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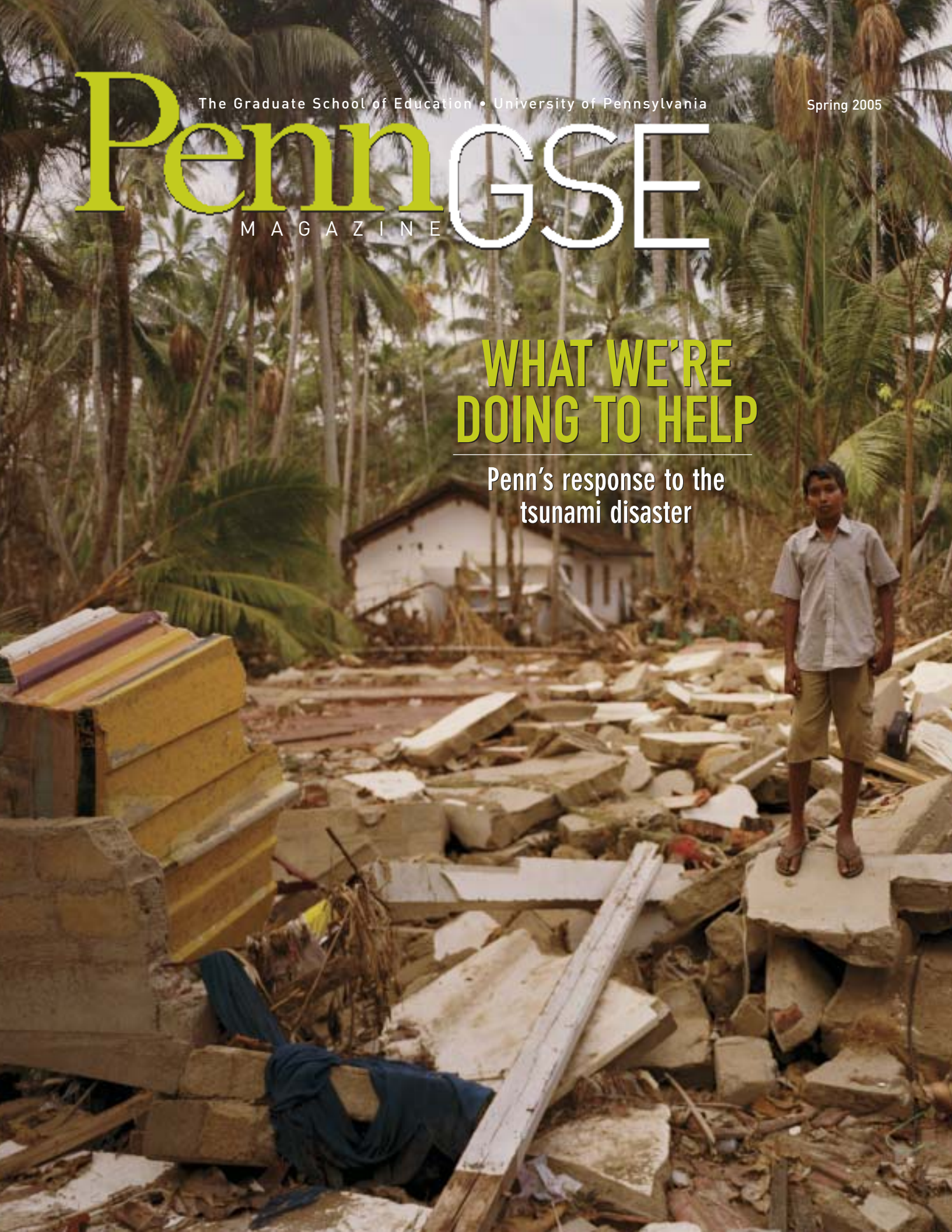
Spring 2005

PennGSE

MAGAZINE

WHAT WE'RE DOING TO HELP

Penn's response to the
tsunami disaster





In 1740, the University of Pennsylvania embarked on an ambitious mission to advance educational opportunities for the general public.

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What We're Doing to Help

When Penn President Amy Gutmann announced that the University would focus its response to the Indian Ocean tsunami on helping to rebuild educational infrastructure, she turned to Penn GSE Dean Susan H. Fuhrman for leadership.

By Jennifer Baldino Bonett

On the cover:

In late January, Wyatt Gallery, who teaches photography in Penn's School of Design, traveled to Sri Lanka with fellow photographer Kareem Black to document the aftermath of the December 26 tsunami. In our cover shot, taken by Gallery during that trip, a boy stands in the remains of his home in Hikkaduna, Sri Lanka. The rubble at his feet is the wreckage of a boat that was washed up where his house used to be. Gallery's account of his trip can be read at www.sfist.com/archives/2005/01/26/tsunami_aftermath_in_sri_lanka_a_personal_experience.php. Gallery's own website is www.wyattgallery.com/.



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Leadership Style

Penn GSE News talks with Molly Shepard GEd'71 about leadership, women, and how her experience at Penn's ed school gave her exactly the tools she needed to succeed in business.

By Nancy Brokaw



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In a Class of Her Own

This fall, when the Milken Foundation named Philadelphia teacher Jennifer Wong GEd'98 one of its 2004 Milken National Educator Award winners, the Penn GSE alumna joined an elite group of educators around the country.

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This issue of *Penn GSE News* tells a truly global story of Penn's unprecedented efforts to help the victims of last year's tsunami.

In March, I was honored to lead a delegation of American scholars to Beijing, Shanghai, and Hong Kong for meetings with Chinese policymakers and education experts. During our two-week trip, we accomplished a lot with our colleagues in those countries: a roundtable discussion about graduate schools of education, planning for a US-China Education Policy Roundtable that will bring together scholars from both countries to discuss their experience with education reform and other issues, and review of the joint Ed.D. program that Penn GSE has instituted with East China Normal University.

As fruitful as those meetings were, though, the highlights of the trip for me were the visits we made to local Chinese schools: Beijing's No. 4 High School and the No. 1 Elementary School Affiliated with the Shanghai Normal Institute. There, we got an inside look at how Chinese educators are dealing with issues like curriculum development and faculty recruitment—and many other of the exact same concerns that we in the U.S. grapple with on a daily basis. I rediscovered that though our languages and cultures differ, our core concerns as educators and as people remain the same—better experiences in school, better life chances for our children—and a better possible future for us all. If you'll forgive the cliché, I was reminded of just how small the world really is.

In December, we all had a painful and poignant reminder of that fact and of the need for all of us to bridge the cultural divides that so often keep us from understanding one another. While Americans gathered together for their various holiday celebrations, they heard the horrific news about the

Indian Ocean tsunami that killed hundreds of thousands in the region and left devastated communities in its wake.

In the midst of so much suffering, the response of the world community to the disaster was heartening, with governments and businesses, private citizens and third-grade classes giving so generously that a number of agencies closed down their fund-raising appeals for this particular cause.

In January, Penn President Amy Gutmann announced that the University would likewise be lending a hand. I was honored when she asked me to coordinate the University's institutional response to this extraordinary crisis—and very gratified that Penn's efforts would be focusing on education rebuilding.

In the following pages, you will read in detail about Penn's efforts—the ways in which we hope to help, the partners we've sought out for collaboration, and the nature of those efforts.

This effort is unprecedented. Although many colleges and universities have responded with generous fund-raising efforts, I don't know of another institution that is attempting to reach out in quite such a comprehensive way—by offering its intellectual expertise to long-term development.

Susan Fuhrman

PennGSE The Graduate School of Education • University of Pennsylvania
MAGAZINE

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The Education Gospel According to Marvin Lazerson

“Whatever the difficulties we as a country face—economic recessions and economic development, social instability and crime, disengaged youth and deteriorating family life, inequality and poverty, even traffic safety and physical health—the Education Gospel assumes that schooling can solve the problem.” So said Penn GSE Professor Marvin Lazerson as he delivered the 2005 Gordon S. Bodek Lecture of Distinguished Educators, held on March 15 at Huntsman Hall on the Penn campus.

The “Education Gospel,” as defined by Lazerson and W. Norton Grubb in their recent book of the same name, refers to the abiding American faith in the ability of schools to solve all the country’s social, economic, political, and moral problems.

Today, Lazerson explained, the Education Gospel focuses almost exclusively on economic goals, promising that more schooling will lead to economic prosperity—both for the nation at large and its individual citizens. Although acknowledging the remarkable

results Americans’ belief in education has yielded, Lazerson focused his remarks on the price paid for their blind faith.

By focusing so narrowly on the economic purposes of schooling, Americans have virtually abandoned any serious commitment to civic education and to learning for its own sake. What is more, Lazerson pointed out, the Education Gospel has led to “a virtual neglect and sometimes outright hostility to almost any other form of social policy.”

“The central dilemma,” he concluded, “is that [the Education Gospel] 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.”



MELVIN EPPS

Marvin Lazerson delivers the 2005 Bodek lecture in March.

The Bodek Lecture was established in 1993 by Gordon S. Bodek C’42, a trustee emeritus and former member of the Penn GSE Board of Overseers. The series provides a forum for leaders of the educational community to discuss significant issues affecting the profession.



CREDIT

Improving Young Lives, Three Schools at a Time

In the fall of 2004, after a series of successful collaborations within the University and in the Philadelphia community, Penn’s Graduate School of Education, School of Social Work, and School of Nursing decided to partner in a new way—by sharing the news about their joint accomplishments with alumni and friends.

Three deans—Susan Fuhrman, Richard Gelles (Social Work), and Afaf Meleis (Nursing)—took their show on the road in late September with a stop in Chicago and followed up in January with a trip to Miami. To highlight Penn’s contributions to the state of children’s health, education, and welfare, the trio outlined their schools’ collective engagement with the community and their efforts to expand research and scholarship across the campus and into the neighborhood.

The deans told an appreciative audience in both towns that they are seeing real evidence of the success of their partnership. Their collaboration has provided a template that is being applied in other Philadelphia neighborhoods and beyond. Students and faculty in the three schools are reaching children through programs like the new Penn Partnership Schools Initiative, which includes the Penn Alexander School, and other centers and wellness facilities.

Top: Two of the three participating deans, Penn GSE’s Susan H. Fuhrman and Penn Nursing’s Afaf Meleis. Bottom: Greg Dubrow GEd’98 Gr’03 and Divina Grossman GrN’89.

History Lessons: Penn Alexander Students Learn About Sadie Alexander



Left: Penn GSE Assistant Professor Marybeth Gasman and her newfound friend Crystal.



Right: Penn Alexander kindergartener Marcus hard at work, identifying some of the themes of Sadie Alexander's life.

