has given birth to cutting-edge experiences in research and practice for Penn GSE students, groundbreaking studies by GSE faculty, an array of degree programs that meet emerging needs in education, and a tradition of fostering entrepreneurship.

GSE’s M.S. Ed. in Education Entrepreneurship program, the first of its kind in the nation, prepares working professionals to create, fund, and manage innovations in education. Soon a new center for innovation and leadership will reimagine the School’s role as a source of lifelong learning for teachers, leaders, educators, and alumni.

Perhaps the greatest testament to GSE’s spirit of innovation is its growing worldwide community of over 16,000 alumni working in an array of professions. “Our innovative approach produces transformational leaders with a global impact that will only increase in our second century,” Grossman states. ■

↓ Working at the forefront of learning:

Penn GSE’s MedEd program, part of the School’s array of alternative-format programs, prepares physicians and health care providers to better educate the next generation of medical professionals.



Photo by Darryl W. Moran Photography

↓ Building on a legacy of innovation:

Every year the Milken-Penn GSE Education Business Plan Competition, the largest competition of its kind, brings together researchers, practitioners, entrepreneurs, and investors to solve problems in education.



Photo by Darryl W. Moran Photography



Photo by Darryl W. Moran Photography

← Producing transformational leaders:

Penn GSE’s more than 16,000 alumni have a global impact as leaders and innovators across a broad array of education professions. They include teachers, counselors, entrepreneurs, chief learning officers, K-12 and higher education administrators, over forty-four college presidents, and other education professionals.

Meet the Dean

Join Penn alumni and friends to hear Dean Pam Grossman share her vision for Penn GSE.

UNLOCKING
OPPORTUNITY
TOUR

Learn how the School is using the power of education to unlock opportunity—and the bold ways that legacy will grow in Penn GSE’s second century.

September 20, 2016 | Philadelphia

September 27, 2016 | New York City

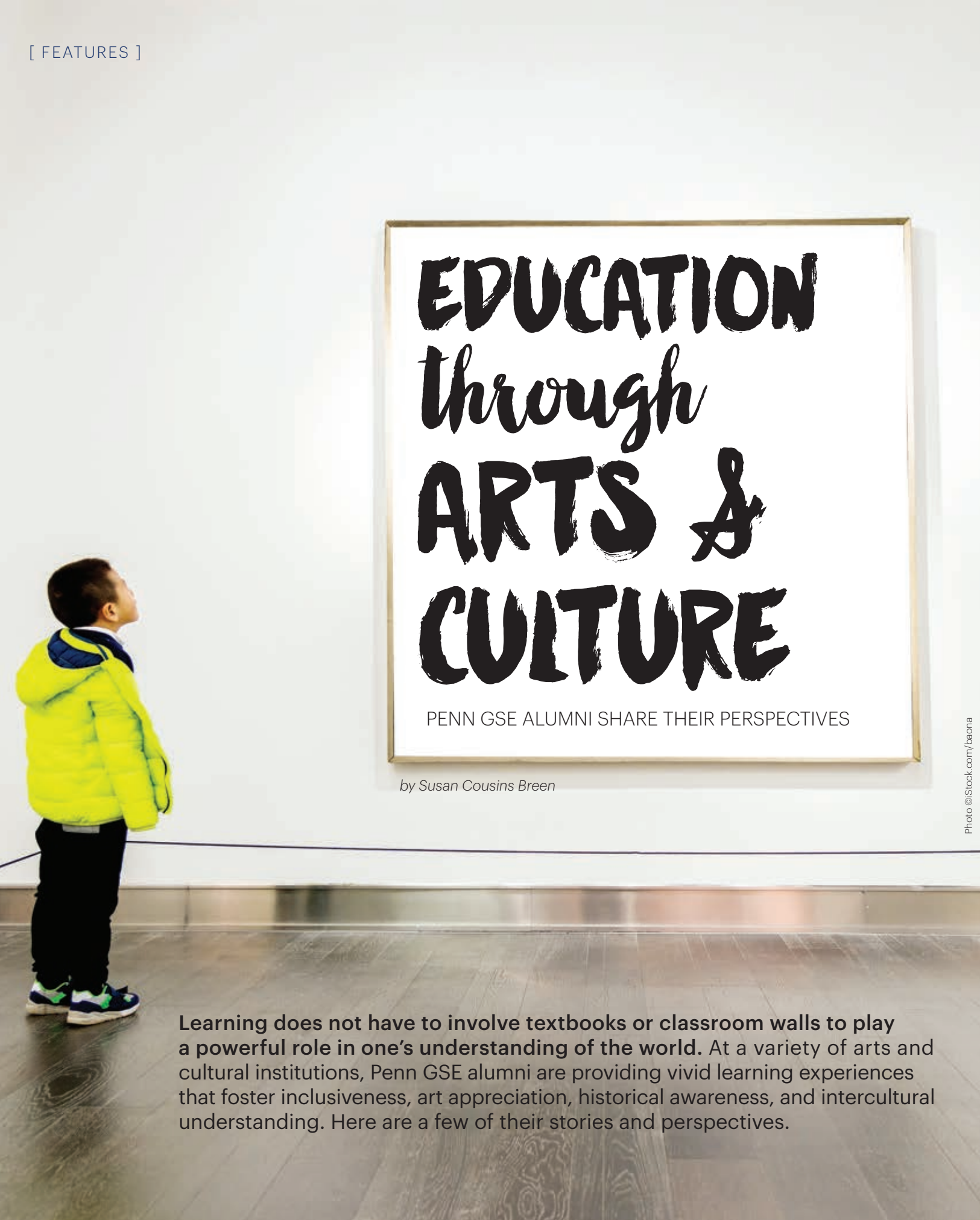
October 25, 2016 | Chicago

February 2017 | Los Angeles and San Francisco

March 2017 | Washington, DC

April 2017 | Boston

We hope you will join us! Please visit www.gse.upenn.edu/alumni/events for more information and updates.



Learning does not have to involve textbooks or classroom walls to play a powerful role in one's understanding of the world. At a variety of arts and cultural institutions, Penn GSE alumni are providing vivid learning experiences that foster inclusiveness, art appreciation, historical awareness, and intercultural understanding. Here are a few of their stories and perspectives.

Photo ©iStock.com/baona



Photo courtesy of the Philadelphia Museum of Art

Constance Clayton

GRD'81
Philadelphia Museum of Art

Bringing African-American Art to the Forefront

To Constance Clayton, GRD'81, arts and culture are a critical part of children's learning. A giant in Philadelphia public education—as the first African-American and first woman to lead the city's public school system as superintendent from 1982 to 1993—Dr. Clayton has made arts advocacy a powerful vehicle for expressing her lifelong commitment to children.

Invited to join the Philadelphia Museum of Art Board of Trustees in 1992, the Philadelphia native found her niche when she was named chair of the museum's newly created African-American Collections Committee in 2000.

"When I became superintendent, I said that the children come first and I've never deviated from that," says Clayton. "My quest to educate children continues with my work at the museum."

An advocate for increased prominence of African-American art at the museum, Clayton has worked to diversify the museum's exhibits and curatorial staff.

"I'm proud of raising appreciation and respect for the work of African-American artists," says the octogenarian. "Our museum draws people from all over the world, and so I said to the late director Anne d'Harnoncourt, 'It's important that we have African-American art exhibits.' Anne; her successor, Timothy Rub; and the trustees showed a sensitivity to diversity issues and things began to change."

Her efforts paid off in 2014 when *Represent: 200 Years of African American Art* opened, highlighting seventy-five works by fifty African-American artists. The works came from a 750-piece collection of African-American art assembled by the museum over the course of more than a century. Exhibited artists included Henry Ossawa Tanner, Horace Pippin, Jacob Lawrence, and Carrie Mae Weems.

During *Represent*, the museum announced the Constance E. Clayton Fellowship, which is intended to encourage people of color, including African-Americans, to enter the curatorial profession, a field in which they are often under-represented. The fellowship's first recipient, Tyler Shine, recently began his work at the museum. This year, the museum has kept the spotlight on artists of African heritage with a season of "Creative Africa" programming and the exhibi-

tion *Look Again: Contemporary Perspectives on African Art*, a collaboration with the Penn Museum.

The exhibits' impact on all children is crucial to Clayton. "They say to African-American children: 'Somebody who looks like me did this, and I can do this too,' particularly if they have encouragement from home or school," she says. "And for children who are not African-American, the art says: 'These people do have something to contribute.'"

