

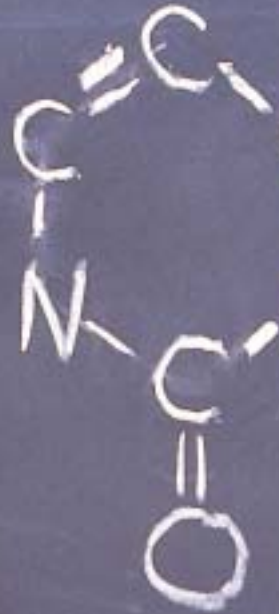
PennGSE

MAGAZINE

WHAT'S GOING TO SAVE PUBLIC EDUCATION?

- Another round of reform?
- More political rhetoric?
- Dumbed-down civics?
- None of the above

Susan Fuhrman, Marvin Lazerson,
and John Puckett explain why



November 4-6, 2005

Homecoming 2005

For a complete list of events on campus during Penn's Homecoming weekend, go to <http://www.alumni.upenn.edu/homecoming2005/>.

Saturday, November 5

Penn GSE Alumni Sessions

Sessions run concurrently from 10:00 to 11:30 a.m.

Space is limited and registration required. RSVP at 215-898-9794.

Presenting Yourself as a College Applicant: A Session for High School Students

John T. Krebs, Assistant Dean, Associate Director of Summer Sessions at the College of General Studies

For high school students ages 14 and up interested in learning how to present their personal experiences in ways that will make them stand out as candidates for college admission.

Co-sponsored by Penn GSE and CGS.

Room 200, Penn GSE, 3700 Walnut Street

Developing Your Child as a College Applicant, Or a Hassle-Free Guide for Parents

Dr. Rosalie Guzofsky G'76 Gr'90, Director, Professional Programs and Outreach at the College of General Studies, and Dr. V. Hilton Hallock, Director, Executive Doctorate in Higher Education Management
From applications to the "big separation," the transition from high school to college is a rite of passage for families and a challenge to parents and children alike. Learn what to expect and get some helpful tips on navigating this difficult time.

Co-sponsored by Penn GSE and CGS.

Room 203, Penn GSE, 3700 Walnut

Penn Quakers vs. Princeton Tigers

12:00 noon

Franklin Field, 235 South 33rd Street

For tickets, contact 215-898-6151 or <http://www.pennathletics.com/>.

Coming in 2006...

January 19-21, 2006

Executive Doctorate in Higher Education Management Alumni Weekend

For more information, contact Regina Vella at 215-898-9792 or rvella@ben.dev.upenn.edu.

February

Penn GSE Mini-Reunion

Join fellow alumni for a mid-winter get-together, held in conjunction with the 27th Annual Ethnography in Education Forum to be held February 24-25, 2006.

Sponsored by Penn GSE's alumni office.

For more information, contact Regina Vella at 215-898-9792 or rvella@ben.dev.upenn.edu.

May 12, 2006

Special Alumni Weekend Event

Improving Young Lives: Penn's Commitment to Our Children & Communities
Penn GSE Dean Susan Fuhrman teams up with Rich Gelles, dean of the School of Social Policy and Practice, and Afaf Melies, dean of the School of Nursing, for an interdisciplinary panel discussion highlighting Penn's contributions to the state of children's health, education, and welfare.

Open to the entire Penn community.

For more information, contact Regina Vella at 215-898-9792 or rvella@ben.dev.upenn.edu.

Register today on-line!

At the Penn GSE Alumni & Friends website http://www.gse.upenn.edu/alumni_friends/



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Three of Penn GSE's finest raise their hands with some thoughts about what's wrong with our schools and how we might fix them.

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The Education Gospel: Loud Music, the Lone Ranger & Playing within Your Game

By Marvin Lazerson

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What If Reform Isn't the Answer?

By Susan H. Fuhrman

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Accounting for Citizenship

By John Puckett and Michael Johaneck

On the cover:

There are no easy answers to the crisis that faces America's public schools—particularly those in urban districts. In this issue of Penn GSE News, three members of our faculty offer their thoughts on the persistent challenges that face American education and where solutions might be found.

Photo by Comstock Images



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Training Teachers and Digging Holes

Penn GSE takes a lead role in the University's response to the tsunami that devastated the Indian Ocean basin.

By Tom Kecskemethy



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Annual Report

Penn GSE recognizes the generous support of alumni and friends—with a special nod to those who contributed to Penn's Tsunami Education Relief Fund.

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Alumni Notes



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Like most Americans, I spent a lot of time on August 29 and the following weeks watching and scanning news reports of the awful toll Hurricane Katrina took in New Orleans and the Gulf states. The story of Katrina has certainly been a tragic one in our national history, and I've been very proud of the generous personal and collective social response Americans mustered to assist the millions of people affected. But I'm also hoping that in the wake of this disaster we can generate a renewed, longer-term national commitment to the notion of common good: if our society is to prosper and all of our citizens are to thrive, we have a continuing responsibility—all of us—to our community and to one another.

Educators have known this simple truth for decades. As we survey the state of public education in America's urban school districts, we can quantify the price of social neglect and terribly inequitable school funding—disproportionately high dropout rates in struggling schools, low achievement test scores among students in underfunded classrooms, and

If our society is to prosper and all of our citizens are to thrive, we have a continuing responsibility—all of us—to our community and to one another.

shocking turnover rates among teachers working in urban districts are just a few of the indicators. And we know that, while low teacher salaries, meager classroom supplies, and underfunded schools may keep budgets down today, all those economies will exact an untold cost tomorrow.

With an impressive research portfolio that has a significant impact on professional practice, and through our hands-on academic and service programs, Penn GSE is dedicated to doing our part to change society for the better. Under President Amy Gutmann's leadership, the University has dedicated itself to deepening its already significant commitment to community—to strengthening its ties to neighbors across the street and around the globe. In this letter, I'd like to tell you about some of what Penn GSE has been doing close to home and abroad to fulfill its responsibilities as a good university citizen.

As you may know, in 1997, we entered into an historic partnership with the School District of Philadelphia and the Philadelphia Federation of Teachers to create a model K-8 public school in our neighborhood. Five years later,

we expanded our engagement with the district to help three low-performing elementary schools in West Philadelphia. This work is a centerpiece of our mission, and so it was that the entire GSE community was truly gratified by the recent news of the results of our collaboration with the district.

This fall, we got word that our three Penn Partnership Schools—Lea, Wilson, and Bryant—have made great strides, posting the largest one-year gains in math achievement of any of the schools working with outside providers and the largest one-year improvement in advancing students out of the bottom quartile in reading. Over the three years of our partnership, we've seen a 50 percent increase in the number of students performing at or above grade level and a similar rise in students performing above the national average in math.

The Penn Alexander School—the K-8 public school created through a partnership of the University, the school district, and the teacher's union—is one of the top five neighborhood elementary schools in the city. On national tests, students in the lower grades performed above the 60th percentile in literacy and above the 70th percentile in mathematics—well above the national average.

In the global arena, I invite you to read about some of the inspiring international work Penn has been doing as we help rebuild education in the countries devastated by last December's tsunami. (See *Training Teachers and Digging Holes* on page 16). And back home at GSE, I'm pleased to let you know that we were able to lend a hand to a student displaced by Hurricane Katrina—Iwona Ionescu, a PhD student at the University of New Orleans, who is continuing her studies in our Educational Linguistics program this term. This modest effort of ours was part of a larger commitment by the University to offer students enrolled at colleges and universities in hurricane-stricken areas the opportunity to continue their studies uninterrupted at Penn.

It has been a privilege—both personal and professional—to be a part of all these efforts.

Susan H. Fuhrman

School By Design

“If you draw it, they will dream,” said Harris Sokoloff, director of Penn GSE’s Center for School Study Councils.

The drawings in question were three innovative school designs created by citizens, architects, and educators and presented to the School District of Philadelphia’s CEO, Paul Vallas, at the culminating event of the Franklin Conference on School Design, held on June 27.

A model civic engagement program of the Penn Institute for Urban Research, the Franklin Conference kicked off in March with a session featuring expert presentations on school design and pedagogy.

But at the heart of the initiative were five citizen forums, held throughout the spring, where Philadelphians gathered to articulate guidelines for what their city’s schools should be. Called the Franklin Principles, these guidelines assert that a school should be welcoming, interactive, flexible and adaptable, healthy, built for “smart growth” and built green, and designed to reflect the

ideas of students, teachers, and neighbors.

Franklin Principles in hand, some of the city’s top architects met with citizens in a day-long brainstorming workshop on June 11. Called a “charrette” in architectural parlance, the session produced the three detailed design ideas presented to Vallas later that month.

His response to the designs was enthusiastic, as was his assessment of the charrette model. Explaining that the vast majority of projects hadn’t even reached the design phase, he foresaw “many opportunities to use the lessons we have learned here—the most important of which is to have community input in the design and constitution of our schools.”

The Franklin Conference is a joint project of PennPraxis, the Center for School Studies Council, and the *Philadelphia Inquirer*. It is sponsored by the William Penn Foundation, World Café Live, and the Design Advocacy Group of Philadelphia.