One of Penn GSE's experts on higher education has been going back to kindergarten this year. Assistant Professor Marybeth Gasman, whose research focuses on historically black colleges, has brought her penchant for history to students at the Penn Alexander School.

Gasman's curriculum project, undertaken in collaboration with Penn Alexander teacher Penny Silver, focused on the

school's namesake, Sadie Tanner Mossell Alexander. A 1918 graduate of Penn's School of Education, Alexander was a pioneering figure in American history. The first African American in the nation to earn a Ph.D. in economics (also from Penn), she graduated from Penn's law school and, in 1927, became the first African-American woman to pass the Pennsylvania bar.

Says Gasman, "We wanted to find ways to integrate the kind of historical work that I do into the Penn Alexander curriculum and to

give the students a better idea about this amazing woman their school is named after."

According to Gasman, the kids were almost as amazing as Sadie Alexander herself: "The kids had already studied African-American history—they knew all about Harriet Tubman and Martin Luther King. They had learned about discrimination and prejudice and about the difference between fighting with fists and fighting with words."

Using copies of archival documents and photographs from the University Archives, the students followed the story of Sadie Alexander's life from her girlhood and student days at Penn to her work as a lawyer and Civil Rights activist. They wrote stories about her and colored in pictures of Sadie drawn by Edward Epstein, a professional artist and Gasman's husband.

On a return visit, Gasman and Epstein led the class in another art project to create individual collages from magazine cutouts, color paper, and drawings that illustrate each child's newfound understanding of Sadie Alexander's life.

According to Gasman, plans are underway to expand the project and incorporate Sadie Alexander into the curriculum of the school that bears her name.

Have Americans Really Fallen Behind?

An analysis of major international achievement surveys since 1990 shows that, while the U.S. may not be first in the world in terms of education, American students generally perform above average.

Among the biggest problems with many international surveys is the fact that they make inaccurate or unfair comparisons, says Penn GSE Professor Erling Boe, who conducted the analysis. As an example, he points to the 1995 Trends in International Math and Science Survey (TIMSS), which was reported to show American high school students outscored by every surveyed nation except Lithuania, Cyprus, and South Africa.

"This is a misconception, however, because the TIMSS 1995 tests were administered to students during the 'final year of secondary school' as defined by each participating nation," explains Boe. In this

country, secondary school ends with the 12th grade but for other countries lasts much longer.

A much fairer comparison can be made by looking at data from the 2000 Program for International Student Assessment survey, which looks at 10th-grade test scores for 22 industrialized nations and shows that "the average combined score of U.S. students in all three subjects [reading, mathematics, and science] falls at about the international average," according to Boe.

If the main concern of those lamenting the state of American public education is economic competitiveness, Boe continues, it makes more sense to look at how the U.S. compares to other G7 nations instead of comparing it to minor economic powers like Iceland and Finland.

"With respect to academic achievement, the U.S. is quite comparable to other major Western nations and should have little to fear in losing out economically," he concludes.

Schools by Design

Over the next decade, the School District of Philadelphia will be constructing and renovating dozens of schools as it carries out an ambitious \$1.5 billion capital improvement program. Before any groundbreaking ceremonies are held, though, Philadelphians are being invited to participate in a series of public conversations about the impact of this initiative on the city's economic, social, cultural, and educational landscape.

These public forums, collectively called the Franklin Conference on School Design, have been modeled after a similar initiative on the design and planning of Penn's Landing in Philadelphia. Collaborating in both projects are Penn Praxis, Penn GSE's Center for School Study Councils, the editorial board of *The Philadelphia Inquirer*, and the Design Advocacy Group of Philadelphia.

The Franklin Conference will feature expert presentations on school design and pedagogy and facilitated public deliberations for citizens to develop planning principles. The process will culminate with a series of best-practice planning diagrams for the district. Says Harris Sokoloff, director of Center for School Study Councils, "By creating a context in which expert knowledge can inform citizen deliberation, the Franklin Conference will help ensure that the public's contribution to the whole process is more thoughtful and educated."

A civic engagement program of the Penn Institute for Urban Research, the Franklin Conference is being sponsored by the William Penn Foundation, the Penn Institute for Urban Research, and World Café Live.

Kudos . . .

Cited for his "tireless and thoughtful work," Penn GSE Professor **John Fantuzzo** is this year's recipient of Penn's Dr. Martin Luther King, Jr. Community Involvement Recognition Award, given in commemoration of Dr. King and his work.... Penn GSE Associate Professor **Vivian Gadsden** has been chosen as the University's Presidential Fellow to the Salzburg Seminar, a leading forum for promoting global dialogue on issues of international concern.... Penn GSE Professor **Margaret Beale Spencer** is the recipient of the 2005 Senior Career Award for Distinguished Contributions to Psychology in the Public Interest, awarded by the American Psychological Association's Committee on Psychology in the Public Interest.... The KnowledgeWorks Foundation selected the **Penn Alexander School** as a member of its Honor Society of the 14 American schools that best serve as centers of community. Meanwhile, students at the Penn-assisted school are racking up the honors: PAS students placed first in the fifth-, sixth-, seventh-, and eighth-grade divisions of the Southwest Regional Science Fair.... Penn GSE doctoral students have been chalking up honors as well: **Tina Collins**, in the Educational Leadership division, received a 2004-05 Spencer Dissertation Fellowship and **Shannon Monahan**, in the Interdisciplinary Studies in Human Development program, was awarded a two-year Head Start Graduate Student Research Scholars grant for her project on optimizing math learning outcomes. Two Educational Linguistics doctoral students received Penn fellowships for the 2004-05 year: **Sean McGrew** received the Foreign Language Area Studies Fellowship for the study of Hebrew, and **Hyung Sook Kang** took home the Y. H. Park Dissertation Fellowship.... The Business Council of New York and the New York State education department have awarded the 2005 Pathfinder Award to the Candor, NY, Central School District for the greatest percentage improvement in the state's fourth-grade English and Math assessments for 2003-04. The research underpinning this achievement was conducted by **Richard E. Quest**, the district's elementary principal/assistant superintendent and a student in Penn GSE's Mid-Career Doctorate in Educational Leadership program.

Whitehurst Advocates "Culture of Science"

As director of the U.S. Department of Education's Institute of Education Sciences, Russ Whitehurst is at the absolute center of the federal government's agenda for education research. On December 2, he paid a visit to campus to get a sense of what Penn GSE is all about—and to share his own thoughts on the place of scientific evidence in education.



After a morning session in which three Penn GSE professors—John Fantuzzo, Rebecca Maynard, and Jon Supovitz—presented an overview of the School's research agenda, Whitehurst spoke on "National Needs and the Education Research Industry." His remarks focused on the importance of scientific research in setting federal education policies. An advocate for "a culture of science" in the education research world, Whitehurst argued that such policies must be motivated solely by evidence.

Whitehurst was appointed by President George W. Bush to a six-year term as the first director of the Institute of Education Sciences, which was established by the Education Sciences Reform Act of 2002 to support research on education practices and evaluations of the effectiveness of education programs.

DVDs of Whitehurst's address are available by writing to Editor, Penn GSE News, 3700 Walnut Street, Philadelphia, PA 19104 or editor@gse.upenn.edu.

New Master's Program Debuts at Penn GSE

Responding to the growing need for professional counselors nationwide, Penn GSE has introduced a new master's degree program designed to lead to professional licensure eligibility in counseling at the state and national levels.

According to Diane Hall, the program coordinator of Penn GSE's Psych Services Master's Program, the new program—called Professional Counseling and Psychology (PCAP)—arose in answer to changes in the field, particularly in the area of licensure.

"In looking at national trends for the training of mental health practitioners," explains Hall, "we saw that most states have shifted to requiring master's-level licensure—as did Pennsylvania several years ago. But our current program didn't lead to licensure eligibility."

The new PCAP program has been designed precisely to address the growing need for licensure. According to Hall, having the license will give program graduates more

options. "It gives you another level of credibility and a greater level of freedom. Licensed counselors can work independently, start their own practice, do consultation—and bill insurance companies for their services."

The new PCAP has been designed for professionals who have already earned a related master's degree (in psych services, social work, or other mental health fields) and now wish to advance their knowledge—and their careers. Students in the program will deepen their understanding of psychological intervention, community psychology, clinical assessment, career counseling, and systems evaluation and intervention.

Degree in hand, graduates will qualify for mid-level clinical, assessment, and consultation professional positions in education and mental health fields in public and private institutions, hospitals and paraprofessional health organizations, and state and federal criminal justice systems.

New Exec Doc Director

V. Hilton Hallock, who joined Penn GSE's higher education program in 2004, has been named the new director of the Executive Doctorate in Higher Education Management Program. Hallock has experience in both the



V. Hilton Hallock

academic and the administrative worlds. A Ph.D. from Syracuse University, she worked as a research associate in that school's higher education program, as an adjunct faculty

member in its education school, and as associate director for professional development programs. Before that, she served as director of student services at Longwood College and as assistant dean of students at the University of Virginia. Hallock will replace current Exec Doc Director **Larry Schall Gr'03**, who has accepted the presidency of Oglethorpe University in Atlanta.

Scientific Method

The fine art of science teaching received a boost in fall 2004 when the National Science Foundation announced that it would be directing a \$5 million grant toward the creation of the Penn Science Teacher Institute (STI). A collaborative effort between the School of Arts and Sciences and Penn GSE, Penn STI will be the first and only content-intensive science teacher-training degree program offered by a research university.

Designed to help area secondary and middle school science teachers strengthen their science-teaching skills, the Institute is offering degrees in two programs—the Master of Chemistry Education Program and the Master of Integrated Science Education Program. Students in both programs will supplement their science courseload with two education courses focusing on research-based teaching and learning practices, including the Penn Inquiry Model.

As with all NSF-funded projects, research and evaluation will be an important part of Penn STI's process. According to Jane Horwitz, Penn STI's associate director and former associate director of the Penn-

Merck Collaborative for Science Education, "Penn STI students will really have to learn rigorous science—they'll be assessed before and after the program for content knowledge, and we'll even be looking at the achievement of small groups of their students."

A key element in the Penn STI program is the Administrators' Science Education Academy. A requirement for administrators from participating schools, the Academy is designed to provide principals and other building administrators with the tools they need to support a strong science education program.

Currently, 30 school districts from Pennsylvania, Delaware, and New Jersey—along with a healthy complement of charters and independent schools—have signed on for the program. The three-year, cohort-based program will welcome its first students in summer 2005. To accommodate the busy schedules of professional teachers, classes are offered during the summer and on Saturdays during the academic year.

Says Horwitz, "It really says something about the need for this program that we've had such a strong response from applicants."