Clayton completed her doctorate at Penn GSE just prior to becoming Philadelphia's superintendent. She recalls that her legendary advisor, the late Dr. William B. Castetter, GR'48, was always accessible and encouraging, supporting her in her areas of professional focus. "He allowed me to do my research in early childhood education during a time when I had responsibility for all the district's early childhood programs," she says.

Clayton's legacy is felt at Penn GSE today through the Marcus Foster Fellowship and the Constance E. Clayton Professorship in Urban Education. Clayton led the drive to establish the fellowship in 1984 to increase the number of full-time students of color at the School and honor the memory of Dr. Marcus Foster, GR'71, a nationally acclaimed African-American educator. The professorship, held today by Dr. Howard Stevenson, was established at GSE through the collective generosity of numerous donors upon Clayton's retirement as superintendent, and made her the first African-American woman in the United States to be honored with an endowed professorship.

Stevenson, whose work focuses on techniques to identify and resolve racial issues in K-12 classrooms, cites Clayton as a source of inspiration. "She is a wonderful alumna, and I am very proud to hold the professorship in her name," he says. "Art has an important role to play in educating the world about racial politics, racial conflict, and racial harmony and resolution."



Photo ©Marianne Lee Photography

Judy (Alpert) Goffman Cutler

CW'63, GED'64
National Museum of American Illustration

Affirming Illustration's Place in American Art

Judy (Alpert) Goffman Cutler, CW'63, GED'64, knows that promoting awareness of an art form means being an educator. Over the course of more than four decades, she amassed the world's largest collection of American illustration, works created to be reproduced in books, advertisements,

Image ©iStock.com/Julia Snegireva



periodicals, and other formats. Many of the images are widely recognizable—such as James Montgomery Flagg’s Uncle Sam exclaiming “I Want You,” which first appeared on posters during World War I, and J.C. Leyendecker’s baby ringing in the new year, created for the *Saturday Evening Post*. But the original paintings and drawings behind the reproductions were not fully understood as art when Cutler began collecting.

“I soon found myself educating *everyone*, because in the late 1960s few knew that illustrations they saw in magazines, books, calendars, and the like began as original paintings,” says Cutler. Today, Cutler is an authority on American illustration. She and her husband, Laurence Cutler, C’62, cofounded the National Museum of American Illustration at Vernon Court in Newport, Rhode Island, in 1998. The restored Gilded Age mansion houses Cutler’s unique collection of illustrations primarily from the Golden Age, a period defined as 1895 to 1945.

“Whether it captures a contemporary scene or documents world history, illustration is a byproduct of our culture, as diverse as the lives Americans once lived,” says Cutler, whose career combines her passions for American art and American civilization. “During the Golden Age, it didn’t occur to most members of the public that they were looking at art. This perspective was encouraged by the art world, which at that time refused to classify the paintings as true art.”

Cutler credits Penn GSE with providing the foundation for her early career as a teacher, as well as the skills and perspective to promote appreciation of American illustration. “As my business grew, my degree gave me an advantage when I found myself educating people about the value and meaning of American illustration art,” she says.

The museum includes milestone pieces created by Norman Rockwell, Maxfield Parrish, Charles Dana Gibson, N.C. Wyeth, Jessie Willcox Smith, J.C. Leyendecker, Violet Oakley, and over 150 other luminaries. It offers self-guided and educational tours and a variety of lectures. Cutler believes the deepest learning experience occurs when visitors realize there is something wonderful behind an image they have seen in a publication or on a product.

“When visitors view a painting, they also see the printed version alongside it to show how the masses would have seen the image at the time of its original printing,” says Cutler. “They learn to see the piece as art rather than an advertising tool. Younger people learn about American history and gain perspective of a time they didn’t experience. Older visitors love it because it’s nostalgia. Then it dawns on them: an artist dedicated an immense amount of work to create the painting.”



Photo by Darryl W. Moran Photography

Jesse Nickelson

GRD’11
United States
Holocaust
Memorial Museum

Bringing Home the Lessons of the Holocaust

To Jesse Nickelson, GRD’11, learning in a museum is a powerful way to approach the weight of history. As director of Youth and Community Initiatives at the United States Holocaust Memorial Museum, he engages young people to reflect upon the Holocaust and its implications for their responsibilities as citizens of a democracy.

“To be able to walk through an environment that is so powerfully curated often has a tremendous, and sometimes life-changing, impact on visitors,” says Nickelson.

“The museum is a living memorial to the Holocaust, preserving the memory of the Holocaust and the lives of its victims, and inspiring citizens and leaders worldwide

to confront hatred, prevent genocide, and promote human dignity,” says Nickelson. “It’s a hard place to visit, but for young people, we like to use this as a moment to activate them, to help them discover their own sense of agency to build a better world.”

Nickelson was a high school teacher in Washington, DC, when he began recruiting students for the museum’s Bringing the Lessons Home program, which he now directs. Both as a teacher and a museum administrator, he has viewed himself as responsible for cultivating civic engagement and leadership in students.

“As a social studies teacher, my work centered around developing young people as civically engaged citizens and leaders,” says the DC native. “In my role at the museum, I have the opportunity to do both in a different setting.”

A graduate of Penn GSE’s Mid-Career Doctorate in Educational Leadership program, Nickelson credits it with broadening his understanding of leadership, insight that benefits both his work and his interactions with students. “Leadership is not about a position or the status you have,” he says. “It’s about the role you play in addressing a challenge or problem.”

Through carefully designed surroundings, the museum creates a comprehensive narrative and an emotional testament to an unprecedented tragedy. Architectural elements are used to

evoke darkness and light; photographs and personal belongings bear witness to the victims’ lives. “To be able to walk through an environment that is so powerfully curated often has a tremendous, and sometimes life-changing, impact on visitors,” Nickelson says. “Seeing the images, video, and artifacts, and feeling the temperature of the museum—we have it very cold, even in the winter—is not something you can replicate in a classroom.”

Through Bringing the Lessons Home, Nickelson directs learning that comes in stages. Public high school students in the DC area learn how to develop and present a tour narrative, complete an art memory project with survivor volunteers, and put together toolkits that ambassadors use during school visits. The program aims to give students a basis for exploring the nature of indifference, racism, and genocide, as well as their roles as citizens of a democracy, so they can “bring the lessons home” to their families, friends, and communities.

“This is a most humbling place to work,” says Nickelson. “Our programs connect individuals and give them the ability, space, and time to reflect on their own humanity and vulnerability.”



Hitomi Yoshida

GED’95
Penn Museum

Promoting Intercultural Understanding

For Hitomi Yoshida, GED’95, cultural programming offers an unforgettable way to bring the world to students.

Twenty-one years ago, she was a student in Penn GSE’s Intercultural Communication program and a volunteer sharing her cultural knowledge at local schools through the Penn Museum’s International Classroom. In January 2015, the Osaka, Japan, native brought her experience full circle when she returned to Penn to lead the International Classroom as the Museum’s diversity programs manager.

“The International Classroom is part of an education platform that provides rich experiences in critical thinking and intercultural dialogue for Philadelphia-area K-12 students,” says Yoshida. “Participants learn about other countries and cultures and directly interact with people from around the world.”

Founded in 1887, the Penn Museum has always been one of the world’s great archaeology and anthropology research museums, and it is the largest university museum in the



Yoshida leads diversity programs at the Penn Museum, located at the corner of 33rd and Spruce Streets in Philadelphia. GSE and Penn alumni can receive free admission to the Museum using an Alumni PennCard. Photos courtesy of the Penn Museum

United States. Yoshida’s International Classroom speakers—many of them GSE students and alumni—bring world cultures to life for students, sharing the rituals, traditions, stories, and performing arts of their nations.

“The GSE student and alumni community has a diverse international mix,” says Yoshida. “Many of our speakers are from other countries—such as Greece, Chile, and China—and they all share a passion for education.”

Programs are offered in the Museum, in classrooms and community centers, and in virtual workshops in which lessons are beamed into classrooms in real-time. They include presentations by Penn doctoral students in archaeology and anthropology who share their experiences in the field. “Chilean Heroes: Story of Youth Leadership for School Reform,” “Gifts for the Greek Gods: Clay Workshop,” and “Kanga: Message Carriers in East Africa” are just a few of the program topics.