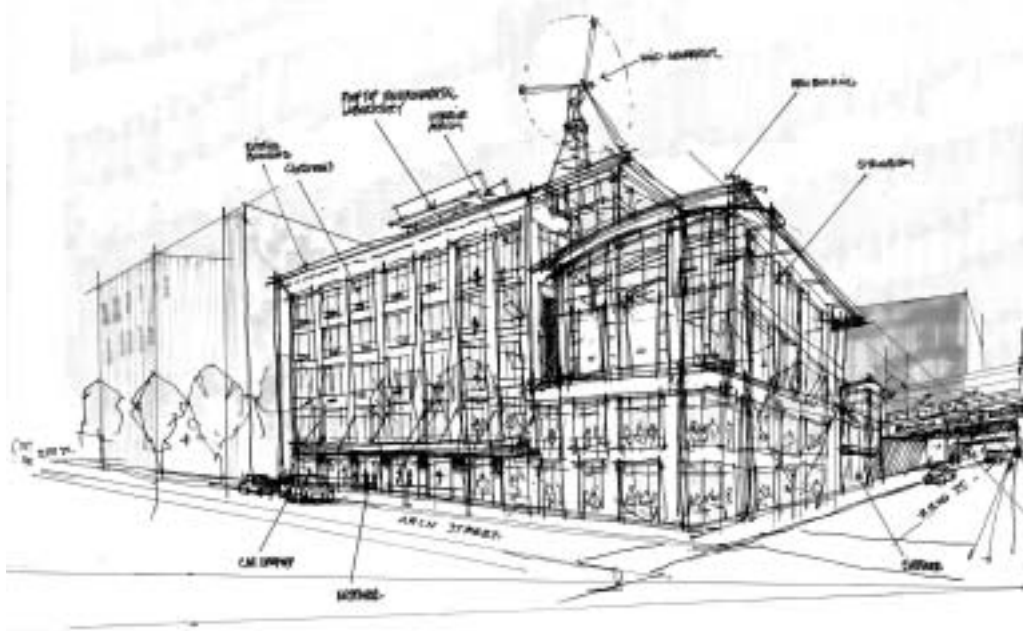
Penn & School District Partner on New High School

As part of its ongoing commitment to Philadelphia’s public schools, Penn is working with the Philadelphia School Reform Commission on a new magnet high school with a curriculum focused on international studies.

To plan the curriculum for the new school, Penn GSE is working with the Asia Society, which is serving in this project as an intermediary for the Bill and Melinda Gates Foundation. The proposed school will teach all subjects, but with an emphasis on integrating international perspectives throughout the curriculum and on teaching world languages and cultures. According to Nancy Streim, associate dean for Educational Practice at Penn GSE, “The new high school is designed to prepare students with knowledge and skills to lead in our increasingly diverse and global society.”

Part of the city’s effort to introduce a number of small, themed high schools, the Penn-assisted high school is slated to enroll a pilot group of students by fall 2006. The school will be located in West Philadelphia and will serve approximately 400 students.

Details about Penn’s role are still being hammered out; however, some features are clear. First, as a public school, the new high school will be built and managed by the Philadelphia school district. Penn will be bringing significant expertise to the design of the school and its curriculum, and Penn faculty, staff, and students will be involved in supporting the educational program in a variety of ways. In addition, the University will work closely with the district to locate external partnerships and support.



BOB KEPPEL/COPE LINDER ARCHITECTS

This architectural drawing captures one team’s ideas for a science-themed high school at a Center City site under consideration by the district. The rooftop windmill and garden are just two elements in the team’s scheme to turn the entire building into a laboratory for science learning.

New Faculty Joins Penn GSE

Associate Professor Laura Perna, an expert on access to higher education, joins Penn GSE's Policy, Management and Evaluation division. Previously, she was on the faculty of the University of Maryland, College Park; worked as a research scientist and director of data analysis, and as acting director, of the Frederick Patterson Research Institute of the United Negro College Fund; and as director of institutional research at the University of Dallas.

The newest addition to the Applied Psychology and Human Development division, Assistant Professor Duane Thomas, is a clinical psychologist specializing in youth violence prevention, academic-community partnerships, and the identification of risk and protective factors for urban African-American children and youth. He comes to Penn GSE from Johns Hopkins, where he was a fellow in the Kellogg Community Health Scholars Program.

Assistant Professor Susan Yoon, who studies science education, joins the faculty in the Foundations and Practices of Education division. Previously, she held a postdoctoral fellowship at MIT, where she managed a project to improve the information technology skills of teachers and students. Earlier, she worked as a special-needs teacher in the Toronto public schools and later as chair of a



Perna



Thomas



Yoon

CANDACE DICARLO

junior high school science department.

Also coming on board this year are two people with long-standing affiliations to Penn GSE. The first, **Henry May Gr'02**, a specialist in the application of modern statistical methods in education research, is a researcher and statistician at the Consortium for Policy Research in Education. He joins the Policy, Management and Evaluation division as a research assistant professor. Former Penn GSE Overseer Alan Ruby worked most recently at The Atlantic Philanthropies as senior vice president of programs and previously at the World Bank, where he directed education, health, and social insurance programs in 12 East Asian countries. He comes to the School as a research fellow in the Policy, Management and Evaluation division.

Also Noted

Richard Ingersoll has been promoted to full professor status. He studies the character of schools as workplaces, teachers as workers, and teaching as a job. His book, *Who Controls Teachers' Work?* received the American Association of Colleges for Teacher Education's 2004 Outstanding Writing Award.

Janine Remillard has been promoted to the rank of associate professor with tenure. Her work focuses on mathematics teacher education and learning, urban education, and teaching practices in the context of educational policy. She will also take over as chair of the Foundations and Practices of Education division as the former chair, Associate Professor Kathy Schultz, works to develop the Center for Collaborative Research and Practice in Teacher Education.



Hallock

Exec Doc Names New Director

V Hilton Hallock, the new director of the Executive Doctorate in Higher Education Management, has experience in both the academic and the administrative worlds. She received her Ph.D. from Syracuse University, where she stayed on to work as a research associate in the higher education program, as an adjunct faculty member in the education school, and as associate director for professional development programs for the graduate school. Before that, she served as director of student services at Longwood College and as assistant dean of students at the University of Virginia. Hallock's predecessor in the position, **Larry Schall Gr'03**, left to assume the presidency of Oglethorpe University in Atlanta.

Inside South Africa

“Visiting Robben Island and seeing firsthand the cell where Nelson Mandela was imprisoned was an extremely powerful experience,” says Dennis DePerro, vice president for enrollment management at LeMoyné College. “That morning, we had gone up Table Mountain, which is spectacular, and it amazed me how such a beautiful place could have so much poverty and oppression.”

DePerro was one of 22 Penn GSE students enrolled in an Executive Doctorate module on higher education in South Africa. The class, led by Penn GSE Assistant Professor Marybeth Gasman, was designed to provide an in-depth look at the system of higher education in a very different culture and context.

Explains Gasman, “What’s interesting about South Africa is that the racial and class dynamics are very similar to those in the U.S. after the *Brown v. Board* decision in 1954. For instance, South Africa is the only other country in the world with historically black colleges and universities (HBCUs). Yet, the population is so different from ours, with blacks making up nearly 80 percent of the total.”

To get an insider’s view, students spent mornings meeting with administrators and faculty at four universities. Topics ranged from those familiar to any college administrator (curriculum, finance, fundraising) to those particular to South Africa. For example, at the University of the Western Cape, founded in 1959 “as an ethnic college for ‘colored’ students,” the group got an overview of the history of South African HBCUs.

Afternoons were devoted to the kind of cultural experiences that DePerro found so powerful. In addition to visiting Robben Island, the group toured Kliptown, the Soweto neighborhood where the anti-apartheid movement began in 1955. According to DePerro, the visit was sobering: “We passed tin huts with furniture made out of rubber tires and floors out of dirt. We were stunned by the conditions people lived in.”

Says Gasman, “The heart of this class was in the visits to places like Robben Island and Kliptown. For Americans, it can be hard to contemplate the legacy of apartheid—particularly the poverty—and understand how people could have hope. What I wanted our students to see was that, despite the complexities of the problems in South Africa, hope still exists.”



COURTESY NOAH DREZNER

GSE International Sponsors China Study Tour

Students in a Project Hope-sponsored school in Yunnan Province gave a warm welcome to Penn GSE’s China Study Tour participants—including doctoral student Noah Drezner (pictured here). Says Drezner, “The evening before, we went to the house of one of the students, where he lived with his grandmother, mother, and five-year-old sister. Their father died last year, and with an annual income of US \$100, they cannot afford the \$24 tuition (per child) for elementary school.” Drezner and several other of the Study Tour participants are

sponsoring Project Hope students, paying for their education through the sixth grade. The four-week trip, sponsored by GSE International and led by Associate Professor Kathleen Hall and Program Coordinator Lan Xu, brought nine GSE students to Beijing, Yunnan, and Xinjiang. In Beijing, the group got an overview of the country’s education system, meeting with policymakers and educators from leading universities and NGOs. In the remote regions of Yunnan and Xinjiang, they got a firsthand look at rural education.



An Honored Friend

In May, Peter To, a Hong Kong philanthropist and Penn GSE China Study Tour Program sponsor, was on campus to receive the Dean’s Award for Contributions to International Education. Pictured above, To accepts the award from Penn GSE Associate Dean Stanton Wortham and Vice Dean Cheng Davis. The study tour aims to provide future American educators with a greater understanding of China in its educational, historical, social, and cultural contexts.

Celebrating CPRE

Twenty years ago, the *Nation at Risk* report rocked the country with a grim diagnosis of the state of American education and helped launch school reforms in virtually every state in the union. For her part, Penn GSE Dean Susan Fuhrman (then at the Eagleton Institute of Politics at Rutgers University) knew that academia had an important role to play—by conducting research focused on the effects of educational reform and then communicating findings to policymakers, practitioners, and education professionals.