Penn GSE Hosts the 26th Annual Ethnography Forum

Participants Examine “Educators Responding to Local and Global Crises”

“We looked at these encounters with difference as opportunities for enriched teaching and learning,” Penn GSE Assistant Professor Lisa Bouillion explained to a room packed with interested listeners. Members of her research team then shared findings from their observation of students in GSE’s Teacher Education Program, focusing on how student teachers handled what was for many of them their first sustained cross-cultural encounter.

This was just one of about 75 sessions at the 26th annual Ethnography in Education Research Forum, sponsored by the Center for Urban Ethnography in February. In keeping with this year’s theme of “Educators Responding to Local and Global Crises,” the research described by Bouillion’s team emphasized ways to turn the cultural differences experienced by student teachers as they interact with the students, staff, and communities at their school placements into opportunities for learning and social change.

For example, Edward Brockenbrough, a doctoral student at Penn GSE, looked at various pedagogical approaches taken to address cultural concerns, while Research Assistant Jennifer Brinkmeier observed how the student teachers responded to difference in their relationships with cooperating teachers. And Cassandra Giombetti, another doctoral student, tied such issues to the kind of inquiry presented at the Ethnography Forum by examining how student teachers can themselves use research as a vehicle for understanding and responding to cultural difference.

Many of the Forum’s other sessions shared in this engagement with the theme, offering a range of perspectives on education’s role in society. As Forum Co-convenor and Penn GSE Professor Nancy Hornberger notes, “All of our plenary speakers emphasized, in one way or another, that we can’t possibly understand local educational policies and controversies without looking at global decisions and processes affecting them—but at the same time we can’t really understand these global decisions and processes without looking at how they play out locally in classrooms, schools, and communities.”

Those plenary speakers included Pauline Lipman from DePaul University, who examined resistance to Chicago’s Renaissance 2010 Plan in relation to educational accountability, globalization, and the politics of race, and Linda Christensen of the Portland (Oregon) Public Schools, who described methods for encouraging students to take on culturally sensitive perspectives on the English language. The Forum



Left: Edward Brockenbrough fills in some of the details about how student teachers handled culturally diverse classrooms.

Below: Penn GSE Assistant Professor Lisa Bouillion with Cassandra Giombetti gives an overview of the research project.



NANCY BROKAW

also featured a presentation on the promotion of multilingual education in post-apartheid South Africa by Neville Alexander and Carole Bloch.

The Forum also continued its tradition of unique and informative sessions like the Friday Data Analysis discussions, in which participants brainstorm about analysis methods for sample data sets, and the array of Practitioner Inquiry presentations.

All of these elements, according to Hornberger, contributed to another successful edition of what has become an institution: “Nearly every session one might happen into across the two-day Forum carries traces of all these Forum qualities—welcoming and interactive participation, a rich dialogue between research and practice, and an abiding concern that the education we practice and the ethnographic research we undertake contribute to a more just society.”

Penn GSE takes a leadership role in the University's response to the tsunami that devastated the Indian Ocean region last December.

What We're Doing to Help



By Jennifer Baldino Bonett

Under a tree in Aceh, Indonesia, a parent is teaching a group of children. They spy a relief worker and her notebook. The children gather around her, clamoring for the notepaper. They are thrilled to have it and immediately start practicing their letters and numbers. The relief worker hunts in her bag for more paper and comes up with a handful of paper receipts. The children gladly accept the little slips so they can continue writing their lessons on the backs.

They have no other paper. They have no other classroom. They have no other teacher. All were destroyed in the earthquake and tsunami of December 26.



WYATT GALLERY

Under a steely grey sky, half a world away from Aceh, the University of Pennsylvania campus stood in the hush of winter break, bare-treed and cold. But Graduate School of Education Dean Susan H. Fuhrman and University President Amy Gutmann had the children from Aceh and the disaster-ravaged countries of Southeast Asia on their minds. So did a constellation of faculty, students, and administrators. Ideas for University-led relief efforts and student-driven aid started to hum through University offices and across e-mail exchanges and listservs.

The path of action was clear to Dean Fuhrman. “There are critical numbers that didn’t make it onto the front pages of the newspapers or the updates on CNN,” she says. “Educational communities have been devastated by this catastrophe: thousands of schools are destroyed or damaged; thousands of teachers and principals are dead or missing; and countless students are without schools. The figures shocked us—and they inspired us to focus Penn’s response on helping to rebuild the educational infrastructure in the tsunami region.”

The concept came together quickly. On a fortuitous day in January, as Fuhrman and her senior staff discussed how to make the idea a reality, Penn President Amy Gutmann hoped to talk about a University response to tsunami relief at a board of directors meeting in New York City that very evening. In a stroke of serendipity, Fuhrman and Gutmann connected.

“It meshed perfectly within a few hours,” says Tom Kecskemethy, assistant dean of Penn GSE. “We had a resourceful, passionate dean and a foresighted, devoted president.”

Good fortune struck again that night in New York. In the audience was David Bell, an executive at the international education and media company Pearson plc. Impressed by what Gutmann had to say, he called Penn the next day to offer some of the proceeds from his company-wide solicitation for tsunami relief to Penn’s initiative. In just 24 hours, the effort had begun.

Initial thinking about the aid effort centered on fund-raising for education projects. However, as billions of dollars poured into international relief organizations and scores of aid agencies began emergency response efforts in Southeast Asia, the need for long-term aid and development became apparent.

In a message to the Penn community, Gutmann articulated the University's approach: "We have decided to focus our institutional effort on the rebuilding and reestablishment of education in countries affected by the tsunami, believing that schooling is at the heart of community and central to communities' eventual return to normal, hopeful lives."

Doing what you do best

Gutmann asked Fuhrman to coordinate Penn's work in educational rebuilding in the tsunami region and to chair the University's Tsunami Education Relief Steering Committee. Respected for her research and policy work on intergovernmental relationships and on education reform, Fuhrman leads a school with renowned international programs and significant international connections. Perhaps the best example of Penn GSE's reach is its Eight Nation Research Project, a unique opportunity for comparative education research among scholars and policymakers from China, Germany, Japan, Korea, Singapore, Switzerland, Thailand, and the United States.

"When I began considering Penn's contribution to the relief effort, I wanted to target a specific need that we could address most effectively," says Gutmann. "Our comparative advantage as an educational institution led me to focus on schools in Sri Lanka, Thailand, Indonesia, and India wiped out by the tsunami. I knew those schools would

have to be rebuilt. I also knew that under Susan Fuhrman's leadership, GSE had an outstanding track record for revitalizing public education in our neighborhood, in cities throughout the country, and all over the world. Thus, it made perfect sense to deploy the expertise of GSE to help rebuild the educational infrastructure in those areas affected by the tsunami. It also made sense to have a leader of Susan's international stature lead that effort."

Penn's involvement in education rebuilding in long-term disaster relief is unprecedented for the school and singular in the nation. While peer institutions have launched fund-raising efforts, no other U.S. college or university has chosen to focus its aid on a substantive area like education. And, arguably, there is no school of education in the U.S. better prepared to meet this challenge than Penn GSE, an internationally connected school with a reputation as a trailblazer in community-school partnerships.

But in joining an international disaster relief effort for the long term, GSE and University leaders knew they needed expert partners to navigate these uncharted waters. The Penn faculty, students, and staff of the Tsunami Education Relief Steering Committee identified four relief agencies with remarkable histories of disaster aid and commitments to education and community-building: Ashoka, The International Rescue Committee, Operation USA, and UNICEF. (See "The Partner Agencies" on facing page.) Together with these agencies, Penn's efforts will center on Indonesia, Sri Lanka, India and Thailand.

Penn's contributions may not be bricks-and-mortar but instead hard thinking, planning, and counsel about the reconstruction of educational enterprises in disaster-stricken countries.

"The skill set of an Ashoka or the skill set of a UNICEF is entirely different than our skill set as a university," says Kecskemethy. "We have faculty members and administrators who are deeply involved in international relations, but that's different than doing on-the-ground relief and development work. These agencies have that expertise and they know what to do with it. They are very pragmatic about saying: 'This is what we do. As a preeminent research university, you've got all sorts of capacity. Let's try to find the right matches.... What you can do is what you can do.'"

Says Fuhrman: "We are partnering with agencies that we believe can bring the right types of resources to the right regions in the right kind of ways. Just as Penn has unique resources and capabilities, so do each of these four."

Already at work on reconstruction in the tsunami zone, Ashoka anticipates working with Penn on pattern-changing strategies to improve the quality of education

A village near the coast of Sumatra lays in ruin after the tsunami that struck South East Asia.



U.S. NAVY/PHILLIP A. MCDANIEL

“Focus on practical solutions and expertise will help with teaching millions of young students, providing safe and secure environments for them to study, play ... and re-balance their lives.”

and impact on youth in India, Indonesia, Sri Lanka, and Thailand, says R. Paul Herman WH '89, chief development officer for Ashoka.

“Certainly the intellectual depth and breadth of Ashoka and Penn are highly complementary, especially in education,” says Herman. “Particular focus on practical solutions and expertise will help with teaching millions of young students, providing safe and secure environments for them to study, play and be with remaining family, and re-balance their lives. . . . The Penn-Ashoka partnership can strengthen the potential collaboration region-wide and create real results in sharing and implementing how innovations in education can have a truly global impact.”

Herman also believes that the effects of the collaboration will be long-lasting for all involved, yielding “a positive partnership that will serve as a model for university-NGO teaming.” Above all, he would like nothing better than for “one or more of those children or teenagers [aided in the tsunami zone] to attend Penn and help change the world after their education.”

Herman is also proud that his alma mater has taken an intense interest in tsunami relief. “Feeling the support of the leaders, faculty, students, and alumni of Penn in seeking tremendous systems-changing social impact—in concert with the variety of strengths of our own community—is inspirational,” says Herman. “Hurrah for the Red and Blue indeed!”

Assessing Penn’s resources for the aid effort is the task of Simi Wilhelm, a Penn GSE doctoral student. As research assistant to the Tsunami Education Relief Steering Committee, Wilhelm is seeking out Penn faculty and administrators from all 12 schools with foreign language skills, research, or service experience in Third World countries. “Building an infrastructure in the Third World is intuitively different from traditional academic work. We have to find a way to cull Penn’s vast, vast faculty resources,” says Wilhelm, who was also president of Penn’s Graduate and Professional Student Association in 2004-05. Already on her short list are the School of

The Partner Agencies

Penn is working with four partner relief agencies that are committed to education and community-building. Each is expert in providing support in disaster areas. They are already on the ground in India, Indonesia, Sri Lanka, and Thailand, working to rebuild the tsunami-affected region.