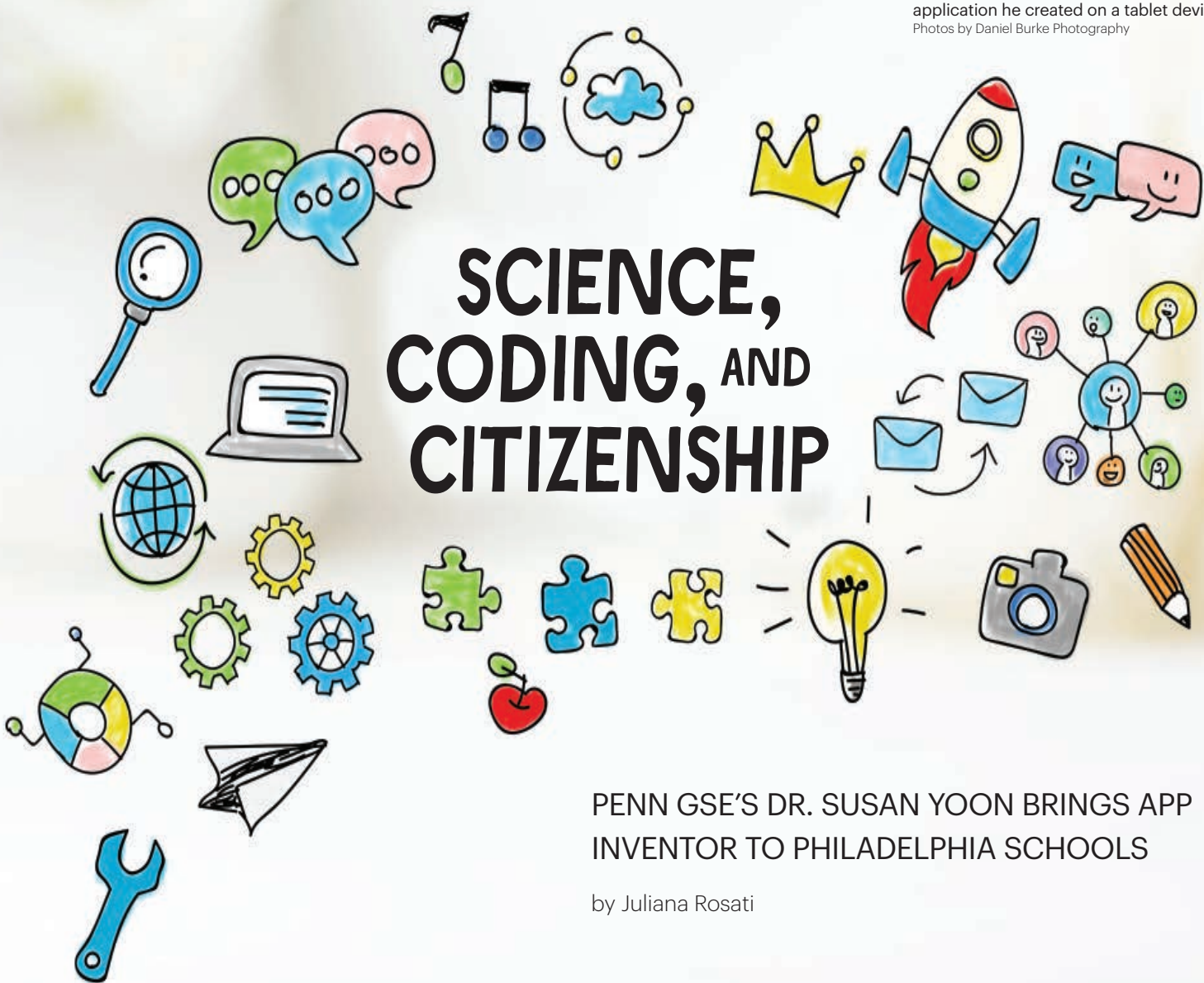
Yoshida finds it rewarding to broaden students’ experiences. “As an informal educator, I have the flexibility to create different ways to teach,” she says. “Our programs supplement and enrich school curricula and meet the unique needs of student groups. Sometimes, we are the innovator, filling a need when a school simply does not have the time or resources.”

Yoshida credits Penn GSE with building her theoretical knowledge and research skills, as well as helping to prepare her for her current role. “GSE provided an opportunity to apply my skills in real multicultural contexts on the Penn campus and in Philadelphia, and to bring intercultural observations and experiences back to the classroom for further examination,” she says.

She is grateful for the contributions of the GSE community to her work. “I am proud to tap into the talent and generosity of GSE students and alumni,” she says. “It’s exciting to create global learning opportunities together that may not otherwise be offered in schools.” ■

→ Penn GSE student Noora Noushad (right) helps a seventh-grade student at the Penn Alexander School present the mobile application he created on a tablet device. Photos by Daniel Burke Photography

SCIENCE, CODING, AND CITIZENSHIP



PENN GSE'S DR. SUSAN YOON BRINGS APP INVENTOR TO PHILADELPHIA SCHOOLS

by Juliana Rosati

Penn GSE Associate Professor Susan Yoon wants science to empower students—both to develop the skills their futures will require and to live as engaged citizens.

“Science content and processes are not just academic things,” she says. “I want students to be able to take what they learn

and apply it in the world to do good and effect change.”

Through a variety of research projects, Dr. Yoon has developed tools, curricula, and teacher training to bring science to life for students in ways that improve learning and incorporate twenty-first-century skills.

In her latest project, she is developing a

way to teach science and computer programming, or “coding,” simultaneously. Supported by the Gregory and EJ Milken Foundation (see page 24), the Lori and Mark Fife Foundation, Penn’s University Research Foundation, and the National Science Foundation, the project could meet a need felt by schools across the country.



A CURRICULUM FOR CHANGE

Aiming to put students in the role of change agents, Yoon’s project asks students to think of a science-related problem in their community and design a mobile application, or “app,” to provide a solution. Last spring, Yoon and two Penn GSE master’s students created and ran a pilot curriculum in a classroom at the K-8 Penn Alexander School in West Philadelphia, where GSE leads a University-wide partnership with the school. Students’ apps addressed nutrition, fitness, energy consumption, and recycling.

“We really want to impart to students that they can do a good thing for the world and give them the courage to take an active role in their communities,” says GSE student Joeeun Shim. She and her classmate Noora Noushad, both members of GSE’s M.S.Ed. in Learning Sciences and Technologies program, are working with Yoon as managers of the project.

Working in groups, the Penn Alexander students developed apps for tablet devices using a visual coding language called MIT App Inventor. Visual coding uses colorful blocks that students assemble onscreen to create instructions for the computer. Because students don’t have to learn a programming language—a process known to dampen their interest—they can quickly focus on the larger coding concepts involved in building an app.

“It’s like putting a jigsaw puzzle together, and you get immediate feedback,” says Yoon. “You put together a sequence of blocks and then you look at your app and see if it’s doing what you asked it to do. If it isn’t working, you have to figure out why.”

Noushad and Shim took on the role of teachers for the pilot curriculum. “They achieved a nice balance of independent work followed by peer feedback,” says Penn Alexander teacher Peter Endriss, whose classroom was selected as the pilot site. Noushad and Shim also conducted research on the students’ learning, surveying the seventh graders periodically to discover which teaching approaches worked best.

By the end of twelve weeks, the nutrition app connected the school lunch menu to nutritional information so that users could make informed food choices. The fitness app provided workout and diet plans for achieving health goals. The energy app tracked the energy consumed by a user’s appliances to highlight the importance of conservation. The recycling app encouraged responsible waste disposal by showing how to recycle various items and what they would likely become.

“It was great to see the students show off the apps they had created,” says Endriss. “The apps weren’t just games or entertainment. They were meant to help others make some sort of change in their daily life.”

Noushad notes, “The curriculum sends the message that you don’t have to wait until graduation, or after college, to have an impact on the world—this is something you can start thinking about now.”

PARTNERING WITH TEACHERS

Across the United States, a movement toward teaching coding in schools has grown quickly in recent years. In an effort to foster complex thinking skills and prepare students for a future in which programming skills may be a necessity, New York City and San Francisco have announced plans to bring coding into every public school, and the Chicago Public Schools have made coding a graduation requirement. At the same time, many states and districts have adopted the Next Generation Science Standards, a new set of best practices in science education. The standards include an emphasis on

skills in computing, engineering, mathematics, and scientific argumentation—aptitudes coding is thought to promote.

Yoon believes that the App Inventor curriculum can yield many benefits sought by schools, while helping students become socially responsible citizens. But she knows that such a curriculum cannot succeed widely without a plan for preparing teachers to use it.