In 1985, she joined forces with colleagues at Harvard, Stanford, the University of Michigan, and the University of Wisconsin at Madison to found the Consortium for Policy Research in Education (CPRE). Since that time, CPRE researchers have been focusing on issues such as the standards-based reform movement, deregulation and school-based management, financing, accountability policies, and whole school reform.

On October 27, policymakers, educators, and researchers from across the country will gather at Union Station in Washington, DC, to commemorate the 20th anniversary of CPRE, now housed at Penn GSE. Given its commitment to improving education, CPRE is taking advantage of the occasion to honor others

who have also made significant contributions to education policy. The honorees are former North Carolina Governor James B. Hunt; *Education Week* Senior Editor Lynn Olson; and educational psychologist Robert Slavin.

Hunt is a major force in the education reform movement in North Carolina and across the nation. Currently practicing law in Raleigh, he is chairman of the board of the Hunt Institute for Educational Leadership and Policy, which works with governors and other elected officials at the intersection of education and politics.

An award-winning journalist, Olson has been writing about public education for more than 20 years. In addition to her position on *Ed Week*, she is also the executive project editor for *Quality Counts*, an annual report card on public education. Her book about the transition from school to work, *The School-to-Work Revolution*, appeared in 1997.

Slavin is director of the Center for Data-Driven Reform in Education at Johns Hopkins University and chairman of the Success for All Foundation. He has authored or co-authored 20 books, including *Educational Psychology: Theory into Practice*; *Effective Programs for Latino Students*; and *One Million Children: Success for All*.

PLN Expands Across PA

For more than two decades, the Penn Literacy Network (PLN) has confined its work largely to districts near its home base at Penn GSE. Since 1981, educators from eastern Pennsylvania, New Jersey, and Delaware have been taking PLN courses in the areas of reading, writing, mathematics, science, and technology.

Now, with a \$2.8 million Annenberg Foundation grant, more teachers than ever are getting the benefit of PLN's comprehensive program. The grant, awarded through the Pennsylvania Department of Education, makes the organization an official provider of continuing training at the regional level to teachers and coaches who will, in turn, offer PLN-supported workshops for secondary school teachers. Working with PLN Director Bonnie Botel-Sheppard and PLN Associate Director Joseph Ginotti in the development of this project are Foundations, Inc., Research For Action, Annenberg, and the state DOE.

Says Botel-Sheppard, "We're aiming not only to prepare coaches but to build a sustainable professional development model in each district—one that will endure beyond the project's three-year scope." Ten districts will work with PLN in the development and expansion of professional development services.

"With the help of the Commonwealth's Department of Education," Botel-Sheppard says, "we're delivering programs not just to one city but to districts all over the state."

Feds Fund Penn GSE Doctoral Student Training

The U.S. Department of Education's Institute of Education Sciences (IES) has awarded a \$4.56 million grant to Penn GSE for a new, multidisciplinary doctoral student training program for education researchers.

Led by Penn GSE Professor Rebecca Maynard, the program will provide Ph.D. student fellows with training in education research and with experience in field-based research in partner school districts and research centers. By the time they complete the program, students will have taken part in at least one research project that uses an experimental design and at least one multi-methods project. Open to all Penn students who have completed at least one year of doctoral studies, the program will provide financial support to

enable fellows to focus on their studies and on mentored research.

"Fellows will be actively engaged in field-based projects that both serve as hands-on training opportunities and contribute findings to the partner schools—and to the wider education research community," says Maynard. "This grant enables us to transform our doctoral program, providing financial and academic support for innovative, interdisciplinary training of Ph.D. students in the skills necessary to generate rigorous evidence to guide future education practice and policy."

The five-year grant is one of ten awarded by IES to encourage high-quality scientifically based education research that will inform evidence-based educational policy.

Penn GSE Commencement

It was standing room only at the Philadelphia Marriott for this year's Penn GSE Commencement ceremony on May 15. With family and friends looking on, Dean Susan Fuhrman presided as 277 newly minted GSE graduates began a new chapter in their educational careers.

This year's speaker—**Dr. James Stigler GE'd'77**, professor of psychology at the University of California, Los Angeles and CEO of LessonLab, Inc.—brought a refreshing note of humor, and candor, to the shopworn conventions of the Graduation Speech when he told the new graduates, "I'm going to give you some advice, but not because I care about you.... I'm not too concerned about your personal success—that will take care of itself—but I do care, at the bottom of my heart, that you use your potential to improve education and learning for all children."

That dedication to educational improvement has been the hallmark of Stigler's career. Best known for his observational work in classrooms, he pioneered the use of

multimedia technology for the study of classroom instruction and serves as director of the Third International Mathematics and Science Study (TIMSS) video studies. His company, LessonLab, is dedicated to improving academic achievement in schools through the design and delivery of professional development solutions. A 1989 Guggenheim Fellow, Stigler is the co-author of two books, *The Teaching Gap*, with James Hiebert, and *The Learning Gap*, with Harold Stevenson.

This year's William E. Arnold Award for Outstanding Contributions by a Student went to **Marc Lamont Hill Gr'05**, for his leadership of the Association of African American Graduate Students in Education. The Phi Delta Kappa Tau Chapter award for outstanding dissertation completed by a doctoral student went to **Rebecca Jane Shearer Gr'05** for *An Investigation of the Situational Dimensions of Preschool Emotional and Behavioral Adjustment: A Study of Problems within the Classroom Context*.



LEGACY PHOTOGRAPHICS

Marc Lamont Hill Gr'05 took home the award for outstanding contributions by a student for his work with Penn GSE's oldest and largest student organization, the Association of African American Graduate Students in Education.

Associate Professor Larry Sipe received the Excellence in Teaching Award, established to acknowledge outstanding pedagogy by Penn GSE faculty and staff. An expert on literature for children and adolescents, Dr. Sipe was cited for his "rigor, clarity, sensitivity, and thoroughness [that provide] his students with an excellent model of a scholar."

A New Development

With the appointment of Alexis Beshara Wolson as assistant dean of development and alumni relations, Penn GSE welcomes new leadership for its advancement and outreach efforts. According to Dean Susan Fuhrman, "We're thrilled to have Alexis leading our development and alumni efforts. She brings the perfect blend of experience and innovative ideas to help the School build on our impressive achievements of recent years."

Previously, Wolson served as assistant dean for advancement, outreach, and alumni, at the University of Miami's Rosenstiel School. The Rosenstiel School is one of the nation's leading marine and atmospheric science research schools.

Prior to that, she held a series of positions as director of corporate partnerships at the Nature Conservancy, director of strategic partnerships at McKinley Marketing, and policy associate for the Public Education Network. After graduating from Rutgers University in 1990, Wolson worked as a Teach for America classroom teacher in the New Orleans public schools.

Lynn Johnson, Wolson's predecessor in leading Penn GSE's development efforts, recently accepted a position as executive director of the Fund for West Chester University.



STUART GOLDENBERG

A Tribute to Mort Botel

Dean Susan Fuhrman presents the Lifetime Achievement Award for Literacy to Mort Botel, former Penn GSE professor and founder of the Penn Literacy Network (PLN). The award was conferred by the Delaware Valley Reading Association (DVRA) at its April 20 anniversary banquet. Botel, the DVRA's first president, led PLN in its work to provide professional development seminars on the integration of reading, writing, and talking throughout the curriculum.

What's Going to SAVE Public Education?

Everyone agrees that American public education—especially in urban districts—is in crisis and that all of our kids need the better life chances that a sound education can provide. But asking “what’s going to save the system?” raises another, deeper question: “Save it *from what?*”

In the pieces that follow, three members of the Penn GSE faculty address that question from their unique scholarly perspectives: Marvin Lazerson suggests that we need to be saved from the unreasonable weight of our own expectations for public education; Susan Fuhrman argues that the proliferation of “reform” efforts draws our attention away from the serious work of improvement; and John Puckett contends that in lowering our sights for civic education, we are short-changing ourselves—and our democratic ideals.

The Education Gospel

How loud music, the Lone Ranger, and playing within your game can explain how the American educational system has lost its way.

By Marvin Lazerson

The term “Education Gospel” refers to a system of belief that has dominated American education for more than a century: the belief that social, economic, political, and moral problems can be solved through schooling. Whatever the problem the country faces—economic recessions, social instability and crime, disengaged youth and deteriorating family life, inequality and poverty, even traffic safety—the Education Gospel assumes that schooling can solve it.

In recent decades, the faith has focused on economic goals. Its essential message is that, with the nature of work shifting away from industrial to knowledge-based occupations, we need to acquire new and more skills, and the best place to obtain them are schools—increasingly schools beyond the high school level, so that at least some college will be necessary for the jobs of the future. More economically focused schooling, then, will lead to a vibrant economy, a more productive workforce, and greater success in the global marketplace.

The expectation that schooling will solve all problems

rooted in characteristics that often have little to do with schooling. It has distorted and narrowed the purposes of education into getting jobs and getting ahead.

Loud music

When I was growing up, my father and grandfather worked in a New York City factory. In order to hear themselves over the noise of the machinery, they had to shout. This shouting as a form of conversation continued when they sat down at the dinner table. To make ourselves heard, my sister and I both joined in the shouting while my other sister simply left the table screaming. Since there was no such thing as a conversation, I retreated to my room and turned on a local radio station that was introducing its listeners to rock and roll. I turned the music up very loudly, which of course led to more shouting, my sisters playing their music more loudly, and my grandfather and father turning the sound up on the television.