Ashoka (www.ashoka.org) is a non-governmental, global organization of leading social entrepreneurs—individuals with innovative and practical ideas for significant social change in their communities. In the immediate aftermath of the tsunami, Ashoka Fellows in the region mobilized to provide short-term relief and are now collaborating on reconstruction and long-term social change. Founded in 1980, Ashoka has worked in 53 countries. The organization is named for a 3rd Century B.C. emperor of India, remembered as a social innovator.

Penn anticipates providing both financial and technical resources to Ashoka. Penn will work with Ashoka to broker collaborations between University experts and Ashoka Fellows. Penn has particular strengths in educational and social welfare program evaluation and measurement and may also be a resource to Ashoka in that respect.

Operation USA (www.opusa.org), directed by Penn alumnus Richard Walden C’68 L’72, helps developing communities to address problems arising from natural and man-made disasters and chronic poverty through the creation of sustainable health, nutrition and disaster-response programs. Operation USA’s initial response to the tsunami disaster focused on short-term relief, largely in Sri Lanka. The next phase of its work involves partnering with local agencies to rebuild communities. Founded in 1979, Operation USA is a

non-governmental agency.

Penn anticipates providing both financial and technical resources to Operation USA. The agency will expedite on-the-ground partnerships between Penn teams and local agencies.

The International Rescue Committee (www.theirc.org) is a non-profit humanitarian agency that specializes in direct-delivery programs for relief and rehabilitation worldwide. IRC has an established presence in the province of Banda Aceh and has been allowed access to assist in the rebuilding of education in this hardest-hit tsunami region.

Penn anticipates providing both financial and technical resources to the IRC. Penn will collaborate with the IRC’s Child and Protection Unit to identify ways in which the Penn community can assist in delivering materials to makeshift school sites and psychosocial support for children and teachers.

UNICEF, the United Nations Children’s Fund (www.unicef.org), was created in 1946 with the belief that nurturing and caring for children is the cornerstone of human progress. Working in 158 countries and territories around the world, UNICEF has the global authority to influence decision-makers and the global reach to realize innovative ideas and programs at the grassroots level. Children’s education has long been a priority of the agency—a priority reflected in UNICEF’s work in the tsunami zone.

Penn will be a resource to UNICEF as the organization works on teacher training in the tsunami region, and we are looking into possible collaborations on the reconstruction of child-friendly schools. Penn’s expertise in educational and social welfare program evaluation and measurement may also be a resource to UNICEF in that respect.

“Coupling the expertise of a major research university with the humanitarian work of relief agencies is new territory both for Penn and its partner agencies.”

Medicine’s Global Health Program, which prepares medical students for “on the ground” work on HIV/AIDS in Africa, and faculty with psychosocial training, which is what teachers and students in the tsunami zone will need at this early juncture. “Before we rebuild schools, we need to rebuild nervous systems,” says Wilhelm.

Crossing boundaries

Coupling the expertise of a major research university with the humanitarian work of relief agencies is new territory both for Penn and its partner agencies. Historically hesitant dance partners, teams from academe and relief organizations will need to “loosen their boundaries a bit” to work effectively together, reasons Wilhelm.

However, Wilhelm points out, Penn is well-positioned to cultivate this unique collaboration between academe and social relief. “We already have a credibility that not a lot of other universities have: we have built a school,” she says, referring to The Sadie Tanner Mossell Alexander University of Pennsylvania Partnership School. The neighborhood PreK-8 university-assisted public school,

created through the collaboration of the University, the School District of Philadelphia, and the Philadelphia Federation of Teachers, opened in 2002 and has become a national model.

Bringing that expertise to bear on rebuilding schools will be one of the contributions that Penn can make in the tsunami zone. Experts in disaster relief speak frankly about the crucial role schools play in individual and social healing. As Wilhelm is learning: “It’s important for the children. It’s also important for the adults. It gives them something to rebuild. It galvanizes them because the children need them.”

The notion of a school as a community touchstone is one that Penn GSE knows well from the development of the Penn Alexander School. “The concept of putting a school at the center of a community, as a hub for community engagement and development, is very attractive to the relief agencies that are looking at long-term development in the reconstruction of education,” says Kecskemethy. In recovering from this disaster, he explains, relief agencies and governments may be poised to think about schools in new ways: “How you can rebuild, what it means to recreate a school or an education enterprise—of course being

A Story of Survival

Camille Kandiko GEd’04 had a close call with the tsunami that struck the Indian Ocean in December. Kandiko was on a sea-kayaking vacation with her aunt and uncle, Karen Neubauer and Bob Kandiko. As luck would have it, Bob Kandiko is a science teacher—a profession that would, in effect, save their lives. Following is Kandiko’s account:

This Christmas, I went kayaking with my aunt and uncle off the southern coast of Thailand, in the remote islands near Tarutao National Park, about five kilometers from the Malaysian border. After two nights of camping on uninhabited islands, we packed up our camp on the morning of December 26 and headed to another site. At around 11:00 a.m., we were paddling near shore, looking for a place to stop for lunch. We

saw a beautiful, white sandy beach in a bay—but no way to reach it.

All the coral rock at the mouth of the bay was exposed. Suddenly, the bay emptied out completely and huge waves rushed in. My uncle knew *exactly* what was going on and yelled at us to paddle out to deeper water where we would be safe. As we paddled for our lives, the first big wave filled in the bay, but before the water could get out, more water came rushing in. The waves doubled up on themselves, enveloping the entire beach.

As we waited off shore, we saw a second, larger wave approach. It filled the entire bay, going deep up the beach into the surrounding jungle and uprooting trees. A huge, brown wave rushed back out from the beach,

sensitive to cultural context—to be more than just what it was before.”

With its leading scholars on the community-school movement, Penn GSE can offer relief agencies and governments expertise on schools as positive centers of community, education as a social intervention, and how to measure its impact through evaluation.

“As a professional and social science school, there really isn’t anything that we are better equipped to do,” says Kecskemethy. “It’s about research; it’s about research methods; it’s about understanding cultural context; it’s about multi-method evaluations. That’s what we’re set up to do.”

A marathon, not a sprint

The University’s exceptional intellectual capital has been matched by the boundless enthusiasm of Penn’s students. Like most students, Rachel Fersh, a junior in the College of Arts and Sciences, was home for winter break when she heard about the catastrophe in Southeast Asia. “I was in complete shock,” she says. “Nothing of that

An Indonesian woman searches through debris, where her house once stood, in the city of Banda Aceh.



U.S. NAVY/JORDON R. BEESLEY

breaking over the coral. We waited out in the open ocean for several hours, watching all of the beaches disappear along the islands as the waves rode high. Finally, worried about heat exhaustion in the 90 degree heat, we raced to shore and hauled our kayaks ashore. We collected passports, food, and water and pushed farther inland before the next wave hit.

We had no communication with anyone until the next day, December 27, when we paddled out to a passing yacht of Aussies who were able to get a message to our families that we were OK. It took us *days* to get back to the mainland, paddling past fishing villages and their first campsites—now all devastated. When we finally reached the port we had left from, almost all the people were gone. A military transport boat had taken 200

tourists back after the ocean had settled enough for boat traffic.

We reached the mainland on Friday, December 31, and only then realized how devastating the tsunami had been. I traveled until Monday to get home—where, I found out, my family had held a candlelight vigil for me.

I am truly lucky to be alive. Had we stopped for lunch, there is no way we would have survived. And thank god my uncle knew about tsunamis and how to stay safe.

Camille Kandiko, who has a master’s degree in higher education administration from Penn GSE, is a Ph.D. student in higher education and student affairs at Indiana University and a graduate assistant at National Survey of Student Engagement.

“Penn is not trying to impose: We’re trying to work within an infrastructure that’s already been built.... We are really in this for the long haul.”

magnitude has happened in my lifetime.”

Fersh was among the students who started a spontaneous aid effort. By the time classes began in January, the University had established a fund for student donations, which now total more than \$10,000. Student groups hosted pizza parties, dances, a change drive, and basketball games with proceeds earmarked for tsunami relief. The Singapore Club persuaded 10 businesses to contribute hundreds of dollars worth of food for a Chinese New Year Food Fest and raised \$1,650 for tsunami victims. Wharton sophomore Sumit Kadakia has organized a summer rebuilding project with Global Village to bring a team of Penn students to southeastern Sri Lanka to help rebuild family

homes and visit the village school to distribute supplies and play with the children. Thanks to Penn’s Tsunami Education Relief Fund, the effort received a \$10,000 subsidy to help participants defray the costs of the trip. The students are also fund-raising on campus and with family and friends to help cover costs of the trip.

“We have a fabulous diversity of students on campus who are deeply compassionate citizens of the world,” says Valerie Swain-Cade McCoullum, Penn’s Vice Provost for University Life. “Our students have one of the highest levels of civic engagement and public service in the nation.”

As a member of the executive board of Penn’s Undergraduate Assembly, Rachel Fersh sits on the Tsunami Education Relief Steering Committee. She’s excited by Penn’s intentions for long-term education renewal and community-building efforts in the tsunami zone. By the time she graduates, she would like Penn to have “a very strong relationship with at least one community in an affected region so that we know we’ve really made a difference,” says Fersh. “Penn is not trying to impose: We’re trying to work within an infrastructure that’s already been built.... We are really in this for the long haul.”

That’s a message that she and the rest of the steering committee are working to convey. Says Wilhelm: “I think the initial student feeling was: ‘We have to go. We have to build things.’ Now we need to take that energy and channel it into understanding what ‘long-term’ means and that long-term is where we can be most helpful.” Especially with Penn GSE in the lead. Says Wilhelm: “GSE’s strength is putting connections together, putting organizations together, garnering big ideas, and making them possible.” ■

If you are interested in supporting the work of our partner aid agencies, you can make a check or money order payable to the organization of your choice—not to Penn—and mail it to: Tsunami Relief for Education, University of Pennsylvania, 3700 Walnut Street, Suite 215, Philadelphia, PA 19104-6216.

If you or your organization wishes to make a substantial contribution to Penn to support our general efforts to bring education assistance to the region, we would be happy to hear from you and arrange for the gift. To make a gift, please contact the Penn GSE Dean’s Office at 215-898-7014 and ask for Tom Kecskemethy or Nancy Brokaw.

Education Damage Assessment

INDIA

82 schools seriously damaged
200 schools being used as temporary shelters.
78 teachers perished on the Andaman and Nicobar islands; a wider estimate is not yet available.

INDONESIA

1,000-plus schools damaged. Most were set to re-open February 1, although many classrooms are still in makeshift tents or other temporary arrangements
500 or more completely destroyed
1,592 teachers are dead or missing, according to Aceh authorities.
The government estimates that 2,000 new teachers will need to be trained.