“We know from research that technology integration for teachers has quite a steep learning curve,” says Yoon. “Teachers may not know how to use the technology to support their instructional goals, or they may not have the time or resources to use it effectively in the classroom.”

Since the Penn Alexander pilot, Yoon, Noushad, and Shim have been collaborating with The School District of Philadelphia to customize their curriculum to the district’s needs and make plans for training teachers. They aim to launch a professional development program in early 2017.

“We want the curriculum to be something any teacher can pick up and implement for their class or after-school program,” Yoon says. “There’s a ton of research on how teachers learn. They



↑ Penn GSE student Joeeun Shim (left) and Associate Professor Susan Yoon (center) ask a Penn Alexander student to describe what kind of social and scientific impact his mobile app can have.

Image by Melpomene/Shutterstock.com

learn by examining their own practice, by testing things out, by being reflective, by working together in a professional learning community.”

Yoon has applied these principles to other projects that bring technology and best practices to science classrooms. As a partner in BioGraph, she collaborated with MIT’s Scheller Teacher Education Program to help teachers integrate coding and visual simulations into biology lessons. The project used a program called StarLogo Nova, which simulates complex scientific systems—like an ecosystem or human respiration.

“Complex systems are emphasized in the Next Generation Science Standards, but they are difficult to teach,” Yoon says. “With the StarLogo curriculum, students’ understanding of biology and systems typically increased threefold.”

As principal investigator of the ITEST-Nano project at Penn, Yoon collaborated with Penn Engineering to provide teacher professional development in nanotechnology and bioengineering. The project trained seventy-six middle- and high-school science teachers in The School District of Philadelphia.

Like the App Inventor project, ITEST-Nano’s curriculum prompts students to think about scientific issues affecting their communities. For example, teachers ask students to make a decision about whether they would want a company that produces nanoparticles to move into their neighborhood given the environmental risks.

“Students come up with different responses to this problem and present them to the class,” says Yoon. “It makes learning authentic.”

Across all of her professional development work, Yoon keeps a focus on collaborating with teachers. “Teachers know their classroom best, they know their practice best, and they know what they can do best,” she says.

→ Working in groups, the Penn Alexander students created apps to address issues of nutrition, fitness, energy consumption, and recycling.

WORKING TOGETHER

From collaborating with Penn Engineering colleagues on ITEST-Nano to bringing the App Inventor project to The School District of Philadelphia, Yoon is most concerned with how people can collaborate to bring science to life. Teachers need professional learning communities; students benefit from peer feedback; and researchers need the perspectives of multiple organizations.

“What underpins all of these projects is the question, ‘How can people work together to build better science programs?’” she says.

According to Noushad and Shim, the App Inventor project has already provided a compelling answer for two budding educators. Both approached Yoon voluntarily to work on the project and have discovered a professional mentor in their professor, as well as a research partner in each other.

“It’s been a great learning experience for us,” says Shim, who plans to pursue doctoral study. “Dr. Yoon has shown us how to think like a scholar and how to conduct research professionally.”

Adds Noushad, “I wanted the chance to apply what I had learned in Dr. Yoon’s class, but this became much more. I’m now thinking about how we could bring a curriculum like ours into developing countries. Dr. Yoon has been a great mentor.” ■

↓ From left: Shim, Yoon, and Noushad want to partner with teachers to build better science programs.



Fostering Understanding:

Penn GSE Student James Busacca Prepares to Teach Globally interview by Juliana Rosati

Former Peace Corps Mongolia volunteer James Busacca came to Penn GSE to pursue his dream of an international career in language and public service. Currently a master’s student in the Teaching English to Speakers of Other Languages (TESOL) program, he was a recipient of the Fife Scholarship at GSE in 2015-2016. We sat down with him to discuss his interest in language teaching, global living, and Penn GSE.

What brought you to Penn GSE?

While serving in the Peace Corps Mongolia, I grew to love teaching English as a second language and decided to pursue a career in this field. The job training provided by the Peace Corps was thorough but short, and I knew there was much I would need to learn for the long term. When I researched TESOL programs in the United States, Penn GSE’s stood out to me because it is a great match for my interest in teaching English in diverse global contexts.



The Peace Corps promotes peace, friendship, and intercultural understanding. What were some highlights of your time supporting this mission?

For the first two years, I taught English at a secondary school in a small village of Western Mongolia, working with two Mongolian teachers and living in a traditional yurt without running water or heating. I saw both the daunting challenges that teachers face and the inspiring impact they can have on their students’ lives. I also learned a lot about Mongolian culture, particularly through one of the teachers, who invited me to eat dinner with her family almost every night. For the third year, I was the program manager for Special Olympics Mongolia, working to raise awareness of issues affecting people with disabilities in the country. For me, the personal connections I made with members of the community were one of the greatest benefits of my time in the Peace Corps.

What does Penn GSE mean to you?

The passion that Penn GSE faculty and students have for education is truly inspiring. I am extremely honored to continue my journey as an English language teacher at the School. I feel incredibly lucky to study at this great institution, and I am excited to see where it leads me in my career and my life after I graduate.

Tell us about one of your favorite classes at Penn GSE.

So far, one of my favorites has been Researching Language Learner Interactions Online. Online teaching and language learning will become increasingly important in the future. It has been interesting to learn about the benefits and limitations of online language classes, and how they compare to those of traditional classroom learning.

What are your career goals?

I believe that education is central to our success in making the world a better and more understanding place, and I am eager to join the ongoing conversation about improving education in America and across the world. In the short term, I think one exciting possibility would be to take what I have learned at Penn GSE and use it to help other Peace Corps volunteers by working at the Peace Corps headquarters in Washington, DC. Another possibility would be to work in language teacher development. My long-term career goal is to pursue public service and diplomacy as a regional English language officer in the U.S. Foreign Service.

What is your favorite thing about Philadelphia?

After spending several years abroad meeting people from diverse backgrounds, I’m glad to be living in a community that has such incredible diversity. I also really enjoy the historic feel to Philadelphia, having studied history as an undergraduate. ■

Becoming a Leader of Learning

THE LIFE OF A PENNCLO STUDENT

by Kathy Boccella

When Karen Bicking enrolled in the PennCLO (Chief Learning Officer) Executive Doctoral Program at Penn GSE, she expected to gain valuable wisdom on learning in the workplace, knowledge that would inform her human resources role at New Jersey-based Bayer HealthCare. She never expected she would have a chance to write poetry.



Photo ©iStock.com/Choja

Bicking was more than a little surprised when a singer-songwriter showed up at her class on the last day of a two-week course session. The students' assignment: interview a classmate about his or her childhood and summarize the answers in a poem, which the musical artist would perform before the amused classroom.

"That was an example of how to create a climate for creativity and learning," says Bicking, a human resource partner at Bayer. The musical flourish was a finale to the rigorous program's unit on learning theories—such as cognitive, behavioral, and sociocultural. According to PennCLO Program Director and Senior Fellow Annie McKee, the exercise is just one example of the program's dynamic approach to developing leaders who foster growth in employees.

"The need to create cultures where people can be at their best—where they can learn, adapt, try new things, and take risks without fear of losing their jobs—is something that companies are taking seriously, and we are preparing students to meet this need," Dr. McKee says.

Workplace education is often managed at the highest levels by Chief Learning Officers (CLOs), and many other leaders also view it as a top responsibility. At a host of major companies, including American Express, The Ritz-Carlton, eBay, Procter & Gamble, Google, and more, PennCLO students and alumni tackle a range of challenges in employee training, talent recruitment, and organizational culture.

Most schools of education do not address workplace learning, but GSE's legacy of innovation gave birth to the cutting-edge program a decade ago. Thanks to its distinctive executive format, students can pursue the program and their careers simultaneously.

For Bicking, the program is cultivating vibrant new perspectives, as well as knowledge that is already benefiting her career.

A Practical Approach

At a recent class session, Bicking and twenty-two of her classmates grabbed a quick breakfast from a buffet and opened up their laptops for an 8:30 a.m. class taught by Penn GSE Senior Lecturer Sharon Ravitch. The students listened intently as Dr. Ravitch described her work in qualitative research methods, which involves international research and education projects in places such as India, Nicaragua, and Haiti.

The class was part of a curriculum unit, or "course block," on evidence-based decision-making, which prepares students to conduct, analyze, and apply research. Such skills will allow them to study, evaluate, and improve their organizations' approaches to learning and talent development.