Over the years, I began to think about my family in the context of educational reform: the advocates of reform,

“The central dilemma of the Education Gospel is that it wants to use education as a substitute for other social policies to reduce unemployment, to alleviate poverty, to narrow the distribution of earnings, and to end racial differences.”

applies to individuals as well. According to the Education Gospel, anyone who wants to get ahead in the race for economic success and professional status must stay in school for longer and longer periods of time and be prepared to return regularly.

In America, the Education Gospel has produced remarkable results. We should not lose sight of them. Americans have provided more schooling for more people for longer periods of time than any other country. Millions of immigrants and their families, millions of poor and working class, millions of previously discriminated against can attest to the remarkable opportunities made available through education. It is one of the givens of the American Dream.

But the Education Gospel has its less attractive characteristics. It violates, for example, both common sense and research findings that suggest that many other factors create economic growth. It assumes that schools are the best place to learn to work, when so much of success at work is

from all sides of the political spectrum, behave like my family—we shout and play our music louder and louder. Since no one can really hear anyone’s music, everyone simply stops listening, screening out all but their own music. In the end, we have almost no capacity to listen to anyone but ourselves and no ability to engage in serious conversations.

The lesson is really quite simple: lower the volume. Stop shouting, and stop acting as if yours were the only music worth hearing, because when we all do that, no one really hears anything.

The Lone Ranger

Next to *The Shadow*, my favorite radio program as a child was *The Lone Ranger*. In contrast to my rock and roll, I kept the *Lone Ranger* radio program quiet, for I did not want my parents to know that I was lying in bed listening to the radio. Later, when *The Lone Ranger* moved to television, I came to understand that white men just did not have faithful Indian companions. But in the 1950s, *The Lone Ranger*



MELVIN EPPS

was one of my outlets to a world beyond my family.

For me, one of the most stirring moments came early in the show when someone would notice the Lone Ranger's bullets and say, "Why those are silver bullets, mister." That meant that the Lone Ranger was on the case.

The silver bullets never missed and they always landed where the Lone Ranger wanted them to, wounding or killing as was desired. And they are a metaphor of how Americans view educational reform.

The Education Gospel is essentially an elaborate silver bullet, which claims to do what the Lone Ranger did—eliminate the problem within a half hour, start to finish, including commercial breaks. Educational reformers have, over the years, gone through organizational changes designed to remove schools from politics. When we discovered children in need at the end of the 19th century, we created kindergartens to get the young out of their families and off the streets. When we rediscovered the same problems in the 1960s, we created Head Start. When we discovered the problems of young teens, we created junior high schools. When we saw the changes in youth labor markets, we created vocational education programs. On and on it goes. Each reform was shouted loudly, each reform the silver bullet that would solve whatever the problem of the moment.

Over the past few years, silver bullets are being shot out of various-sized guns with bewildering rapidity. Schools too large? Make small schools. Students directionless? Create charter schools or mission-oriented schools. The costs of schooling too high, the bureaucracy strangling innovation? Provide vouchers so people can shop around and buy at lower costs. Students not learning enough? Create national standards and more standardized tests.

Now none of these reforms is necessarily bad; each has some merit and some downside. Just about every evaluation of any worth more or less says the same thing. Some benefit, some lose out, and many—if not most—are essentially unaffected. But in a world of silver bullets and loud music, the notion of complexity, of incompleteness, of mixtures of good and bad, of benefits and deficits—such balanced views of the world, such balanced views of education's reality—have little meaning.

Even when we are on the right track, education takes a long time to have an effect. Learning does not occur overnight. And so, we have a responsibility to say as clearly as we can, that what we do may help some if we do it right, but no reform is a silver bullet that will make the educational problem disappear.

Playing within your game

Those of you who are sport fans will recognize the phrase "playing within your game" as shorthand to

describe a team of not especially great players that has learned to draw upon its individual strengths to make for strong team play. Playing within your game says that these players *taken together* are stronger as a team than the individual parts.

I was reminded of this during the summer of 2004 watching the European Soccer Championships. As the tournament got underway—indeed in the opening game against highly favored Portugal—the national team from Greece began to win games it was supposed to lose. This was surprising because the Greeks had no superstars. Attention turned to the team's German coach, who it was said, had convinced his players to "play within their game." The strategy worked for the Greeks, and in one of the biggest surprises ever in European soccer, the national team of Greece became the European champions.

While I was watching, I began to think about how rarely we in education stand up and say, "This is our game plan and we are going to stick to it, and we are willing to be held accountable for the results." We in education rarely have a game plan, and so we are frequently given one. We may come up with our own ideas about what to do, but over time we become cynical about the conditions of education. Many of us—I believe the overpowering majority of us—live in schools that have no real meaning, no real purpose, and certainly no overriding sense that we know our true strengths and weaknesses. There exists little opportunity to build upon and blend our strengths to make a school better. The notion of playing within your game in order to make the institution better is almost an oxymoron in education.

Some years ago, Anthony Bryk, of the University of Chicago, argued that Catholic parochial schools did a better job of teaching students than did the public schools. After testing why—and Bryk tried to account for selection bias among those who attended the parochial schools—he concluded that there was something about the strong sense of mission in the Catholic schools that made an essential difference. My sense is that Bryk was on the right track. Having a game plan and playing within it so that the institution stands for something matters.

This also means that no single educational reform is really all that important. It is not so much the individual reform—the silver bullet—but the character of the institution that matters.

It's hard to learn when I'm hungry

The central dilemma of the belief system we call the Education Gospel is that it wants to use education as a substitute for other social policies to reduce unemployment, to alleviate poverty, to narrow the distribution of earnings, and to end racial differences. This substitution is

self-defeating. Improving education, and moderating the enormous inequality in education, cannot succeed without complementary social policies that involve housing, health and nutrition, income support, urban community building, and improved employment opportunities.

Recent examples of the tendency to substitute education reform for social policy include George Bush's proposals for education as a solution to unemployment and income inequality; Alan Greenspan's promotion of education; and the No Child Left Behind legislation, claiming to eliminate the "soft bigotry of low expectations" while ignoring the hard bigotry of employment discrimination.

What is even harder to take is that as the rhetoric of the Educational Gospel continues to ratchet up, the social policies essential to make it work are being eviscerated. The fact is that we cannot fix schools without fixing inequality and we cannot fix inequality without fixing schools. We simply cannot choose one or the other and expect either that inequality will diminish or that education will get better.

The Education Gospel is a trap because it turns us into believers that schools can accomplish everything and therefore we have to do little else. The world does not work that way, no matter how loudly we play our music, no matter how many silver bullets we have, no matter how hard we play the game, because the game is played at lots of sites, under quite different conditions, and does not end when the whistle blows or the bells ring. To believe that education is our way to salvation is to live a terrible lie.

Marvin Lazerson holds the Howard P. and Judith R. Berkowitz Chair at Penn GSE. This article is adapted from a lecture of the same title, which was presented as the 2005 Gordon S. Bodek Lecture of Distinguished Educators. A version also appeared in the May 11, 2005, issue of Education Week. Both articles are based on ideas explored in The Education Gospel: The Economic Power of Schooling, by Lazerson and W. Norton Grubb, published by Harvard University Press.

What if reform isn't the answer?

Urban schools face just about every problem in the book—students in poverty, teacher shortages, substandard facilities, inadequate funding. Can the reform movement help? Or is there a better solution?

By Susan H. Fuhrman

We are all too familiar with the challenges faced by urban school districts: the higher-than-average levels of students in poverty, the large numbers of immigrants with limited English skills, the constantly shifting and thinning supply of teachers, the higher number of teachers with emergency credentials, the poor facilities, the achievement levels that are significantly lower than those in suburban districts, the fiscal challenges.

To address this litany of problems, most urban districts are actively engaged in reform. Indeed, according to one scholar, of 57 large school districts surveyed in the 1990s, the mean district proposed 11.4 reforms over a three-year period. The focus would seem to be more on proposing change than seeing it through—on symbolism, not results. Urban superintendents hold office for only about three years—much too short a time for reforms to really take effect. Rather than being held accountable for results, they are held accountable for proposals. In turn, elected leaders, with short-term electoral cycles, have even more incentives than superintendents to engage in eye-catching reforms.

And, given the high visibility of urban education, they can't work quietly. If they're not attracting attention, the

public thinks they're not doing anything: proposing reforms is a way of rallying community support and resources. Unlike the quiet, less glamorous work of improvement, reforms bring notoriety and prestige.

But the shortcomings of reform efforts extend beyond problems of leadership and politics. In America, we have historically resorted to structural solutions—centralization or decentralization, school-based management, charters, choice. Why the preoccupation with structure? Compared to the hard work of improving teaching and learning, structural reforms are easy. They're tangible. They're visible.

But they don't necessarily lead to meaningful improvement. People don't necessarily work harder on instruction when they are "empowered" through school-based management. Instead, they may be tied up in meetings on keeping hallways clean. And even if they do work harder, motivation is only one part of effectiveness. Too, structural reforms don't necessarily affect the other aspects that make educators effective—their knowledge, skills, and beliefs about whether children can learn. School-based management may give teachers more authority, but what conditions would be necessary for them to use that authority and



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“Instead of focusing on reform, we need to focus on improvement. Improvement is not a matter of discrete, attention-getting actions; it depends on continued attention to the basics of teaching and learning—the heart of schooling. Improvement is slow, unending, and not particularly glamorous.”

realize improvement? In the case of charters and choice, the emphasis on structuralism is particularly troubling. These two prescriptions are clearly today’s “silver bullets,” the panaceas that are going to change everything. “Break it up,” one hears often with respect to large, urban districts—but the next question, “and then what?” rarely gets asked.