SRI LANKA

95 schools damaged
70 schools destroyed
71,000 schoolchildren displaced or interrupted from school

THAILAND

12 schools seriously damaged
30 schools affected
50,000 school-age children affected

SOURCES: UNICEF, INTERNATIONAL RESCUE COMMITTEE AND SAVE THE CHILDREN

Leadership style

One of the newest members of Penn GSE's Board of Overseers, Molly Shepard GEd'79 knows what it takes to be a leader.

By Nancy Brokaw

Forty years ago, “men’s work” and “women’s work” were clearly differentiated: by and large, women worked as schoolteachers, nurses, and secretaries, while men did everything else. After the passage of the Civil Rights Act of 1964—which included last-minute language barring discrimination on the basis of sex—things changed.

The face of the American workplace today would be virtually unrecognizable to the men—and handful of women—who passed that legislation. In 1950, about 33 percent of women were working, virtually all of them in the jobs deemed their proper domain. By 1998, nearly 60 percent of American women were in the workforce, many of them in fields their mothers and grandmothers could only have dreamed of pursuing. The number of women doctors has increased threefold since 1970, of engineers by nearly five times since 1978, of lawyers by a factor of 10 since 1970.

Dig a little deeper—or look a little higher—and the picture isn’t quite so rosy: of those lawyers, only 13 percent have made partner, and in the university, only some 18 percent are full professors. As for business, the number of Fortune 500 companies headed by women has grown fourfold in the last 20 years. But that impressive-sounding statistic loses some of its luster when the actual numbers are trotted out. In 1985, there were two female CEOs among the Fortune 500; today there are only eight.

What’s a woman to do?

Enter Molly Shepard GEd’79. A career consultant and veteran of the corporate world, Shepard has made it her mission to help more and more women crack “the glass ceiling.” In 2000, she founded The Leader’s Edge, a consulting firm dedicated to enhancing the leadership skills of corporate women and helping them thrive as they advance into the highest ranks of business.



GREGORY BENSON

“It wasn’t the conventional path for an ed school graduate, but the training I got as a Penn GSE student was exactly the preparation I needed for my career.”

But Shepard wasn’t always a woman with a mission. As an undergraduate at Wheaton College in Massachusetts, she majored in Russian—without a thought to entering the business world. In 1970, she found herself in Philadelphia, where her husband was attending Penn’s law school. Shepard landed a job as the admissions director for the Institute for Paralegal Training.

It was her first experience with leadership. “I was 23 and had this wonderful opportunity,” she explains. “At a very young age, I was leading a small team and having to

think about how to motivate and lead by example and energize my staff to do what was a very difficult job.”

The Institute was a job training and placement firm for college graduates interested in paralegal work, and much of Shepard’s days were spent providing guidance to recent grads. A self-described “counselor by nature,” she began taking Psychological Services classes at Penn GSE in order to hone her skills.

At the time, Penn GSE policy required all master’s students to attend full-time, so Shepard had to juggle full-time employment, full-time studies, and motherhood of two children under the age of three. She recalls interrupting recruiting trips to fly back to Philadelphia for class—and then flying back to complete her business.

She also recalls, gratefully, a call from Penn GSE Professor Peter Kuriloff offering to make an exception for her: she and a handful of other working people would be allowed to complete the master’s degree as part-timers, provided they did so within a year. In 1978, Shepard began an accelerated course of study, signing up for the required internship at Horizon House—a provider of community-based treatment and rehabilitation and the only agency she found that offered evening work for counselors.

After graduating, she was recruited by the Hay Group, a management consulting firm, to start their Career Continuation division in Philadelphia and Washington, DC. “‘Career Continuation’ was a euphemism for helping executives transition from jobs they’d lost into new careers,” Shepard explains, adding, “All of a sudden, I found the work I really loved.”

She credits her experience at Penn GSE with giving her important tools for the kind of counseling and evaluation she had to do at Hay: “At Penn,” she says, “I took every counseling course there was—individual counseling, group counseling, I can’t remember them all. I took educational measurements, and that’s been invaluable because I do a lot of testing and assessment now. It wasn’t the conventional path for an ed school graduate, but the training I got as a Penn GSE student was exactly the preparation I needed for my career.”

In 1983, she struck out on her own to form Manchester, Inc., which specialized in leadership development, coaching, and change management as well as providing counseling and other services to down-sized executives. From her vantage point as president of one of the country’s leading human resources consulting firms, she had the chance to observe how rarely talented women managed to reach the highest ranks in corporate America.

So, when she and her partner sold Manchester, Shepard decided that she wanted to do something about the situation.

Penn GSE Welcomes New Overseers

Molly Shepard GEd’79 is only one of a number of talented Penn grads being welcomed to the Penn GSE Board of Overseers this year. **Ellen Cohen Stein CW’69**, the head of the Dalton School in New York City, received a BA in history from Penn and an MBA from Columbia University. She began her career in education as a teacher at the Brearley Lower School and then spent 15 years at Friends Seminary, where she taught Latin and served as admissions director, development director, and vice principal. Stein joined Dalton in 1994, working as director and associate head of school at the elementary school. When she was named head of school in 2000, she became the first Dalton alumna to achieve that position. Stein sits on the Education Advisory Council of the Child Study Center at New York University. She lives in New York with her husband, David Stein, co-chairman the private financial management firm J&W Seligman & Co.

After receiving his B.A. from

Williams College, **Seth T. Toney II WG’88** earned his MBA from Wharton. He is currently managing director at the investment banking firm Dresdner Kleinwort Wasserstein, which he joined in 2001 as part of the firm’s Global Debt team. Toney began his career in finance at Prudential Globe Advisors and then served successively as director at Deutsche Bank and as a principal at Bankers Trust. Since graduating from Wharton, he has focused his Penn service on the University’s minority programs such as Penn’s Diversity Affinity and Interest Groups and the James Brister Society. Toney lives in New Jersey with his wife, **Flora Naomi Taylor Gr’94**, a clinical psychologist and organization development consultant who received her doctoral degree from Penn GSE’s psychology in education division. She serves as Mission Sub-Conference Manager for the University of San Diego’s School of Education and as a Member of the Trustees, Council of Penn Women.

Honing the leader's edge

What she did was to found The Leader's Edge, a leadership development and consulting company that focuses specifically on the growth and advancement of executive and high-potential women. "When I truly understood how poorly women were prepared for leadership roles," explains Shepard, "I wanted to design an intervention that would answer their multiple needs. At the beginning, I did extensive research, looking at how corporate culture affects women. My study surveyed 1,000 executives nationwide to identify the issues and challenges that were affecting men and women in the workplace. Based on what I learned, I created our leadership development protocol."

Today, The Leader's Edge—with offices in Philadelphia, New York, and Washington—offers an array of services that grew out of that basic approach. Company clients can send senior-level women for personalized leadership coaching, and individuals can opt for career counseling as they move into new jobs or careers. Last year was a banner year for the firm as it opened a branch office in Washington and worked with more than 300 women and 53 client companies.

Shepard is particularly proud of a new program tailored especially for women of color in executive roles. "We partnered with an African-American woman to design this program," she says, "and as we were doing the research, we discovered that African-American women at the senior corporate level are only rarely offered the opportunity to participate in leadership development programs—let alone ones designed for their needs."

Next year, she hopes to introduce a similar program for Asian-American women and also to start up a graduate program for Leader's Edge alumnae. More immediate plans include the launch of Women on Board, a program designed to prepare corporate women for board candidacy.

Making its debut in May, the program will help women make their way onto corporate and non-profit boards—a skill Shepard is eminently qualified to teach. In addition to a number of corporate boards, she serves on a wide range of non-profit boards and recently agreed to sit on Penn GSE's Board of Overseers. "I was flattered when Susan Fuhrman invited me," she says, "and I hope to be able to help advance the School's initiatives and increase its visibility."

Shepard's to-do list is long—and ambitious. But, as she's quick to point out, women still face real challenges in the corporate world.

Playing the game

Her approach to those challenges is characteristically pragmatic. Faced with a work world where corporate

women are still underrepresented in the higher ranks, Shepard began conducting an annual research study of the state of executive women in business. Leader's Edge research has looked into what corporate America can do to retain executive women, why women are voluntarily walking away from six-figure salaries, and why some people make it to the top while others—equally talented—don't.

The research is designed to help identify strategies for survival in the corporate world. For instance, to ferret out why some executives advance while others lag behind, Leader's Edge asked senior executives about their day-to-day behavior on the job. What Shepard found were striking differences between men and women in areas like networking, self-promotion, and communication.

As they advance up the ladder, women become less likely to use the kind of time-tested tactics that executives on the rise use to advance their careers. For instance, among men in the upper echelons of the corporate world, 75 percent place a high value on their networks, compared to only 66 percent of women. At the lower rungs, 73 percent of women rate self-promotion as an important skill; among higher-ups, that number decreases to 50 percent. And, again, women in the executive office are less assertive in meetings than their male counterparts.

"In terms of improving their career potential, women should not behave more like men to effectively climb the corporate ladder.... Women need to learn to how to play their own game better."

Behind all these statistics lie human behaviors that can, after all, be changed. "In terms of improving their career potential, women should not behave more like men to effectively climb the corporate ladder," Shepard says.

Writing in *Smart Business Now*, Shepard offered some straightforward tips that don't require a complete overhaul of one's personality. She urges women to watch their language, avoiding qualifiers that might undermine their point—words and phrases like "maybe" and "I think." She wants women in leadership roles to take the kind of strategic risks they took on their way up. She suggests that women executives schedule a meeting *before* the meeting to marshal support for their ideas. She wants them to join associations and boards—and let their colleagues know that they have.

In short, she says, "Women need to learn how to play their own game better." ■

This fall, the Milken Family Foundation confirmed what students at Edward Gideon Elementary have always known: Jennifer Wong GEd'98 is

In a Class of Her Own

“I’m always questioning how good a teacher I am,” says Jennifer Wong GEd’98. “In seven years’ time, I’ve made just as many mistakes as any other teacher.”

This fall, though, the Milken Family Foundation made official what students and teachers at Edward Gideon Elementary School have known for some time: there’s no question that, as a teacher, Jennifer Wong is in a class of her own.

On October 14, at a surprise ceremony held at Gideon,

located in Philadelphia’s Strawberry Mansion neighborhood, Foundation President Lowell Milken announced that Wong was the latest recipient of the 2004 Milken National Educator Award. In accepting the honor, Wong joined an elite group of 100 educators throughout the country—47 states and the District of Columbia participate in the program—who have received the \$25,000 award this school year.