"For me, research is a tool for transformation," says Ravitch, co-academic director of the block. "Once people learn the conceptual frameworks and technical skills to conduct research and to lead others in conducting research, they can gather the information they need to advocate for change."

Ravitch's focus on connecting research and practice is typical of the program, Bicking notes. "The program's mix of theoretical and practical learning helps you see how you can put new ideas to work

← Penn GSE student Karen Bicking, a human resource and learning executive, applies insights gained in the PennCLO program to her work at Bayer HealthCare. Photo by Ginger Fox Photography



↑ Penn GSE Senior Lecturer Sharon Ravitch speaks to Bicking and her classmates about qualitative research methods during a session on evidence-based decision-making. Photo by Ginger Fox Photography

right away," she says, pointing to a project in which students were asked to research an emerging technology and then write up a business case for using it.

A midcareer executive with roughly two decades of experience in human resources, Bicking has promptly incorporated her new knowledge into her work at Bayer, recommending changes to her company's peer mentoring program and becoming more involved in corporate strategy making. "We're developing a more strategic outlook toward people management," says Bicking, who joined the pharmaceutical giant about two years ago after a lengthy stint at rival Johnson & Johnson. "I'm bringing back new approaches that are helping us meet our goals for talent development and diversifying the workforce, all of which will contribute to building our brand."

For Bicking, the program's executive format is another example of its practicality. Two-week course sessions are offered on Penn's campus three times during the year, featuring professors from GSE, the Wharton School, and other Penn schools, as well as learning and development practitioners from around the globe. Students complete six such sessions, along with distance learning, field excursions, and a dissertation.

The format allows Bicking to earn her Ed.D. degree without significantly interrupting her career or family life. "I researched traditional doctoral programs. A lot of them are full-time, multiple years. That's not an option in my life," says Bicking, who is raising two young sons at her home in Bridgewater, New Jersey. She plans to earn her degree over three years, as is typical for PennCLO students.

“The need to create cultures where people can be at their best—where they can learn, adapt, try new things, and take risks without fear of losing their jobs—is something that companies are taking seriously, and we are preparing students to meet this need,” Dr. McKee says.



↑ PennCLO Program Director and Senior Fellow Annie McKee wants to develop leaders who foster learning and growth in employees.
Photo by JPG Photography

Broadening Perspectives

As students introduced themselves to Ravitch at the class session, it was clear that they would bring their skills to an array of geographical and organizational settings. “I didn’t realize how varied my classmates’ backgrounds would be,” says Bicking. “The diversity adds another dimension to the learning.”

Students told Ravitch they had come to the program from as far away as Mexico, Nigeria, and the Netherlands. Although some were corporate human resource and learning executives like Bicking, others described careers in the military, in medicine, for private equity firms, or as entrepreneurs.

“It is phenomenal to see the kind of people attracted to this program,” says McKee. “They come from the biggest companies in the world and the most successful start-ups.”

One student, U.S. Army Capt. James Height, is the director of human resources at the NATO School in Oberammergau, Germany, which trains soldiers from twenty-five European nations and elsewhere. Height says his interest in best learning practices stemmed from his work teaching human resources skills to the Afghan National Security forces.



↑ Bicking (center) and her classmates in the PennCLO program represent an array of geographical and organizational settings.
Photo by Ginger Fox Photography

“At that time I began to see the importance of training,” he says. “It really does save lives.” For his trainees in Afghanistan, he said, an unexplained absence could mean that an employee had defected to the enemy Taliban—not your typical HR problem, and one requiring a coordinated response.

In the PennCLO program, Height reports, he is gaining a broad perspective on leading learning in the workplace. “It’s not just about securing resources and making missions happen—it’s about looking out for the best interests of your people, motivating your people, and making sure they’re competitive wherever they go,” he says.

Another student, Jane Kim, is an emergency medical physician at Kings County Hospital in Brooklyn, New York, and a medical simulation director for the State University of New York Downstate Medical Center. She says the PennCLO Program will help her train doctors and nurses to better respond during a catastrophe. “There are so many gaps that I’ve noticed in medical professionals’ learning after their formal training and residency are over,” Kim says. “This is the perfect opportunity for me to create new programs and put them into practice.”

As Bicking looks ahead, she sees exciting possibilities. She cites the PennCLO course block about technology as another illustration of the program’s power to broaden her horizons. Through an exploration of educational computer simulations and games, students learned how technology can improve learners’ comprehension and collaboration. “It was an example of leveraging technology to enhance learning,” she says.

That kind of innovative thinking is at the heart of both learning and leadership itself, according to McKee. “By expanding students’ understandings of the many ways people learn, we help them become leaders who inspire and motivate people to do their best work,” she says. ■

Visit www.pennclo.com to learn more about the PennCLO program.

HONORING OUTSTANDING CONTRIBUTIONS

The 2016 Education Alumni Awards and Celebration of Teachers

Penn GSE and the Education Alumni Association honored an array of remarkable alumni accomplishments at the annual Education Alumni Awards & Celebration of Teachers on May 13.

The event featured master of ceremonies Wallace E. Boston, GRD’10 (below), recipient of last year’s Helen C. Bailey Award; keynote speaker Otis Hackney, chief education officer for the City of Philadelphia and former principal of South Philadelphia High School; and Dean Pam Grossman.

The ceremony honored the six recipients of 2016 Education Alumni Awards for their outstanding contributions to Penn GSE and the field of education. It also recognized alumni teachers who have spent the past five or more years teaching in school classrooms.

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



Photos by Ginger Fox Photography; Kendall King; Jonathan Conklin Photography



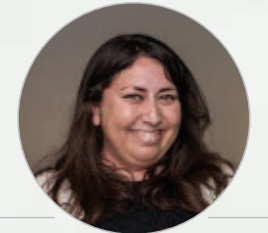
Gregory J. Vincent, GRD’04, vice president for diversity and community engagement and professor of law and higher education at The University of Texas at Austin, received the **Penn GSE Educator of the Year Award**.



Kendall A. King, GED’93, GR’97, professor of second language education at the University of Minnesota, was awarded the **Helen C. Bailey Award**.



Julian A. McNeil, GED’09, WEV’11, mathematics program director at Boston Latin Academy and adjunct lecturer at Harvard Graduate School of Education, received the **William B. Castetter Alumni Award of Merit**.



Christine Hernandez, GED’10, associate director of women’s leadership and student involvement at Mount Saint Mary’s University in Los Angeles, received the **Ethel and Allen “Buddy” Carruth Sustained Leadership in Education Award**.



Sydney Hunt Coffin, GED’00, a Philadelphia public school teacher and national fellow to the Yale National Initiative, received the **Ethel and Allen “Buddy” Carruth Sustained Leadership in Education Award**.



Noah D. Drezner, GED’04, GR’08, associate professor of higher education and program director at Teachers College, Columbia University, received **The Penn GSE Alumni Recent Alumni/Early Career Award of Merit**.



← Driven by a shared passion for education, EJ Milken (left) and Gregory A. Milken, C'95 (right), support innovation, faculty, and students at Penn GSE.

Believing in *Education*

GREGORY A. MILKEN, C'95, AND EJ MILKEN CONTINUE A TRADITION

by Karen Doss Bowman

For Gregory A. Milken, C'95, supporting education is a family tradition.

"My family is passionate about education, and we're big believers that education makes a huge difference in a person's life," says Gregory, an international businessman who has worked for and invested in numerous technology startup companies. His parents' philanthropy sparked his multifaceted commitment to education—and the new traditions he has created with his family at Penn GSE.

Gregory was a teenager when his parents, Lori Milken, GED'72, and Michael Milken, WG'70, established the Milken

Scholars Program as an initiative of the California-based Milken Family Foundation. Around the same time, his mother, a GSE alumna, began her term on the Penn GSE Board of Overseers. Having seen the impact of both organizations up close from an early age, Gregory has spent the past ten years as director of the Milken Scholars—and followed in his mother's footsteps by serving on the Board of Overseers at GSE.

"Education is the path to a better job and a better life," says Gregory, cofounder and managing director of March Capital Partners, a global investment firm. "It's very hard to achieve the American Dream without

education, and I've seen that reflected in the programs my family supports and operates."

Since its inception, the Milken Scholars program, now jointly run by the Milken Institute, has provided financial support and mentoring to over four hundred students from New York City, Washington, DC, and Los Angeles. Selected on the basis of their accomplishments and ability to overcome obstacles, the scholars have a 99 percent college graduation rate, with many going on to graduate school and becoming leaders in their fields.