The road to improvement

Instead of focusing on reform, we need to focus on improvement. Improvement is not a matter of discrete, attention-getting actions; it depends on continued attention to the basics of teaching and learning—the heart of schooling.

Improvement is slow, unending, and not particularly glamorous. It involves deep investment in teacher quality and knowledge through recruiting, compensating, and developing teachers. It involves thoughtful, well-funded professional development that is intensive, extensive (over a period of time), focused on the curriculum that teachers are teaching, and followed up by coaching and other on-site support.

At the Consortium for Policy Research in Education (CPRE), we surveyed elementary school mathematics teachers in California who had taken a variety of professional development programs. Some took content-focused units based on the curriculum their students were learning. Some took courses that were equally worthy but disconnected from the curriculum—collaborative learning, diversity training, subjects that are important but not directly related to the fourth-grade mathematics curriculum. The study found that the teachers who took the curriculum-related professional development, provided that it was intense enough and had enough follow-up and support, changed their practice in ways envisioned by the reforms and had gains in student achievement that the other teachers did not.

That finding is so commonsensical that when lay audiences hear about the study, they look at me strangely, as if to ask, “You were paid to do that?” But in fact, that kind of intensive curriculum-related professional development is rare in education: we teach about Lyme disease and Right-to-Know with chemicals—all things important to the safe-

ty of our children, but not to their learning. If we want to improve students’ knowledge of subjects and skills, then we have to think seriously about the professional development in which we engage.

Improvement over the long run involves good curriculum design. We don’t make enough time for teachers to collectively develop curriculum, nor do we provide adequate choices, through the web or other means, for those who don’t want to make their own curriculum. We have an enormously romantic notion that teachers want to teach all day and write curriculum all night. But the teachers we studied would rather have good curricula available to them so that they can make wise choices about what to use. Improvement involves developing leaders—administrators and teachers—who know good instruction and can evaluate and support it. It means developing a collective vision and responsibility for good instruction and building communities in which teachers are accountable to one another for good instruction. We need schools where teachers are in each others’ classrooms all the time and where they talk about their practice regularly.

Steady improvement involves changing the culture of low expectations surrounding urban schooling. CPRE studies of instruction in many settings across the nation reveal countless examples of teachers “protecting” their students by not presenting more challenging material. Believing that students from “disadvantaged” backgrounds need discipline, order, and basic skills, even teachers who try to teach more complex material, even those who may be better prepared than others in terms of their own knowledge and skills, even those with supportive principals and other factors in their favor—even these teachers doubt that poor and underprepared students can reach challenging and complex understandings.

By engaging in professional development, observing experts teach their classes, seeing their own students engage in problem-solving and more complex activities—teachers can change these beliefs. In Kentucky, in 1994, only 35 percent of teachers agreed with the Kentucky reform principle that all children can learn and most at high levels. By 1999, 68 percent agreed.

How did this change occur? In a stable reform environment, which Kentucky had over all these years, teachers made incremental changes in their practice, and student performance, even in the most disadvantaged settings, improved. Teachers could see that as they changed their practice, their students learned.

Penn GSE Dean Susan H. Fuhrman holds the George and Diane Weiss Chair at the Graduate School of Education. This article is adapted from a lecture she presented as part of the Constance E. Clayton Lecture series.

Accounting for Citizenship

In an era of tests and standards, how do our schools score in preparing citizens? Are any superintendents worrying about their jobs because of low civics scores on state assessments?

By John Puckett and Michael Johanek

There is no more central purpose to schools in a democracy than the preparation of citizens; yet you would hardly know it from how we hold these key public institutions accountable. Questions about the health of our civic life underlie many of today's central political issues, from taxes to foreign policy. What sort of democracy are we, and what do we expect every citizen to be able to do?

If we look at schools today, we find very modest expectations for civic education outcomes: produce law-abiding, helpful neighbors who may volunteer from time to time, are basically informed of government structures, and, we hope, vote. We certainly don't expect more active participation or any effort to work across the community to solve underlying issues. There is no such required senior project, no exit assessment tied to community-problem-solving

bill becomes law." Textbooks and traditional didactic instruction dominate in social studies classrooms.

Suggesting its increased marginalization, schools apparently have shifted civics education partially from coursework to supplemental programs, such as those from the National Issues Forum, Project 540, Kids Voting USA, Student Voices, Public Achievement, and Active Citizenship Today. And these supplemental (sometimes co-curricular) programs are becoming increasingly popular: the Center for Civic Education, the most influential supplemental program, has served over 26 million students since 1987, with materials distributed through a network of coordinators in 435 Congressional districts and 50 states. In addition to the more "packaged" supplemental programs, approximately one third of the nation's public schools, and

"Most American young people seem to believe that being a good citizen 'is akin to being a good person,' helping those in need, voting, obeying the law, and acting patriotically; anything more is deemed to be uncommonly virtuous behavior or above the line of duty."

competency. Only a handful of states even break out civics into a separate set of standards, and most of these are "not teachable," according to the historian Paul Gagnon. Most teachers pay them scant attention anyway.

What do we do now in the schools to prepare citizens—in courses, supplemental programs, and extracurricular activities? Social studies educator Carol Hahn sketches an overview—primary schools teach patriotic songs, national holidays, the daily salute to the flag, the role of "community helpers" like the police, and the need for rules and law. U.S. history, including the Constitution and Bill of Rights, gets introduced in the late primary grades, and at the secondary level, students take a yearlong U.S. history course and a semester in government (until the 1960s, students commonly took three semesters in civics, democracy, and government). Courses in state history, economics, law, and civics also play a role. Civic education content is weighted heavily toward the structures and functions of the U.S. government, primarily the Constitution, the three branches, and "how a

one half of public high schools, offer service-learning opportunities. Involving roughly 13 million students, service learning includes systematic reflection on the community-service experience in the form of class discussions, journals, research papers, or essays. Yet the implementation and quality of service-learning programs and classes, especially at the high school level, are highly variable.

What they're learning

So what does all this add up to? What sort of citizenship skills do students have when they walk out of our schools? First, what do they know? Not a great deal beyond the basics. Indirect evidence provided by national surveys shows low levels of attentiveness to politics and public affairs among youths and young adults. Direct evidence reported by various authors discloses that "young people lack geography skills," "most students lack basic history knowledge," "the level of financial literacy has declined," and "civics eludes U.S. students." We concur with political



DAVID DEBALKO

scientists Richard Niemi and Mitchell Sanders, though, that these studies have limitations.

Perhaps the most controversial evidence derives from the oft-cited (and widely lamented) report of the 1998 National Assessment of Educational Progress (NAEP) decennial civics assessment, which reveals that roughly one third of students in grades 4, 8, and 12 performed below the basic level on the NAEP instrument, which measured political knowledge, intellectual and participatory skills, and civic dispositions. Thirty five percent of 12th-graders scored below basic, and only 26 percent scored at or above proficient.

most of this volunteer activity is self-consciously nonpolitical, motivated by a desire to help others outside “politics.”

Finally, what do young people *believe* about citizenship? Not surprisingly, American youths report that they care little about politics. Data from the Higher Education Research Institute at the University of California, Los Angeles, show a clear trend of decline over a 30-year period in youth habits and dispositions deemed essential for effective democratic participation. In the fall of 2000, only 28.1 percent of entering college freshmen designated keeping up with politics as a “very important” or an “essential” life goal—a record low, surpassing the previous year’s all-time nadir of 28.6 per-

Preparing more active citizens requires a public institution for the development of the knowledge and dispositions of the future public-work citizenry.... Active citizens, like strong math students, aren't simply born that way.

Why it matters

Does civic knowledge matter? Quite a bit, according to political scientists Michael Delli Carpini and Scott Keeter. Their empirical analysis shows that “informed citizens are demonstrably better citizens ... more likely to participate in politics, more likely to have meaningful, stable attitudes on issues, better able to link their interests with their attitudes, more likely to choose candidates who are consistent with their attitudes, and more likely to support democratic norms, such as extending basic civil liberties to members of unpopular groups. Differences between the best- and least-informed citizens on all of these dimensions are dramatic.”

Second, what do students leaving our schools do? Not much, and less each year. Between 1972 and 2000, according to the Center for Information on Civic Learning and Engagement (CIRCLE), voter turnout among 18- to 25-year-olds declined by about one third. A 1999 report of the National Association of Secretaries of State shows that only about one third of this age group voted in the 1996 election, and less than one fifth voted in 1998. Furthermore, as CIRCLE recently reported, only 60 percent of those born after 1978 are even registered to vote. These young adults tend to avoid political activity of any kind, and they are highly unlikely to join any club or organization that has an explicit political agenda. They are half as likely as baby boomers and their elders to contact public officials. There is good news, of a sort: young people are volunteering in their local communities at an unprecedented rate, compared with any previous generation. They tutor, work in shelters and soup kitchens, and build homes for Habitat for Humanity. And according to CIRCLE, they appear roughly as involved in consumer activism as other age cohorts. Yet

cent—and only 16.4 percent reported discussing politics frequently. Cynicism toward politicians is part of this antipathy toward politics. According to the National Association of Secretaries of State, 64 percent of young people agree with the statement that “government is run by a few big interests looking out for themselves,” and 58 percent say, “You can’t trust politicians because most are dishonest.”