The Milken Family Foundation presents the awards annually to recognize and reward outstanding educators across the United States and also to spotlight teaching as a rewarding career choice. Since the program was established in 1985, more than 2,000 educators have received the award.

Starting out at Gideon

A native of Palo Alto, California, Wong earned her bachelor’s degree from the University of California at San Diego. After graduating, she headed east for Penn GSE’s master’s program in elementary education. “I have nothing but positive thoughts about Penn’s program,” she says, adding, “It’s a strong program that laid a good foundation for reflecting, thinking about what is important to be thinking about as a teacher—for constantly questioning what you’re doing.”

That said, the adjustment she had to make as a full-time teacher in the Philadelphia public schools was a big one. “My student teaching was done at Powel Elementary, which is a very different school from Gideon,” she explains. Samuel Powel, which is close to the Penn campus, has a diverse student body that includes neighborhood kids as well as professors’ kids—a far cry from Gideon, a strug-

Some of her third-graders celebrate the good news with Wong.



gling school in a tough North Philadelphia neighborhood.

Her first years of teaching, Wong admits, were a challenge. It was the last, embattled days in the tenure of Philadelphia's controversial superintendent David Hornbeck, and the district itself was in flux. Three weeks after the school year began, she was reassigned from her first school to Gideon. The forced transfer was abrupt—and a little upsetting at the time—but, in retrospect, Wong says, "I was lucky that I landed at Gideon. As difficult as the neighborhood may be, Gideon is a smaller school and pretty progressive. The teachers are good, and the support is there. There were a lot of people who could help me."

The challenges she faced will sound all too familiar to anyone involved in urban education: children living in poverty, children whose own parents are barely out of childhood themselves, children being raised by grandparents, children coming to school hungry and going home to houses with no heat.

Never give up

Wong began her tenure at Gideon teaching a combined first- and second-grade class and, for the next few years, alternated between the split class and a regular second grade. Last year, she was assigned to the third grade and is now settled in with a complement of 30 third-graders. That year marks a transition for students, explains Wong: in the third grade, they have to grapple with rising academic expectations—and a proliferation of tests. The pressure can be challenging for children.

Nonetheless, she says, "I love third grade—despite all the pressure from the testing. I love how much they're able to do. It is an overwhelming year academically because there's a big leap in how much they're expected to do. But they can do so much."

As dedicated as she is to her students, Wong manages to devote an impressive amount of time and energy to teaching her fellow teachers as well. For several years, she participated in the District's reduced class size initiative. That program partners classroom veterans with literacy interns to achieve a dual benefit: on-the-job training for the neophytes and a reduced student-teacher ratio for the classroom. On more than one occasion, she's been drafted to



serve as a demonstration teacher, giving student teachers the chance to observe a pro in action.

In addition, the District has recruited Wong to help out with its professional development work: she's already helped design the scripts used by teacher trainers and conducted professional development sessions. Recently the District's literacy instruction people invited her to sign on to train the professional development teachers who will, in turn, train the classroom teachers.

Asked why she thinks the Milken Foundation tapped her for the honor, Wong replies with characteristic modesty, "I'll admit that I'm capable, but I work hard. I've worked so hard and not given up when things get really difficult, and I have the same attitude toward my students. I believe that a good teacher doesn't blame the child, doesn't blame the family or the environment. The mistake that so many people make is to look at the outside factors and say that's why this child isn't learning.

"But when you're in the classroom," she continues, "you have to work with the child, to perceive every child as deserving an equal chance and then trying to provide that chance. And not use outside factors as an excuse. Of course, you have to realize that those factors are affecting each child each day. You have to know what they're dealing with. But that just means that you have to work that much harder. And that may mean that, with some kids, you have to try five different methods instead of just one." ■

—Nancy Brokaw

Wong and Foundation Chairman Lowell Milken (left, rear) pose with Wong's students in her Gideon Elementary School classroom.

More Kudos

Jennifer Wong isn't the first Penn GSE alum to be honored for her work in the classroom. Other award-winners include: **Leslie J. Nicholas GEd'85**, a teacher at Wyoming Valley West High School, was named the 2004

Pennsylvania Teacher of the Year. A journalism teacher, Nicholas was also named the Pennsylvania School Press Association Journalism Teacher of the Year in 2002.... **Genevieve Nelson GEd'89**, the head of the Science Department at Germantown Friends School in Philadelphia, received the 2001

Presidential Award for Excellence in Mathematics and Science Teaching.... **Delia Turner GEd'90 Gr'96**, a fourth- and fifth-grade science teacher at the Haverford School in Haverford, Pennsylvania, received the 2003 On Behalf of Boys Excellence in Teaching Award, given annually by Haverford.

1930s

Dr. Robert W. Pyle Ed'33 G'39 writes, “On December 20, we had our 71st wedding celebration. For three years I have been [dealing with] a crushed right leg from a car accident.... I am glad to see the changes over the years at Penn.”

1960s

Ya'akov (Jerrold) Aronson Ed'61 retired at the end of 2004 as University Librarian of Bar Ilan University in Ramat Gan, Israel. He had worked in the university's library system 29 years, 18 of them as its head. On the occasion of his retirement, a day-long academic seminar entitled “Judaica Librarianship” was held which included lecturers by professors of history, Talmud, and information science from Bar Ilan University and the Hebrew University of Jerusalem. Greetings were presented by the presidents of Bar Ilan University and Yeshiva University of New York as well as Bar Ilan's Rector and Director General. A video greeting from the Association of Jewish Libraries, in which Ya'akov has been active for the past 16 years, was shown. In June 2004, Ya'akov's fifth daughter, of five, was married, and Ya'akov and his wife, Pnina, are now the proud grandparents of 18, with more due in the spring.

Walt Lawson Ed'61 and **Michael Bloom C'84** met during a rafting trip down the Grand Canyon of the Colorado River in August. The two “old” alums shared stories and anecdotes of the wonderful experiences at Penn. Before dinner on the last night of the trip, they serenaded the assembled guests with a rousing version of “Drink a Highball.”

Royce B. Walden GEd'61 in July began a two-year term on the board of the Orlando-based Florida Bar Foundation, the only statewide organization that funds legal aid. Most recently he was president of Walden Enterprises, Inc., a human-resources and financial-consulting firm.

Janet Kramer Santiago CW'66 GEd'67 wrote that her daughter **Ilana Santiago C'98**

married Itay Reiss at the Beverly Hills Hotel on May 30, 2004.

Katherine Moose GEd'69 writes: “After graduating, I taught at Episcopal Academy, in Merion, Pennsylvania, for three years and then was married. For several years, I substituted in San Francisco as there were too many teachers back then and I could not find a job. As years went by, I used my English skills in writing newsletters for non-profits (as a volunteer) until eventually writing huge market research reports on telecommunications—until the bottom fell out of that business. But my great love has always been cooking and history. I am finally putting those to good use in writing cookbooks and guidebooks. They use old family pictures and stories, but also ones that are more current.” Katherine's books, published by Conduit Press, include the regional cookbooks *Chesapeake's Bounty* and *Nantucket's Bounty* and regional guidebooks on Annapolis and Maryland's Eastern and Western shores.

1970s

Pamela Yohlin C'78 GEd'78 and **Joseph Yohlin C'76** are pleased to report that they have moved their younger daughter, **Elizabeth Yohlin C'08**, into Ware College House in the Quad to begin her freshman year at Penn.

Steven Weisz C'78 GEd'79 and his dance group, Music & Motion Dance Productions (www.music-and-motion.com), have teamed up with **Robert Woodward C'71** (aka Peanutbutter). Their new piece, *Illuminescence*, will be performed at the Philadelphia Fringe Festival on September 7, 8, and 14. From their press release: “Under the artistic direction of Steven Weisz, light becomes the foundational element through which sculpture and movement arise and coalesce. This is the first collaborative effort between this young dance group and veteran Philadelphia sculptor, Peanutbutter/Robert Woodward. This original dance work is a lush fusion of colors, emerging to create an array of visual illusions while set to a mix of world electronica.”

1980s

Dr. Della Barr Brooks C'83 GEd'83 reports that in May she was awarded her Ed.D. from Columbia University's Teachers College. She and her husband, **Isaac B. Brooks C'83**, teach at the Horace Mann School in Riverdale, New York, where their children, Dylan (17) and Phoebe (14) are students. Della can be contacted at (brooksdb@aol.com) and Isaac at (ibbrooks@mac.com).

Alan Colburn GEd'86, an associate professor of science education at California State University, Long Beach, received its 2003-04 Distinguished Faculty Teaching Award, given in recognition of sustained excellence in teaching. Last year he wrote the National Science Teachers Association's *The Lingo of Learning*, a guide for K-12 and college educators to increase their understanding of teaching and learning processes. Interested in the nature of science and what separates science from other ways of understanding the world, Alan—along with his wife, Laura Henriques (also an associate professor of science education at CSU Long Beach)—has been studying clergy views on evolution, creationism, science, and religion.

Susan Davenport GEd'88, Tabernacle, New Jersey, has been appointed vice provost for learner services at Thomas Edison State College in Trenton. Previously director of learner services, she joined the college in 1997.

Linda Robbins Levine Gr'88, currently a member of the Graduate Faculty at Bank Street College, was honored recently for her efforts in advancing equity and social justice through education. In October 2004, she was presented with the Bank Street College Alumni Association Distinguished Service Award for her years of service to Bank Street and its alumni organization and her demonstrated dedication and commitment to furthering the College's beliefs and practices. Linda is an educational anthropologist and fellow of the American Anthropological Association. A long-time member of the Bank Street Graduate

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 August 30, 2005.

Faculty, she is currently on leave to write a book on the early years of its Urban Education Semester program.

Esther Schlessinger-Mita C'87 GEd'88

writes that, "Roy Mita, and my son, RJ, welcomed a new addition, Ilena Hartley, on July 11, 2003. I am also now working part-time with the Council for Relationships (formerly the Penn Council for Relationships), as a psychologist in the Paoli and Lionville, Pennsylvania, offices."

1990s

B. Christopher Dougherty GEd'90 has been appointed associate dean for the Faculty of Arts and Sciences and director of the Educational Opportunity Fund office, both at the Camden campus of Rutgers University, the State University of New Jersey. Previously he was associate dean of graduate and continuing studies at Philadelphia University. He lives in Havertown, Pennsylvania, with his wife, Joanne, and their daughters, Madeleine (five) and Isabel (one).

Carmen Maldonado C'91 GEd'92 writes, "I have taken a new job as real-estate finance manager—East Coast for the KIPP Foundation, which trains teachers and principals to run successful charter schools across the country (www.kipp.org)." She is also president of Penn ALA, Association of Latino Alumni, and can be reached at (carmen_maldonado@alumni.upenn.edu).