"Many of the Milken Scholars have been the first in their family to attend college or

university, so helping them succeed has certainly been a highlight for me," says Gregory, also a trustee of the Milken Family Foundation. "Our alumni act as mentors to the incoming scholars, so these students can see how the program has helped others succeed for the long term."

At GSE, Gregory has launched multiple initiatives, aiming to support the broad scope of both education and GSE's work.

"Penn GSE is a leader at the forefront of education," says Gregory. "It is committed to innovation and preparing its students to thrive in a field that is constantly changing."

In 2010, with the purpose of "fueling game-changing innovations in education," Gregory cofounded the annual Milken-Penn GSE Education Business Plan Competition (EBPC), a partnership between GSE and the Milken Family Foundation. The first business plan competition sponsored by an education school and the largest competition of its kind today, the EBPC draws an international field of entrants and rewards early-stage and advanced ventures.

The finalist round of the EBPC is part of a conference for education entrepreneurs, investors, practitioners, and researchers where GSE faculty and other experts have the opportunity to share how research can test the value of new education ventures. Finalists can also be invited to join the Education Design Studio Inc. (EDSi), a hybrid incubator and seed fund built specifically for education ventures.

"This incubator is a one-of-a-kind collaboration between GSE and other partners,

and emphasizes the importance of good research for any education business," says Gregory, who earned his MBA and a master's degree in international policy studies from Stanford University. "The business plan competition has been a fantastic way to bring together people from all over the world to share ideas about improving education. I've been proud of the continued success of our winners and finalists, and the ways we have enhanced the program each year."

Gregory's wife, EJ, shares the Milken family's passion for education. Codirector of the Milken Scholars Program, she has served on the board of Spark Los Angeles and other civic organizations. In 2014, the couple launched the Gregory and EJ Milken Foundation Faculty Support Fund at Penn GSE to provide grants each year for GSE faculty projects. The fund aims to support groundbreaking ideas, research, and programming with the potential to transform education.

"Faculty research is the driving force of innovation and best practices in education," says EJ, a partner at Kikori Whiskey. "The work of Penn GSE faculty will have a wide-reaching and long-lasting effect on education, both nationally and internationally." The 2016 grants were awarded to Professor Marybeth Gasman and Dr. Alice Ginsberg for research about supporting Black male teachers in urban schools, and Associate Professor Susan Yoon for research creating teacher professional development in coding. (See page 16 to read more about Dr. Yoon's project.)

Gregory and EJ, who reside in Los Angeles with their four children, also support GSE students through the Gregory and EJ Milken Foundation Scholarship.

"Penn GSE educates the finest teachers and administrators, who will create the most successful models and programs in teaching and educational administration," says EJ.

Gregory notes that supporting GSE in multiple ways is a part of acknowledging the complexity of education and the School's impact. "Education is vast, and so is the scope of Penn GSE's leadership," he says. "It would be hard for me to support the School's work in education entrepreneurship without also supporting GSE faculty, who continue to reveal through research how learning can be improved, and GSE students, who go on to educate and shape the field."

For both Gregory and EJ, the greatest rewards of supporting education are seeing people succeed.

"It has been rewarding to view up-close the impact that high standards and expectations have had on all of the organizations that we love and support," says EJ. "Witnessing the positive outcomes in scholars, educators, and all types of communities that need assistance propels us to work even harder to help each organization meet their targets and goals."

Gregory adds, "Our work is about the betterment of people and human capital. Our country, the economy, and all of society improve when access to quality education increases." ■



"My family is passionate about education, and we're big believers that education makes a huge difference in a person's life," says Gregory.

← Gregory's parents, Michael Milken, WG'70 (left), and Lori Milken, GED'72 (right), made supporting education a family tradition. Photos courtesy of the Milken family

Alumni Notes

1960s

Marion Barber, CW'61, GED'64, has been a trainer at Teleradiology Solutions, a startup company in Bangalore, India, for the past eight years. She finds it rewarding and exciting to experience a different culture.

Sandra Lotz Fisher, CW'64, GED'67, is a consultant, teacher, and coach. She has been teaching a professional development seminar at the International Summer School of the University of Oslo, Norway, for the past fifteen years.

Michael Wallace, GED'69, coauthored "The NOCCA Integrated World History Curriculum: A New Paradigm for Teaching History in High School," (*World History Connected*, Volume 13, Number 1, 2016).

1970s

Edward H. Behrman, C'69, GRD'76, has published on reading and literacy in various journals. His article "Teaching about Language, Power, and Text: A Review of Classroom Practices that Support Critical Literacy" (*Journal of Adolescent and Adult Literacy*, Volume 49, Issue 6, 2006) had been cited 147 times as of April 2016.

Paul Harrison, C'77, GED'78, completed his fourth year in the Alumni/Development Office of Middlesex School in Concord, MA, after thirty-five years of teaching. He is still thankful for his incredible teachers and mentors at Penn GSE.

John F. Phillips, GED'79, is retired. His most recent award was the Lifelong Educator Award from the Atlantic County Council of Education Associations, which recognized his overlapping careers as a teacher, counselor, coach, advisor, consultant, and graduate school instructor.

Joan Poliner Shapiro, GED'71, GRD'78, is coauthor of two recently published books: *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas*, Fourth Edition (Routledge, 2016) and *Democratic Ethical Educational Leadership: Reclaiming School Reform* (Routledge, 2016).

Greg Slick, GED'76, and **Judy Slick, GED'76**, first met at Penn GSE. The husband and wife are both retired and enjoying their family and other blessings.

1980s

Ann Adderley, GRD'89, is a member of the Philadelphia Public School Retirees Education Association Board of Directors and a board member of the Philadelphia nonprofit Legacy of Love Foundation Inc.

Jill Sunday Bartoli, GR'86, is running for State Representative in the 199th District of Pennsylvania in Cumberland County. She is professor emerita of Elizabethtown College.

Marylyn E. Calabrese, G'63, GR'87, is a writing specialist teaching classes about college application essays.

Lauren (Karamihos) Clarke, GED'89, is dean for international students and global engagement at Amherst College, where she works with **Rebecca Counter, GED'12**.

James Meredith Day, GR'87, retired as associate editor of *Archive for the Psychology of Religion*. He is the Very Distinguished Visiting Professor at the University of Uppsala in Sweden.

David Dormont, C'84, GED'84, joined the Philadelphia law firm Montgomery McCracken Walker and Rhoads LLP as a partner. He was elected to the Zionist General Council, which oversees the World Zionist Organization.

Sandra Sterling Epstein, CW'75, GED'76, GRD'83, works nationally to ensure inclusion of LGBTQ Jews in Orthodox Jewish communities through the organization Eshel and coleads the Cheltenham Multi-Faith Council in Cheltenham, PA.

Andrea S. Ettingoff, GED'79, GR'84, is director of clinical and quality affairs at the Children's Crisis Treatment Center in Philadelphia, where she has worked for nearly two decades. She also teaches undergraduate psychology.

Brian Friedlander, GR'88, coauthored a six-page laminated guide for teachers entitled "Co-Teaching and Technology: Enhancing Communication and Collaboration" (National Professional Resources, 2016).

Nadia Hionides, GED'80, received the EVE Award in education from *The Florida Times-Union* in recognition of her work as founder of The Foundation Academy and the Jacksonville Science Festival in Jacksonville, FL.

Lisa S. Hoffstein, C'81, GED'81, WG'88, is director for institutional relations with the National Campaign for Grade Level Reading. As part of the senior leadership team, she oversees work in over 240 communities and forty-two states.

Mohammadreza Hojat, GR'81, is author of an updated and expanded edition of a book originally published in 2007, *Empathy in Health Professions Education and Patient Care* (Springer International, 2016).

Kimberley (Hemming) Jessen, GED'87, is an adjunct instructor of reading and study skills at Lehigh Carbon Community College in Schnecksville, PA. In the summer she taught a "bridge" program to prepare new students for academic success.

Maureen E. Kenny, GR'85, returned to the faculty of Boston College as a professor in the Department of Counseling, Developmental, and Applied Psychology after serving as dean of the Lynch School of Education for five years.

Genienne (Winter) Navarro, GED'89, president of Navarro Intercultural Associates, conducts training and consulting in intercultural competence for businesses, universities, K-12 schools, and nonprofit organizations.