Most American young people seem to believe that being a good citizen “is akin to being a good person,” helping those in need, voting, obeying the law, and acting patriotically; anything more is deemed to be uncommonly virtuous behavior or above the line of duty.

In sum, schools are educating young people to be personally responsible, helpful neighbors, not active participants working to solve public issues. We should not be surprised; do we expect much more of adults? Do we generally model a more active citizenship ourselves? We seem to be getting from the schools what we’re asking for—and the frail civic life it would logically support.

What to do about it

But what if we did want to create a more vibrant civic life and train a more engaged, active citizen in the schools? What might that look like? As a start, of course, we could improve what we do now; more interactive pedagogy would apparently bump up student civic knowledge and even dispositions. Yet if we want significant change—if we’re not satisfied with a “be nice and vote” citizenship—what might schools need to do?

They would need to “do citizenship.” Our schools would need to model such active, engaged citizenship, modeling *institutionally* what problem-solving citizenship looks like.

Our past, with no claim to foregone golden eras, can perhaps enhance our undernourished present imagination.

Our historical research highlights one such institution: Benjamin Franklin High School in East Harlem, New York City, during the 1930s and early 1940s. A “community-centered school” for boys, Benjamin Franklin High suggested what a multiethnic public school might look like if it modeled “public work citizenship.” For Franklin High, the role of public schooling served as the very foundation of a democratic republic. It would train youths to be local civic leaders through concrete community strategies, girding them with skills of social research, organizing, and political action, and in the process fostering locally based democracy and cultivating a richer citizen participation in resolving intercultural conflict.

Leonard Covello, the high school’s indefatigable, visionary founding principal, and his professional allies in Italian Harlem (among them, Vito Marcantonio, a powerful political leader, and New York’s mayor, Fiorello La Guardia) built a community school that included community advisory committees; federally supported adult education and recreational services; street units for social clubs, community-research bureaus, and a community library; and a school-based community newspaper. Large-scale community-organizing efforts, such as housing and health campaigns, and partnerships with umbrella activist groups were undertaken to mobilize the community’s educational resources in the service of the high school, to provide a training ground for active, engaged citizenship (for young people and adults alike), and to unify East Harlem’s competing ethnic groups on the common ground of a shared democratic vision.

These community activities were linked to the high school curriculum through a multicultural education program, a community social-research agenda, and various classroom projects. Every facet of Franklin High’s community program focused on civic education and reinforced the high school’s instructional program and community work. Community advisory committees and social clubs, for instance, educated East Harlem parents about interethnic tolerance and cooperation at the same time that their sons were learning these lessons in the schools’ intercultural education program.

Franklin High modeled the interconnectivity of the three domains of civic preparation and performance. Through its social-research program, the high school was constantly improving its *knowledge*, which led it to adjust its *behaviors* to address its evolving role in engaging and reconciling civic and political issues. And through its behaviors—for example, the East Harlem housing campaign—it modeled the *dispositions* of engaged public-work citizenship.

Preparing more active citizens requires a public institutional vehicle, one to hold accountable for the development of the knowledge, behaviors, and dispositions of the future public-work citizenry. We have some history to help our

imaginings, as in Benjamin Franklin High School, though with all the blemishes of the real past. Someone in some institution has to train such citizens; active citizens, like strong math students, aren’t simply born that way.

“The first and primary reason for civic education,” we are told in *CIVITAS: A Framework for Civic Education* (1991), “is that the health of the body politic requires the widest possible civic participation of its citizens consistent with the public good and the protection of individual rights.”

“The aim of civic education is therefore not just any kind of participation by any kind of citizen,” that document goes on to say, “it is the participation of *informed* and *responsible* citizens, skilled in the arts of deliberation and effective action.”

That should be our goal.

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John Puckett is an associate professor at Penn GSE. Michael Johaneck is executive director for K-12 professional development at the College Board. This article is drawn from “The State of Education: Preparing Citizens in the Era of Accountability,” which appeared in The Public Schools, edited by Susan H. Fuhrman and Marvin Lazerson (Oxford University Press, 2005). Puckett and Johaneck have collaborated on a forthcoming book, Education As If Citizens Mattered: Leonard Covello and the Idea of Community Schools.

Penn GSE takes a lead role in the University's investments in the tsunami zone

Training Teachers and Digging Holes

By Tom Kecskemethy



attention, and care—that Penn had to make a serious institutional commitment to this difficult work.

We were given invaluable support in our work by a generous contribution from Pearson plc, the international media and education company, which donated the lion's share of the funding that made our work possible. In addition, we were gratified to receive numerous contributions from individuals across the Penn community.

In July, we got the chance to participate in exactly the kind of project that enables us to leverage the University's intellectual capital in education rebuilding efforts.

Working with the International Rescue Committee, Penn sent a team of six experienced educators to Banda Aceh, Indonesia, to lead a two-week mentoring session for 100 master teachers who would, in turn, be training the thousands of teachers hired to replace those lost in the tsunami.

At the invitation of the Indonesian Ministry of Education and Syiah Kuala University, the Penn team taught four classes—literacy, science, mathematics, and pedagogy—to teachers from each of the 21 districts of the province. Led by Penn GSE Associate Professor Kathy Schultz, the team spent weeks getting ready—learning about the culture, preparing their lessons, and even securing donations of classroom materials from two very generous educational supply companies, Delta Education and School Specialty.

Reports from the field were inspiring, thought-provoking, and deeply gratifying. The Penn team, all firm believers in culturally situated pedagogy that pays particular attention to student voices and engagement, found themselves training people whose only experience had been in traditional, formal classrooms—the kind where teachers

In the last issue of the *Penn GSE News*, we shared with our readers the story behind Penn's response to the tsunami that devastated the Indian Ocean basin in December. Penn President Amy Gutmann asked Penn GSE Dean Susan Fuhrman to lead that work, which focuses on helping rebuild education infrastructure in the region.

This is a special report on what we've undertaken so far and what we hope to tackle in the coming months. In international aid circles, a key distinction is made between relief and development—between emergency aid and the deliberate work of rebuilding. In forging the Penn Tsunami Education Relief Response, we quickly understood that the greatest contribution the University could make would be in providing expertise for long-term improvement projects—not first-response relief. It was clear to all of us working on this project that the challenge of helping to rebuild educational capacity in the tsunami zone would take time,

In Sri Lanka, Penn undergraduate Keith Timko digs a hole for a septic tank at one of the houses being built for people displaced by the tsunami. On July 28, the Penn students got the gratifying news that the houses they had helped complete had been officially handed over to their new owners.

lecture and students take notes. Kathy Schultz explains, “Out of the devastation arose an opportunity to introduce child-centered teaching methods to teachers whose prior education consisted solely of didactic teaching based on a national curriculum.”

She continues: “We introduced them to new methods of teaching by teaching them to write, to ask questions about the moon, to think about fractions and geometry through using and playing games with materials.... We wanted to demonstrate to them the enormous talent and knowledge they each held and the interests, passions, and knowledge their children bring to school as a basis for teaching.”

One of my favorite stories comes from NancyLee Bergey, an adjunct professor at Penn GSE who took the lead in teaching science methods. She tells how her translator, who had started out skeptical about the Penn approach, became a complete convert. He told her, “You know, I studied this in school.... Now I understand it. If I had learned it this way, I could have been a physicist!”

Today, we’re considering how we can build on this effort. During a recent meeting at IRC’s headquarters in New York, we discussed a number of possibilities that include creating new learning materials, helping IRC staff to conduct follow-up classroom observations, designing more professional development programs—and perhaps even returning to lead another round of teaching.

Penn in Sri Lanka

Earlier in the summer, the University had its first opportunity to help with the rebuilding when it provided logistical support and resources to 16 undergraduates volunteering their services to AFLAC, a Sri Lankan non-profit that’s taken a prominent role in rebuilding the country. In May, the students made their way to

“It was clear to all of us that the challenge of helping to rebuild educational capacity would take time, attention, and care—that Penn had to make a serious institutional commitment to this difficult work.”

Sri Lanka, where they did everything from painting houses and clearing rubble to visiting relief sites and evaluating traumatized kids. In Hambantota, they joined in a ceremony handing over new boats to local fishermen, and in Tangelle, they attended the opening of a preschool. In Morutawa, they helped at a drama camp that focuses on trauma counseling, and in Kalutara, they dug septic tanks. “We got really good at digging holes,” says Sumit Kadakia, the Wharton undergraduate who organized the trip.

Back home, the students are continuing their relief work: getting out the good word about AFLAC, fundraising to sponsor a Sri Lankan child, and, in what may prove to be one of their most enduring contributions, making some high-level connections for Penn. In Sri Lanka, the students were welcomed by the U.S. ambassador, Penn graduate Jeffrey Lunstead Gr’77. Ambassador Lunstead has since approached Penn about our working with Sri Lankan institutions of higher education to address critical social problems facing the country, particularly in the wake of the tsunami. Specifically, the Embassy is interested in enlisting a Penn-wide team in a collaboration with a Sri Lankan university to help build capacity in the areas of education, urban design and town planning, and psychosocial counseling.

I can’t tell you how gratifying it has been for us to engage in this project—and how excited we are at the prospect of future collaborations. We’ll keep you informed as this important work continues. ■

Penn GSE Assistant Dean Tom Kecskemethy manages some of the Penn’s coordinated response to the tsunami disaster.