Dr. Carladenise Armbrister Edward C'92 GEd'93 writes, "In addition to accepting the position of vice president of operations at Williams, Stern, and Associates [a health-services research and consulting firm in Miami], I have been appointed executive director of the governor's health-information infrastructure advisory board for Florida. I am serving under the chair of the committee, **W. Michael Heekin WG'86**." She is currently an adjunct professor at Florida State and Florida A&M universities and has served as an assistant dean at Penn.

Dr. Melissa D. H. Keenan GEd'92 served as the lead grant writer for a \$14 million grant awarded to the State of New Hampshire for the Reading First Initiative. In addition to grant-writing, she currently serves as an educational consultant and one of two professional development providers for the Reading First Initiative. Melissa reports that the project has presented rewarding challenges for Reading First sites.

Yvonne LaMar GEd'96 was recently selected to participate in the Oxford Round Tables in Oxford, England, in summer 2005. The Oxford Round Table began in August 1989 to consider major issues in educational policy in the U.S., Britain, and other nations. Yvonne, an assistant professor of education at Wayland Baptist University, will participate in a Round Table dealing with child psychology. She has researched and written extensively on the subject of the moral development of children, covering the decision-making process and how individuals determine right and wrong, and the difference between moral judgment and moral action. Composed initially of ministers of education and governors, the Round Table meets to discuss issues in 12 different fields, inviting university professors, business leaders, and organizational leaders to participate in collegial, "think tank" discussions.

Emily Rosenbaum C'95 GEd'96 and **Jeffrey Rosenbaum C'97** joyfully announce the birth of their son, Simon Erich, on September 6; he was born at 6 lbs. 7oz. and 20.5 inches. They now live in the Philadelphia suburbs, where Jeffrey works for PricewaterhouseCoopers in its global pharmaceutical advisory practice and Emily teaches at Villanova University while she completes her Ph.D. in English at UNC Chapel Hill.

Zachary Hunter C'94 GEd'97 e-mails, "I married Dr. Tara Master on August 14 in Montclair, New Jersey. We had a wonderful wedding with lots of close family and friends, some of whom were alumni. Brother of the bride **Yousef Master EAS'97 W'97** was one of the ushers and **Rich Hines C'95 GEd'97**, **Mark Stanislawczyk C'94**, and **Matt**

Keenan C'94 GEd'96 were there to help the revelry. We are currently living in the Ann Arbor area, and I can be reached at (Zfishunt@aol.com)."

Maria A. Prado-Mayor GEd'97 writes, "After five years of engaging experiences in the classrooms of Pennsylvania schools, my husband and I decided to switch gears and give our children the perspective of a different culture, so we moved to Northern Spain, my country of origin. We became so infatuated with the majestic scenery of rugged peaks and lush coastline, that when it came time to go back to the States (I had an 18-month leave of absence from Jenkintown High School), we were not able to give up our lifestyle in 'Old Europe.' We also felt the urge to share all this beauty and cultural wealth with others, so we put together an educational travel venture (waytospain.com). We help people find the Spain hidden under the stereotypes of dry lands and bullfights. We share the Spain that is unadulterated and that caters to its own population. We show you Asturias, Greenest Spain: the Spain that Spaniards keep for themselves. I hope to see some of you here soon."

Emily (Nichols) Grossi GEd'99 writes: "On May 22, 2004, I married Tom Grossi. We live in Boston, Massachusetts, where Tom is in his last year at Harvard Business School, and I am completing a master's in Human Development and Psychology at the Harvard Graduate School of Education."

2000s

Dan Packel GEd'00 works as a fourth-grade teacher at Blue Bell Elementary School. He and his wife, Eve, a fellow elementary school teacher, live in Doylestown, Pennsylvania, with Maya (6), and newborn Nathaniel. Dan would love to hear from old friends at (danpackel@comcast.net).

Sarah Weber C'00 GEd'02 and **Jeff Burns M'02** celebrated their one-year wedding anniversary in August: they married on August 9, 2003, in St. Louis. At the wedding were **Tom**

Chavez M'02, Kate Robertson GEd'02, and Rachel Rankin GEd'02. Sarah e-mails, "We had a wonderful honeymoon in San Francisco and came back to West Hartford, Connecticut, where Jeff is completing his residency in orthopedic surgery. I am a third-grade teacher in Farmington. We can be reached at (srwjkw@hotmail.com)."

Abraham Lo C'02 GEd'03 G'06 e-mails, "After teaching for a year at Franklin Towne Charter High School in the Bridesburg section of Philadelphia, I have returned home to teach at my alma mater, Wissahickon High School, in Ambler, Pennsylvania. Last August I traveled with **Chris Rubino C'03** on a two-week backpacking trek through northern Italy. I can be reached at (abrahaml@alumni.upenn.edu)."

Kristen Olander C'02 GEd'04 married **Adam Engler EAS'02** on August 21. Friends and family celebrated the wedding at St. Peter's Episcopal Church in Philadelphia, followed by a reception at the Omni Hotel. Alumni in the wedding party included bridesmaid **Carolyn Eckert C'02**, groomsmen **Jonathan**

Tyburski W'02 and **Evan Randall EAS'02**, organist **Louis Becht C'02**, and best man **Adam Winik C'02**. Other alumni attending included Kristen's parents, **Charles Olander C'73** and **Dianne Olander Nu'73**, **Shaun Byrnes W'01**, **Elizabeth Beothy C'02**, **Craig Gorman C'02**, **Krista Pohl EAS'01**, **Frances Wu EE'02**, **Meagan McGowan C'04 GEd'05**, **Melissa Tamez EAS'02**, **Jeffrey Sinder W'02**, and **Johanna Licciardello Tyburski W'00**, along with fellow Lambda Chi Alpha fraternity brothers **Mendel Hui W'00**, **Alexander Davie C'00**, **Matthew Mongon W'01**, **Richard Kramer W'02**, **Jonathan Prin C'02**, and **Benjamin Benulis EAS'03**. Kristen and Adam enjoyed a wonderful honeymoon on a cruise throughout the Caribbean. She is currently completing her school-counseling certification at Masterman High School in Center City Philadelphia, and he is a third-year Ph.D. student in the Biophysical Engineering Laboratory at Penn Engineering. They live in Philadelphia's Rittenhouse Square area, and can be reached at (aengler@seas.upenn.edu).

Robert D. Muller GrD'03 is working as a private consultant for his company, *practical strategy*, an education policy and management consulting firm. For more information, visit the firm's website at www.practicalstrategy.org.

Jessica Tuerk GEd'03 is currently teaching underprivileged children in Madhyamgram in West Bengal, India, with the SMILE organization. SMILE (Situational Management & Inter-Learning Establishment) is an NGO that works in developing countries with street kids, orphans, and children in poverty. To read Jessica's trip journal, go to www.mytripjournal.com/tuerk.

Michael S. Harris GrD'04 received recognition from the American Educational Research Association, Division J (Postsecondary Education), for an outstanding dissertation of the year in postsecondary education. His dissertation title is *The Buck Stops Where? A Theory-Based Analysis on the Rise of Campus-Initiated Tuition Increases and Their Effects on the University of North Carolina*.

Executive Doctorate ALUMNI NOTES

Mark P. Campbell Gr'04, senior vice president for Strategic, International and Government Affairs at Fairleigh Dickinson University, has been named a senior policy advisor by the American Council on Education (in Washington, D.C.) and is working on passage of the re-authorization of the Higher Education Act in Congress.

Julie Filizetti Gr'03, associate provost for academic affairs at the Naval Postgraduate School in California, has been selected as an American Council on Education Fellow for the 2005-06 academic year.

Ellen Frishberg Gr'04, university director of student financial services at The Johns Hopkins University, has received a sponsored research grant from the National Association of Student

Financial Aid Administrators to fund her project, *The \$40 Billion Tax Break for College Students: Politics and Policy*.

John LaBrie Gr'04, director of program development at Brown University's Summer and Continuing Studies Department, has been elected national president of the North American Association of Summer Sessions.

Vince Maniaci Gr'03, vice president of institutional advancement at Bellarmine University in Louisville, has been named editor of the *International Journal of Educational Advancement*, a quarterly journal sponsored by the Association of Fundraising Professionals. The journal is designed to share examples of best practices in educational advancement.

Exec Doc Grads Come Back to Campus

Graduates of Penn GSE's Executive Doctorate Program in Higher Education Management got a jump on the University's Alumni Weekend with a mini-celebration of their own on March 17 to 19. Alumni from the first two years of the program—known in Exec Doc lingo as Cohorts 1 and 2—reunited on the Penn campus for two days of socializing, with a little intellectualizing thrown in for old times' sake.

At the kick-off cocktail hour, hosted by the Penn GSE Alumni Office at Sweeten Alumni House, everyone was congratulating Exec Doc Co-Director Larry Schall Gr'03 on his new job as the 16th president of Oglethorpe University in Atlanta. Himself an Exec Doc alumnus, Schall is also vice president for administration at Swarthmore College.

Participants attended a series of presentations, among them a seminar on "Advanced Issues in Higher Education," led by Mark Milliron, executive director of education practice for SAS; a career management session with Jean Dowdall, vice president of the executive search firm Witt/Kieffer; and a panel on academic publishing.

The following Exec Doc alumni came back for the festivities:

COHORT 1

Robert Cooper Gr'03, University Budget Director and Associate Senior Vice President, University of Southern California

Julie Filizetti Gr'03, Associate Provost for Strategic Planning and Institutional Advancement, Naval Postgraduate School

Gary Raisl Gr'03, Vice President for Finance and

Administration/Treasurer, University of the Sciences, Philadelphia

Larry Schall Gr'03, Vice President for Administration, Swarthmore College

Karen Sibley Gr'03, Dean of Summer Studies and Associate Dean of the College, Brown University

Rick Whitfield Gr'03, Executive Vice President for Finance and Administration/Treasurer, Pace University

COHORT 2

Ellen Frishberg Gr'04, University Director, Student Financial Services, Johns Hopkins University

Noel Hogan Gr'04, Vice President for Enrollment Management, Siena College

Robert Johnson Gr'04, Associate Senior Vice President for Financial and Business Services, University of Southern California

Eduardo Garcia Luna Martinez Gr'04, Dean of Health Sciences Division, Universidad de Monterrey

Marilyn McMillan Gr'04, Chief Information Technology Officer, New York University

Tim Ryan Gr'04, President, Culinary Institute of America

Kathe Shinham Gr'04, Assistant Vice President for Business and Finance, University of Illinois



Standing: Noel Hogan Gr'04, Gary Raisl Gr'03, Karen Sibley Gr'03, and Rob Johnson Gr'04.
Seated: Eduardo Martinez Gr'04, Kathe Shinham Gr'04, and Larry Schall Gr'04.