Mona Sue Weissmark, GR'86, teaches Psychology of Diversity via a new, live web-conference format at the Harvard Summer School and the Harvard Extension School. The course may be of interest to psychologists, educators, and researchers.

Shelley B. Wepner, GED'73, GRD'80, dean and professor of Manhattanville College's School of Education, coauthored "The Dilemma of Traditional Teacher Preparation Programs" (*Excelsior: Leadership in Teaching and Learning*, Volume 10, Number 2, 2016) and copresented a national survey at the 2016 meeting of the American Association of Teacher Education.

Elizabeth B. Zuch, GED'76, GED'84, is a school psychologist at Hillside Elementary School in Hastings-on-Hudson, NY. There she has developed Lunch Buddies, a program using peer models to help children with spectrum diagnoses.

1990s

Barbara Ann Caruso, GR'93, is president of BAC's Educational Services. She has initiated a research study on "grief resolution through use of other-side connections," which documents the impact of a medium reading on grief.

Gail Fernandez, GED'91, was appointed interim dean of assessment at Bergen Community College in Paramus, NJ.

Ed Goldberg, GED'94, completed the 2015-2016 Pennsylvania Education Policy Fellowship Program and is working to better integrate social and emotional development into state policy.

Gail Foster Lewis, GED'92, GED'95, is president and CEO of the nonprofit scholarship organization Go Forward Education Foundation Inc., which recently received a grant from Wells Fargo's Greater Philadelphia/Delaware Community Connections Program.

Margie Inman Linn, GR'95, is continuing her focus on children with special needs as visiting associate professor at Swarthmore College. Additionally, she teaches a special education course in the Penn GSE Teach for America program.

Kara Weiss Maser, NU'84, GED'91, has returned to the educational sector as donor relations coordinator at Columbia University School of Social Work after four years as president of a multi-store clothing company.

Gloria J. McNeal, GNU'75, GR'98, dean of the National University School of Health and Human Services, has launched the National University Nurse-Managed Clinic with a \$1.5 million grant from the U.S. Health Resources and Services Administration.

Harold Melleby Jr., GRD'93, was selected as 2015 Camden County Superintendent of the Year for his work as superintendent of Eastern Camden County Regional School District in Voorhees, NJ, a role he has held since 2005.

Kathleen Marie Pierce, GR'94, was promoted to professor within the Department of Graduate Education, Leadership, and Counseling in the School of Education at Rider University.

Christina Reichert, GED'96, is a Spanish teacher at Great Valley School District in Chester County, PA. A teacher for over twenty years, she thoroughly enjoys her work.

Gamal Sherif, GED'99, will lead a workshop about The School District of Philadelphia's sustainability plan at the Global Education Forum in October 2016. The forum is sponsored by Asia Society, Penn GSE, and American Friends of Winchester College.

Lisa Taglang, GED'96, has worked since 2006 in the English Language Programs at Penn. As university connection programs manager, she helps international students improve their academic English and apply to U.S. degree programs.

2000s

Christopher Ashford, GR'00, has established the largest reading program in the Sindh Province of Pakistan. He will next lead a national education reform project for Rwanda, the largest education investment in Africa to date.

Melisa (Misha) Cahnmann-Taylor, GR'01, has published a poetry collection, *Imperfect Tense* (Whitepoint Press, 2016), and currently runs a grant from the National Endowment for the Arts as a professor at the University of Georgia.

Angela (Becker) Cleveland, GED'01, and **Saqi (Ghosh) Mehta, GED'01**, have cofounded ReigningIt, a platform to inspire the next generation of entrepreneurial women to delve into technology.

Sandra Dean, W'59, GRD'06, is an educational consultant conducting an evaluation of the four public preschools in Park City, UT, for Park City Educational Foundation.

Elizabeth Zaydon Dessoie, GED'08, received the International Literacy Association's Celebrate Literacy Award, given by the Northeastern Pennsylvania Reading Association in conjunction with the Keystone State Reading Association.

Jason T. Green, WG'02, GED'08, has coauthored his first book, *Blended Learning in Action* (Corwin Publishers, 2016). His research with Stanford Graduate School of Education has led to the development of the Redbird Professional Learning Platform.

David Hanson, GRD'09, completed a Fulbright Specialist grant at the University of Aberdeen in Scotland. This is his second career Fulbright.

Stefani Arzonetti Hite, GED'95, GRD'05, coauthored *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership* (ASCD, 2016).

Francis M. Hult, GR'07, is the 2016 Charles A. Ferguson Fellow at the Center for Applied Linguistics in Washington, DC.

Find The Penn GSE Magazine Online

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

Carrie Kries, GED'03, completed a five-year tenure as CEO of Philadelphia Montessori Charter School. In June, she became head of school at Gladwyne Montessori School.

Brittany Maschal, GED'06, is director of Brittany Maschal Consulting. Its recently redesigned website, brittanyconsulting.com, is viewable in both English and Chinese.

Robert McGarry, GRD'08, was appointed superintendent of schools for the Holmdel Township Schools in New Jersey after two years as assistant superintendent for curriculum and instruction.

Matt Mettelle, GED'07, accepted a position as director of college counseling at Menlo School in Atherton, CA.

Courtney Michener Miller, GED'04, is senior manager for recognition and development at AstraZeneca. Her role challenges her to blend expertise in human resources, learning, and development and draws upon her education at Penn GSE.

Natasha Murray, GRD'05, is editorial panel chair of *Mathematics Teaching in the Middle School*, a journal of the National Council of Teachers of Mathematics. She has been recognized as an emerging leader in education by Phi Delta Kappa International.

Franklyn Prillerman, GED'08, GRD'08, is retired. He considers Penn GSE a great learning experience.

Michael C. Reichert, GED'07, completed his Ed.D. in educational leadership and accepted a position as director of technology and instruction at Salesianum School in Wilmington, DE.

Theodore Richardson, GRD'06, was promoted to dean of the Nathan M. Bisk College of Business at Florida Institute of Technology. Previously, he was senior associate dean of the Department of Extended Studies.

Erin Servillo, GRD'08, was appointed assistant superintendent of the East Windsor Regional School District in East Windsor, NJ. She looks forward to serving the staff through leadership skills she developed while at Penn GSE.

Kathe Munz Shinham, GRD'04, has retired after working for seven years in public accounting, twenty-six years as a university administrator, and seven years as a professor. She enjoys volunteering with a local nonprofit.

Jessica L. Shupik, GED'09, received a 2016 honorable mention for the inaugural STEM Excellence Award from the International Society for Technology in Education (ISTE). She is incoming chair of ISTE's STEM Network.

Jessica Simon, GED'08, and Michelle Forney were married in Frederick, MD, on October 17, 2015.

Jeanine Staples, GRD'05, published her first book, *The Revelations of Asher: Toward Supreme Love in Self* (Peter Lang Publishing, 2016), part of the Black Studies and Critical Thinking series.

Kelly M. Thompson, GRD'08, completed her second year as president of Culver-Stockton College in Canton, MO, where she celebrated the openings of the J.E. Mabee Recreation and Wellness Center and the W.A. Herington Center for Event and Sports.

Dena Haritos Tsamitis, GR'09, was elected to the Board of Trustees of the American College of Greece.

Gregory J. Vincent, GR'04, received the 2016 Penn GSE Educator of the Year Award. He is Grand Sire Archon-Elect of Sigma Pi Phi Fraternity, also known as the Boulé, the oldest Greek letter organization for African American men.

Ruth Shoemaker Wood, GR'06, was promoted to partner at Storbeck/Pimentel & Associates, an executive search firm specializing in higher education.

Paige D. Zappile, C'02, GED'03, is owner and principal tutor at Paige's Tutoring, which celebrated its tenth anniversary in 2016.

2010s

Ufuoma C. Abiola, GED'12, a doctoral candidate at Penn GSE, was named the 2016 Graduate Honoree at the 29th Annual Women of Color at Penn Day Awards Luncheon and was featured as one of this year's Women Achieving in *The Philadelphia Tribune Magazine*.

Valerie N. Adams-Bass, GR'11, accepted a position as assistant professor at the University of Virginia and completed a study published in "Pilot to Purchase, Piloting Ed-tech Products in K-12 Public Schools" (UC Davis School of Education, 2015). She welcomed a daughter on April 10, 2016.

Keanan Barbour-March, GED'11, is vice president of product at CampusESP, a Philadelphia-based ed-tech startup providing a communication platform for colleges to support strategic parental involvement.