In Indonesia, a Penn team mentored 100 master teachers preparing to train thousands of people hired to replace teachers lost in the tsunami. From left to right, one of the teachers gets down to work in geometry class; Penn GSE Associate Professor Kathy Schultz confers with her translator; and teachers learn how to make their own books.



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Thank you to the many benefactors and friends whose support helps ensure Penn GSE's position as one of the country's finest graduate schools of education. Your gift makes it possible for us to sustain a proud tradition of excellence and to develop new programs, research, and resources that respond to the changing needs of educators and others in the field.

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A special thanks to those who contributed to the Penn Tsunami Education Relief Fund. Your gifts helped support recent projects in Indonesia and Sri Lanka and our ongoing efforts to continue to help rebuild educational infrastructure in the tsunami-affected region.

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A Special Thanks

In July, Penn GSE sent a team of teacher educators to Banda Aceh to help mentor 100 master teachers in the stricken Indonesian province. (For more details, see *“Training Teachers and Digging Holes”* on page 16.) As they preparing for the trip, the Penn team realized their work would benefit greatly from the kind of classroom materials American teachers take for granted. So they contacted two educational supply companies—Delta Education and School Specialty—with a last-minute request for help. Working on incredibly short notice, Delta CEO Gary Facente and his School Specialty counterpart Dave Vander Zanden arranged for gifts of science and math sets for the project.

“School Specialty is proud to support the students and staff from Penn GSE by providing teacher training materials for their tsunami relief efforts,” said Vander Zanden.

For her part, Penn GSE Dean Susan Fuhrman said, “We were very gratified to receive such a generous response, and the materials made an enormous difference in our teacher educators’ work. We’re so grateful to Delta and to School Specialty for adding their considerable resources to Penn’s efforts to help rebuild this region’s devastated educational system.”



1940s

Charles R. Appler Ed'49 GEd'51

<ApplerGen@aol.com> celebrated his 80th natal year by taking his entire family of 14 on a western Caribbean cruise. He serves as the family historian and has compiled an Appler Family History and has edited, for the past 23 years, an Appler Family Newsletter. After retiring in 1981 from teaching high school biology at Chatham High School, in Chatham, New Jersey, he and his late wife, Virginia (Frey) Appler CCC'51, attended 23 elder hostels and enrolled in various Learning in Retirement programs in New Hampshire and Florida. He resides in Lehigh Acres, Florida, and spends his summers in Hillsboro, New Hampshire.

1950s

Sara Stein Koffman Ed'53 in 1995 founded Friends of Art & Design, a non-profit of volunteers to promote the education of students in the High School of Art & Design on Manhattan's East Side. Her husband, **Richard Koffman W'54**, helped with early financial support.

Dr. Sheldon J. Einhorn Ed'51 Gr'66 and his wife, **Miriam Strauss Einhorn CW'58**, celebrated their 45th anniversary with the establishment of the Miriam S. Einhorn Foundation (under the Legacy Society of the Jewish Federation of Greater Philadelphia); the funds will provide assistance to young people from foreign countries emigrating to Israel.

Etta Zuritsky Winograd FA'58 Ed'59 is currently senior vice president at the Parkway Corporation, in Philadelphia. She is also a practicing professional ceramics sculptor currently on the board of the Clay Studio, in Philadelphia. Her recent sculpture, *The Dictator*, is installed at the National Liberty Museum in an exhibition on dictatorship.

1960s

Phyllis Young Murray GEd'61 was appointed by the Mayor of Scarsdale (New York) to serve on

the Advisory Council on Human Relations from 2004 until 2006.

Shelley Danien Harrison C'64 GEd'65 and her husband, **Gilbert Harrison W'62 L'65**, announce the birth of their grandson, Gerald Harrison Lascher, on February 1, 2006. Gerald's parents, **Nancy Harrison Lascher C'96** and **Michael Lascher C'96**, are doing fine.

Barbara Magalnick GEd'67 has had a new nonfiction book published in the UK. Entitled *Safe Conduct*, it is a Holocaust account that tells the story of three young Dutch people during the Second World War. Although not yet in bookstores stateside, it can be found online at amazon.co.uk and blackwell.co.uk, among others. Barbara works as an editor and writer in New York City.

Eric R. White GEd'67 GrEd'75, executive director of the division of undergraduate studies at Pennsylvania State University, was presented in March with the University's Award for Administrative Excellence, "recognizing performance, methods, and achievements that exemplify administrative excellence."

1970s

William Reynolds Gr'71 has been named interim dean of the Rutgers University School of Business at Camden. Prior to his appointment, he served as executive director of the William G. Rohrer Center for Management and Entrepreneurship, a position he held since the center's 1997 launch. Under his leadership, the Rohrer CME has served thousands of established and emerging managers, entrepreneurs, and executives. He also helped to secure \$1.4 million in federal and state funding for the initial start-up of the Rutgers-Camden Business Incubator. While at Penn GSE, he was assistant dean, director of teacher preparation, and director of student teaching. He lives in Haddonfield, New Jersey, with his wife, Mollie Hartman Reynolds. They have three children: William III, a researcher at Children's Hospital of Philadelphia; James, a partner in the

Moorestown law firm of Dash, Reynolds, Shmuckler & Dash; and Rebecca, a doctoral candidate at the Syracuse University Newhouse School of Communications.

Helen F. Giles-Gee CW'72 GEd'73 Gr'83

has been named president of Keene State College, in New Hampshire. Giles-Gee, who will be the third woman president in Keene State's history, was formerly a professor of education at Rowan University, where she served as provost from 2001 to 2005.

Barbara Landy Julis CW'73 GEd'73 and **Jeffrey Julis C'73** are pleased to announce the marriage of their son, David, to Vicki Blank, both graduates of Grinnell College, in June. Also, their daughter, **Rachel Julis C'04**, is doing well during her first year at Northwestern Law School.

Sharon Eichen Kazaras CW'74 GEd'75 writes that she and her husband, **Paul Kazaras C'74**, "are enjoying empty-nesting in Plymouth Meeting, Pennsylvania. He is assistant executive director of the Philadelphia Bar Association, and I have my own employee-benefits consulting practice. We have two beautiful daughters, Meredith (22), who graduated from the School of Visual Arts and now works as a photographer in Manhattan, and Allison (20), a student at the University of Hartford. Paul and I met in Joel Eigen's criminology class in January 1973 and have been in love ever since."

Don Raub C'71 GEd'75 continues his law practice with Brooks & Raub in Palo Alto, California. His wife, **Donna Raub CGS'73**, recently became director of major gifts at Santa Clara University in California. Of their children, Emily is a Ph.D. student in English literature at Rutgers, Chloe is a sophomore at Tulane, and Austin is a high school freshman (and aspiring basketball player).

Alice Korngold CW'74 GEd'77

<www.alicekorngold.com> was the founding president of Business Volunteers Unlimited, a position she held from 1993 to last February.

HENRY HITZ GEd'39

Penn GSE's Oldest Living Alumnus

“I continue to serve somebody, not always as a teacher in a certain position, but I always look forward to helping and teaching others.” J. (“Jacob”) Henry Hitz GEd’39 pauses for a moment, smiling to reflect on this piece of advice.



After turning 100 years old on August 10, 2005, the sprightly centenarian didn't want too much fuss made when Penn GSE paid him a visit this summer to celebrate his birthday and honor him as our oldest living alumnus. But the cluster of assorted cards and celebratory wishes displayed on the mantle was a testament to the lives he has touched as both an educator and a friend. During the course of a long life, Hitz has influenced many people—as an educator, artist, photographer, wood carver, carpenter, metal worker, architect, and translator.

Born on a farm in Hummelstown, Pennsylvania, in 1905, Hitz attended one-room schoolhouses for the first eight years of his education. He went on to Penn State, where he originally pursued studies in electrical engineering but discovered such a strong interest in art that he changed majors. Today, that interest is very much in evidence from the original paintings, hand-carved furniture, and decorative pieces displayed throughout his house. After receiving his BS in architecture, he landed a job designing architectural illustrations for a Philadelphia real estate firm: he explains proudly that 70 percent of the real estate signs posted in the city between 1929 and 1930 were his designs.

Like so many Americans, Hitz struggled during the Depression, at one time working on a wheat harvesting crew in British Columbia. Today, he recalls having to get up at 4:30 a.m., six days a week, to harvest 17,000 acres of wheat. But those days brought happy times as well: in 1932, he married Philomena Alfonso, to whom he was happily married for 48 years, until she passed away in 1980.

Drawn by the promise of steady employment, he enrolled in teaching courses at the University of Pennsylvania. An older student, he nonetheless found the experience one of the most enlightening in his life—one he credits with helping him form his gift as an educator. Hitz recalls other Penn accomplishments with pride as well: he shows visitors an immense hardcover book, a report on the development of education in South America that he helped translate from the Spanish for one of his professors. In addition, Hitz formed strong friendships as a student at Penn—and later as an alumnus. In fact, one of his GSE friends, Theodore E. F. Guth Grd’73, traveled all the way from North Carolina to celebrate Hitz’s 100th birthday.

After graduating from Penn with his master’s degree in education, Hitz set out on a teaching career that brought him to Yeadon High School, West Chester High School, and then Lansdale Vo-Tech from 1943 until 1970. During the summers, he used his engineering, metal, and woodworking skills at local factories, including Philadelphia’s legendary Baldwin Locomotive Works. Even after retirement, he continued on in the classroom, serving as a substitute teacher at Coatesville High School.