Greg Vincent Gr'04, vice provost and law professor at the University of Oregon, has three publications coming out this year "Brown and the Unfinished Education Reform Agenda" in *84 Oregon Law Review* (2005), "Community University Partnerships in Action" in *SULC Law Review* (2005) and "Unreconstructed Oregon: The Laws of Exclusion and Inclusion in Oregon (1863-2005)," in *Oregon, a Multicultural Mosaic* (Oregon State University Press, 2005). He also served as the summer 2004 commencement speaker at the University of Oregon.

Rick N. Whitfield Gr'03 has been appointed executive vice president for finance and administration, treasurer, and CFO at Pace University. Pace is multi-campus comprehensive university with campuses in New York City and Westchester County. Prior to joining Pace, Rick served as vice president at the University of Pennsylvania.

Executive Doctorate Honor Roll

Our thanks to the following graduates of Penn GSE's Executive Doctorate program for their leadership and generosity. These members of the first cohort of the Executive Doctorate program not only collaborated on the creation of The Executive Doctorate Professional Development Fund but gave generously to it.

We regret the unfortunate omission of this cohort from our Fall Donor Honor Roll. We are grateful for the unflagging support of our first executive cohort and their unique and enthusiastic participation in the School's fund-raising efforts. The Office of Development and Alumni Relations would like to apologize for the error.

Donald T. Cahill Gr'03

Fred John Case Gr'03

Robert A. Cooper Gr'03

Julie D. Filizetti Gr'03

Tiffany M. Franks Gr'03

Carol L. Hawkins Gr'03

John J. Heuer Gr'03

Vincent Michael Maniaci Gr'03

Louis G. Marcoccia Gr'03

Gary F. Raisl Gr'03

Lawrence Miller Schall Gr'03

Karen H. Sibley Gr'03

Rick N. Whitfield Gr'03

Penn GSE Honors Women Pioneers

On March 24, Penn GSE honored 15 outstanding alumnae at its first-ever Women Pioneers Tea, held in conjunction with Women's History Month. Nominated by colleagues, former students, and others, the honorees were chosen for their outstanding contributions to the education community and for their work to promote educational and professional advancement for women. Two awards were given posthumously—to Sadie Tanner Mossell Alexander Ed'18 Gr'21 L'27 and to Ruth Myerson Ed'30.

Stephanie T. Childs Gr'91, an Early Learning Links project director for the School District of Philadelphia and Penn, received her bachelor's degree from Temple University, her master's from Antioch, and her doctorate from Penn GSE. Throughout her career, she has focused on early education and Head Start. Her district work has involved her in close collaborations with Penn GSE researchers, and she has co-authored numerous publications with Penn GSE Professor John Fantuzzo and his students.

Constance E. Clayton GrEd'81, named Philadelphia's first black woman superintendent in 1983, rose up through the ranks, working in the classroom and various administrative offices. In 1971, she took a brief hiatus from the district to direct the Women's Bureau at the U.S. Department of Labor. The first superintendent-in-residence of Harvard GSE's Urban Superintendents doctoral program, Clayton today is a professor and associate dean at Drexel University.

Cheng Yan Davis, the School's first visiting scholar from China, is vice dean and director of international programs at Penn GSE. She has initiated research exchange programs for education leaders in the U.S., Europe, and Asia; the Shanghai Education Project and the Senior Administration Training Program, with Chinese education leaders; the Wharton-GSE-China Executive Management Education Program; and a series of roundtables with Singapore, Thailand, and France.

During her time in Penn GSE's doctoral program, **Jessalyn Etheredge GrEd'85** continued teaching in the Philadelphia public schools. Throughout her career, she has participated in educational programs for children and seniors and, for many years, taught at Cheyney University, the nation's oldest historically black college. Since her retirement, she has mentored children in the With Pens in Hands Family Writing Program, created by Cecelia G. Evans GrEd'85.

After teaching in public schools in Virginia and Pennsylvania, **Irene W. Gaskins GrEd'70** earned her master's degree in reading education and her doctorate in educational psychology at Penn GSE. In the 1970s, she founded the Benchmark School to provide help struggling readers and to serve as a laboratory for instruction design. The author of three books about teaching reading, Gaskins has also created seven decoding programs and written 56 children's books to accompany one of them.

In a career of firsts, **Edna Rosenberg Green GrEd'62** was Philadelphia's first television teacher: she appeared on WHYY-TV's *Animal World*, which was broadcast at a time when science teachers were in short supply. Later, as a classroom teacher at Philadelphia High School for Girls, she was named the first woman in the district to head up a department of science.

After a stint as principal of a K-8 school in Ohio, **Rita S. Jones GrEd'84** moved to Pennsylvania, where she worked in the Downtown district while earning her doctorate at Penn GSE. She became superintendent of the Daniel Boone Area School District and, 12 years ago, took her current position as superintendent of Great Valley School District. In 1998, she was named Superintendent of the Year in Pennsylvania.

A Czech émigré, **Adriana M. Linehan NU'51 GEd'53** served in the U.S. Army's Nursing Corps during World War II. She attended Penn on the GI Bill, earning her bachelor's degree in public health nursing and her master's from Penn GSE. After a five-year stint at Philadelphia's Public Health Department, she began a 20-year tenure teaching public health nursing at Penn.



CALENDAR OF EVENTS

Susan L. Lytle Gr'82 began her career as a public school English teacher and as a Peace Corps volunteer in Manila. As a Penn faculty member, she has been co-holder of the Joseph L. Calihan Term Chair in Education, awarded for her collaborative research on teacher inquiry, and currently chairs the Language in Education Division. Lytle is the founding director of the Philadelphia Writing Project (PhilWP).

Shortly after high school, **Sister Marguerite Phillips GrEd'95** joined the Apostolic Sisters of the Good Shepherd. During her 58-year career at several schools managed by her order, she served as teacher, principal, and house mother to young women judged delinquent by the juvenile courts. As a result of the curriculum she developed with Penn GSE Professor Mort Botel, the Sisters' schools received accreditation from the Commonwealth of Pennsylvania.

Teresa Pica Gr'82 joined the Penn GSE faculty in 1983 after a career as a TESOL teacher, speech and language pathologist, and an instructor of public speaking. Her work is international in scope: she works with Philadelphia's school district and the Pennsylvania Department of Education in professional development, serves as academic advisor at Kyoritsu Women's University in Tokyo, and provides research guidance to faculty at the Universidad del Pais Vasco in Spain.

Letitia Principato CW'49 GEd'76 CGS'99, a retired reading specialist who worked in marginalized communities, was an educational evaluator with Learning Plus in Philadelphia, a research assistant for an adult education project, and a supervisor reading clinician for the Abilities Center of Southern New Jersey. She earned three degrees from Penn—her bachelor's in the 1940s, her master's from Penn GSE in the 1970s, and another master's, in liberal arts, in the 1990s—and continues to take classes at Penn.

Mary H. Wright G'49 GEd'59 GrEd'71 earned two master's degrees and a doctorate from Penn: an M.A. in mathematics, an M.S. in education, and a doctorate in education. She began her career in a one-room schoolhouse in Virginia, became the first black teacher at both Germantown High School and Philadelphia High School for Girls, and retired as vice principal of Girls High.

May 13–14, 2005

University of Pennsylvania Alumni Weekend

For a complete listing of events on campus during Penn's Alumni Weekend, go to <http://www.alumni.upenn.edu/alumniweekend2005/>.

Saturday, May 14

Penn GSE Professional Development Sessions

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

Long-Distance Parenting: Making the Transition to College Easier for Everyone

Panelists: Dr. Rosalie Guzofsky G'76 Gr'90, Director, Professional Programs and Outreach, Penn College of General Studies; Dr. V. Hilton Hallock, Lecturer, Policy, Management and Evaluation, Penn GSE; Dr. Amy S. Sichel GEd'76 Gr'81, Superintendent, Abington School District and Adjunct Professor, Educational Leadership, Penn GSE

For parents facing the "big" separation, this workshop will address such issues as coping with anxiety, dealing with your child's new independence, locating support on campus, and figuring out what to say to your kids as they grapple with new responsibilities and fears.

Co-sponsored by the Penn GSE and CGS Room 203, Penn GSE, 3700 Walnut Street

Developing Yourself as a College Applicant – A Session for High School Students

For high school students ages 14 and up interested in learning how to present your personal experiences in ways that will make you an outstanding candidate for admission.

Co-sponsored by the Penn GSE and CGS Room 200, Penn GSE, 3700 Walnut Street

Barbershop Talk: Engaging the Passion of Angry Boys in School

Dr. Howard Stevenson, Associate Professor, Applied Psychology and Human Development, Penn GSE

Working with adolescents enrolled in the Philadelphia public school for students with a history of aggression, Dr. Stevenson taught coping skills through a program that includes athletic training, psycho-educational group sessions, and parental support.

Room 120, Penn GSE, 3700 Walnut Street

Penn GSE Alumni Awards and Donor Recognition Ceremony & Alumni Luncheon

Join us for a picnic lunch and the 2003-04 Education Alumni Association Awards Ceremony, honoring distinguished alumni, members of the Frank P. Graves Society, and special friends of Penn GSE. Awards include Penn GSE Educator of the Year, Helen C. Bailey Award, William Castetter Alumni Award of Merit, and National Award of Distinction.

**11:00 a.m.–12:30 pm
Student Lounge, Penn GSE,
3700 Walnut Street**

Sunday, May 15

Penn Graduate School of Education Commencement

James W. Stigler GEd'77, Professor of Psychology, University of California, Los Angeles; Director of Trends in International Mathematics and Science Study video studies; and founder/CEO of LessonLab.

**Philadelphia Marriot, 1201 Market Street
8:00 a.m.–Noon**

To RSVP, contact Regina Vella at rvella@ben.dev.upenn.edu or 215-898-9792.



We Invite You to Invest in the Future of GSE . . .

. . . and create your legacy.

Throughout the years, alumni and friends have left tremendous legacies to the Graduate School of Education through their estates. These thoughtful gifts endow fellowships, support faculty, and strengthen our innovative educational programs. Please consider planning your legacy for GSE with a bequest in your will or living trust.

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The University of Pennsylvania offers several charitable giving arrangements that can pay you or your loved ones income for life, then support the Graduate School of Education. These planned gifts provide vital support for GSE today and build our financial strength for the future.

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Philadelphia, PA 19104-6285.
www.alumni.upenn.edu/plannedgiving