Ari Betof, GRD'11, completed his first year as head of school at Boston University Academy. He enjoys exploring Boston with his family and returning to Penn GSE to teach in the Mid-Career Doctoral Program and School Leadership Program.

Adriana Vetrano Cornell, GED'13, GED'14, recently moved to Nairobi, Kenya, to work as a school counselor at Hillcrest Preparatory School. She looks forward to experiencing school counseling in an international setting.

Cashna Dossous, GED'16, accepted a position teaching language arts to students with disabilities in Franklin Township School District in Franklin, NJ.

Keith Ford, GED'10, is a school counselor in The School District of Philadelphia. For three years, his father-and-son basketball tournament has served over two hundred community members, providing mentoring for underrepresented youth.

Aman Goyal, GED'13, is associate director for the Office of Student Affairs at Penn. He has worked at the University for four years.

Kamiah Hodge, GED'13, is a middle school science educator at Broward County School District in Florida. In the summer, she worked with a nonprofit organization to address educational programming for marginalized populations.

Brendon Jobs, GED'08, GED'11, accepted a position as assistant director of community life at The Haverford School after a decade teaching in Philadelphia public schools. He recently consulted with the Gates Foundation regarding teacher preparation.

Robert LeBlanc, GR'16, accepted a position as assistant professor of education at Cal Poly Pomona.

Ze (Lucy) Liu, GED'14, made a transition to the banking industry, where she draws upon her teaching background and Penn GSE training as a human resources associate.

Diane Luckman, GED'11, completed her fifth year teaching in a vertical classroom at The School in Rose Valley located in Rose Valley, PA. She and her teaching partner, **O'Brien Wolff, GED'11**, share an interest in partnering with urban classrooms.

MacKenzie Mocini (Lovell) Luke, GED'12, is working on a dissertation in urban education at Temple University. She was married on June 25, 2016.

Angel Mills, GED'16, was awarded a David L. Boren Fellowship to study Portuguese in São Paulo, Brazil, during 2016-2017. Boren Fellowships are sponsored by the National Security Education Program.

Tina Mitchell, GRD'11, accepted a position as assistant professor of education at Wesley College in Dover, DE. She was previously a K-12 school principal.

Adam T. Morrow, GED'13, joined Harvard Business School as assistant director of prospect development. Previously, he was development operations coordinator at Harvard Graduate School of Education.

Lynn Nakazawa, GED'16, received a 2016-2017 Fulbright grant to train and supervise eighty Fulbright English teaching assistants and their local counterparts in Taiwan.

Joe Nicholas, GED'16, is a seventh and eighth grade math teacher at William M. Meredith Elementary School in Philadelphia. He thanks Penn GSE's **NancyLee Bergey, CW'75, GED'79**, for her career guidance.

Brittany Oakes, GED'15, is a STEM teacher in Camden, NJ, where she continues her passion for working with historically underserved urban communities. She is entering her eighth year of teaching.

Cecilia M. Orphan, GR'15, is assistant professor of higher education in the Morgridge College of Education at the University of Denver. She studies the effects of neoliberal public policy, the role of regional comprehensive universities, and organizational change.

Vivian Yifei Pan, GED'16, will pursue an M.S. in marketing management at the Johns Hopkins Carey Business School, building upon her communications experience at the United Nations and private agencies.

Morgan Polikoff, GR'10, was promoted to the tenured position of associate professor at the USC Rossier School of Education.

Donna Sabella (Monheit), GR'10, GNU'12, has been named to the Seedworks Endowed Professorship in Nursing and Social Justice, the first endowed chair at the University of Massachusetts Amherst College of Nursing. Her research focuses on the clinical implications of human trafficking for women.



↑ Members of the Penn GSE Education Alumni Association Board and GSE's Philadelphia Writing Project volunteered at a celebration of literacy and history at Philip H. Sheridan Elementary School in Philadelphia on May 13, 2016. Sheridan teacher Andrea Gray, GED'93 (front row, second from left) organized the event, which included a special visit from Pennsylvania Secretary of Education Pedro Rivera (front row, third from left). Photo by Darryl W. Moran Photography

Pam Safford, GED'11, looks forward to working with young students in a one-year interim position at New Canaan Country School in Connecticut. She was previously dean of admission and financial aid at Deerfield Academy.

Zahava Stadler, GED'15, LPS'15, is manager of policy and research at EdBuild, a nonprofit organization focusing on the equity and distributional justice implications of education finance policy.

Anu Vedantham, GRD'11, accepted a position as director of learning and teaching for Harvard College Library. Her work includes a focus on outreach, new media pedagogies, and the role of instructional and collaborative spaces.

Taryn Williams, C'14, GED'15, recently studied at Middlebury College's Summer Language School in Spanish as a Kathryn Davis Fellow for Peace, seeking more ways to involve Latino families in their children's education.

Cong Zhang, GED'11, GED'12, is a predoctoral clinical fellow at Cambridge Health Alliance/Harvard Medical School. Memories at Penn GSE will always be her inspiration as she continues to grow as a psychologist in training.

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

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Providing for Penn GSE—and Your Future



Photo by Darryl W. Moran Photography

“For thirty years, I taught students with learning differences to read and write. My path to improving children’s lives began at Penn GSE. Establishing a charitable gift annuity now provides a way for me to support GSE while supplementing my retirement income. I consider this opportunity a mutual blessing.”
—Valerie V. Maerker, M.S. '79

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TIPS FROM The Educator's Playbook:

HELPING HIGH SCHOOL ATHLETES NAVIGATE COLLEGE RECRUITMENT

For high school athletes, an offer to play sports in college fulfills a lifelong dream. But higher education can't just be about athletics. It also has to be about developing as an individual and preparing for a career, especially for the vast majority of college athletes who won't be going pro or making it to the Olympics.



Penn GSE professor Shaun Harper, director of the Center for the Study of Race and Equity in Education, recommends that students ask three kinds of questions before committing to a college. Drawn from his report examining the poor graduation rates of black male student-athletes in the biggest college programs, these questions are valuable for all students aspiring to play collegiate athletics—as well as for teachers, advisors, high school coaches, and family members helping them navigate the process.

What's my academic support structure?

Many college coaches sell high school athletes on an athletics program's glamour. They'll show off state-of-the-art facilities, conjure up visions of how the recruit will win the big game, and—for the highest levels—brag about the number of players who have gone pro. But it's important for recruits and those supporting them to look deeper and find out how the program helps athletes stay in the game academically.

KEEP SCORE WITH THESE QUESTIONS:

- What advisors do you have to help me stay on track to graduate?
- What do coaches do to prioritize academics during the season?

These are especially important questions for Division II and III programs, which often have smaller support staffs than those in Division I.

(continued on next page) →

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#2

What experience will I gain off the field?

Between games, practices, film sessions, and a host of team activities that are “voluntary” in name only, a roster spot often defines an athlete’s college experience. While that kind of schedule might move a recruit up the depth chart, it’s unlikely to yield a résumé and portfolio well suited to life after graduation.

ADD THESE QUESTIONS TO YOUR GAME PLAN:

- How many players from the team studied abroad or did internships in their fields this past school year?
- What are some specific examples of the ways coaches encourage academic success and the holistic development of players?

Athletes shouldn’t have to choose between their sport and important learning experiences. Students who are highly engaged both inside and outside the classroom are considerably more likely than their disengaged peers to graduate from college and compete successfully for highly coveted jobs and admission to graduate school. They also learn more, earn higher GPAs, and develop a wider array of skills that will be useful in their lives and careers after college.

#3

What am I doing after college?

Only a few college players will have careers as athletes. And even the biggest stars’ plans can be derailed by injury. So focus on which college will best prepare you for life after you leave the locker room.

USE THESE QUESTIONS TO STAY ON TARGET:

- What is the graduation rate for athletes?
- How does that compare to the graduation rate for nonathletes?
- What sort of degrees are most of your players earning?
- How prepared will I be for a career in my field?
- What careers are your recent graduates entering?

These questions will help you see beyond the next four years, so you can choose a path to long-term success.

Want more advice for educators?

These tips are adapted from *The Educator’s Playbook*, a Penn GSE newsletter that distills faculty research into useful advice for K–12 educators. Visit www.gse.upenn.edu/news/subscribe to subscribe.



Penn GSE held its 102nd Commencement Ceremony on May 14 at the historic Franklin Field. Dr. Deborah Loewenberg Ball, dean of the School of Education at the University of Michigan, gave the Commencement address. Penn GSE conferred 642 degrees during 2015-2016.



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