In 1982, he married his second wife, Minnie Funk Baldwin, and the two spent most of their 23-year marriage traveling the world—their favorite trip was a safari in Kenya—until early 2000. They visited every state in the United States, all the provinces of Canada, and every continent in the world, except Antarctica. He notes they didn’t visit Antarctica because “why would you want to go where it was too cold.”

When first asked the secret to his longevity, Hitz joked that he credits his beloved cigars as well as the gin on the rocks he takes every evening after five. A more likely answer, though, is the positive outlook he takes on life and his lasting commitment to making a difference as a teacher and friend. Or, as Henry Hitz says, “Nothing is absolutely the same forever; it is important for you to learn for yourself. It doesn’t mean you’ll teach everyone in the world, but you will always influence many.”

—Regina Vella

Her new book, *Leveraging Good Will: Strengthening Nonprofits by Engaging Businesses*, was published in June by Jossey-Bass.

1980s

Jude Chauvette GEd'81 is a principal at Center Woods Elementary School in Weare, New Hampshire.

Ana Celia Zentella Gr'81 recently published a new book, *Building on Strength: Language*

and Literacy in Latino Families and Communities. Ana is a professor in the department of Ethnic Studies at the University of California, San Diego.

Celeste Clement GEd'85 <celeste-clement@aol.com> is an experienced writer who is working toward publication of her book, *Children's Literature and the Imagination*. She is seeking a publisher, editor, legitimate agent, and a published illustrator of children's books.

Les Nicholas GEd'85 recently won a National Disney Education Award, one of only 45 people chosen from more than 50,000 nominees nationwide. His local paper, *The Times Leader*, quoted him, "Most people don't go into the profession to get awards. These are awfully nice and I'm thrilled, but the best part of teaching is the kids." Les was honored during Alumni Weekend 2004 with the Penn GSE Educator of the Year award and also served as keynote speaker for the Penn Alumni Club of Northeastern Pennsylvania in July. He and his family reside in Kingston, Pennsylvania.

1990s

B. Christopher Dougherty GEd'90, an associate dean for the Faculty of Arts and Sciences and director of the Educational Opportunity Fund (EOF) office, both at Rutgers University at Camden, has been elected vice president of the Association for Continuing Higher Education. His one-year term begins in November. He lives in Havertown, Pennsylvania, with his wife, Joanne, and their daughters, Madeleine (5) and Isabel (2).

Carmen Maldonado C'91 GEd'92 will be honored with the Young Penn Alumni Award of Merit at the 71st Annual Alumni Award of Merit Gala during Homecoming festivities in November. Carmen is the real estate finance manager for the Kipp Foundation in New York. KIPP is a network of free, open-enrollment, college-preparatory public schools in under-resourced communities throughout the United States.

John J. Roche GEd'92 D'92 and his wife, Josephine, proudly announce the birth of Dylan James on December 15, 2004. John has two orthodontic offices on the eastern end of Long Island in Center Moriches and Southhampton. He is also a clinical associate professor of orthodontics at St. Barnabas Hospital in the Bronx.

David Yudis C'92 GEd'93 was reported working for Walt Disney Productions on the West Coast. He and his wife, Lizbeth, reside in Los Angeles.



EAA Honors Educators

On May 14, Penn GSE's Education Alumni Association held its annual awards ceremony to acknowledge the accomplishments and service of some of the School's distinguished alumni. The EAA broke precedent this year to present its National Award of Distinction to Salome Thomas-El, who graduated not from Penn but from East Stroudsburg University. The author of *I Choose to Stay: A Black Teacher Refuses to Desert the Inner City*, Thomas-El has received national acclaim as the teacher and chess coach who led his students to eight national chess championships. He currently serves as principal of John F. Reynolds Elementary School in North Philadelphia.

Pictured are (left to right) Marcine Pickron-Davis Gr'99 (Helen C. Bailey Award), Salome Thomas-El (National Award of Distinction), Rebecca Jane Shearer Gr'05 (Phi Delta Kappa Tau Chapter Award for Outstanding Doctoral Dissertation), Penn GSE Dean Susan Fuhrman, Leslie Nicholas GEd'85 (Penn GSE Educator of the Year Award), Robert Aiken Ed'64 GEd'66 (Ethel Carruth Sustained Leadership in Education Award), Joan Shrager Ed'60 (William Castetter Alumni Award of Merit), and Jennifer Isom O'Malley GEd'98 (Penn GSE Recent Alumni/Early Career Award of Merit).

We want to hear from you!

Please send your news to: Editor, Penn GSE News, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Philadelphia, PA 19104-6216. Or you may send them via e-mail to editor@gse.upenn.edu. Please include your degree and year of graduation. The deadline for Alumni Notes submissions for the fall 2005 issue of the Penn GSE Magazine is March 1, 2006.

Ken Hartman GrEd'94 e-mails that he appeared on *Good Morning America* in January. "My newest software, *Everything Parents and Students Need to Know about the Road to College*, is now the number-one software title on Amazon and is being customized by school districts all over the country. Hewlett-Packard is providing it free to schools, and QVC sells it." Ken is known in the Delaware Valley region as WCAU-NBC10's "Tech Guru." More can be found on Ken at <http://www.kenhartman.com>.

Susan N. Reid GEd'94 completed her degree and taught for eight very challenging and rewarding years in Penn's English Language Program. She enrolled in law school and recently obtained a J.D. degree. She has started a publishing company for works that support any and all facets of environmental sustainability. She has authored *Legal Writing for International Students*, which was recently published by Peconic Press. She would love to hear from friends, as well as anyone who might be interested in knowing more about her textbook or about opportunities for future publications.

Marcie Levine C'94 GEd'95 and **Kurt Jacobs W'93** are ecstatic to announce their engagement. Kurt thrilled Marcie by proposing onstage at Carnegie Hall during the first blizzard of 2005. They continue to live in New York. A July wedding is planned.

Stacy S. Kim GEd'95 Gr'00 and husband Kyle Okimoto joyfully announce the birth of their daughter, Allison Nuri Okimoto, on June 29, 2004. Stacy recently left her position as research scientist at the National Center for Children and Families at Columbia University in order to be with Allison full-time. The family resides in New York City.

Heather Leininger-Digan GEd'97 accepted a tenure-track faculty position in Health Education at Lincoln University in Pennsylvania. She served previously as a public health trainer/educator III in the HIV Prevention Program at Hudson State Service Center. She and her husband live in Dover, Delaware.

Nichole Shumanis Rowles W'94 GEd'98 Gr'03 and her husband, **Ken Rowles C'93**, and are overjoyed to announce the arrival of their daughter, Bryn Darian, on November 5, 2004. The family lives in Philadelphia, and after her maternity leave, Nichole plans to return to her job as an officer at the Pew Charitable Trusts.

Vincent Travaglione GEd'98 has recently been named director of admissions and public relations at La Jolla Country Day School in La Jolla, California. La Jolla Country Day School is an independent, co-educational, non-sectarian, not-for-profit college-preparatory school serving 1,020 students in PreK-12 throughout San Diego County. From 1998 to 2001, Vincent returned to his undergraduate alma mater, Villanova University, to serve as Western Region assistant director of admission for the undergraduate admission office. After accepting a position at La Jolla Country Day in the summer of 2001, he was co-director of college counseling until his most recent appointment.

2000s

Ka-Msiyara Corbett GEd'00 has been appointed director of development at the Pennsylvania Academy of the Fine Arts in Philadelphia.

Kimberly Shenberg Dawson GEd'00 writes that she married in 2002. She and her husband, Scott, live in Upper Gwynedd, Pennsylvania, with their eight-month-old son, Benjamin.

Carl Ackerman GEd'01 was one of the 50 national winners recently appointed as James Madison Fellows. Carl graduated with a master's degree from Penn GSE's secondary education program and has taught in the Delaware Valley since that time. He currently teaches at W.B. Saul School, in Philadelphia.

Seana Giobbi Valentine CGS'01 GEd'01 and her husband, **Jeremy Valentine EAS'97**, are delighted to announce the birth of their first child, Molly Fay, a little New Year's baby, on

December 31 at Pennsylvania Hospital, in Philadelphia. After maternity leave, Seana resumes her position as a literacy specialist at Penn Wynne Elementary School. Jeremy is also employed by the Lower Merion School District as a network administrator in its technology department. They live in Wynnewood, Pennsylvania.

Renee Ziolkowska GEd'02 is an assistant professor of elementary education at California State University, Northridge. She and her husband, Chris, reside in Pasadena, California.

Vincent M. Maniaci GrEd'03 has become the new president of American International College in Springfield, Massachusetts. He was vice president for institutional advancement at Bellarmine University in Louisville, Kentucky. He and his wife, Sarah, have four children, Samantha (13), Zoe (11), Dante (9), and Sydney (3).

Marianne Lipa GEd'04 writes, "I am thoroughly enjoying my position as associate director in the Wharton Undergraduate Division. Since my office is located in Huntsman Hall, I walk by GSE every day and recall my fond memories as a master's student in the Higher Education Management program last year!"

S. David Ross GEd'04 <s.david.ross@alumni.upenn.edu> was hired in August 2005 as the assistant director for career events and outreach at the Toppel Career Center at the University of Miami. He lives in Coral Gables, Florida. Prior to relocating to Miami, he worked in employer relations in the MBA Career Management office at Georgetown University, in Washington, DC. He invites friends and classmates to contact him.

Kevin Collins GEd'04 was recently appointed director of internships and career placement at Mount Saint Mary's College in Los Angeles. He is wrapping up his big move from New York and adjusting his life to West Coast time.



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