

The Graduate School of Education • University of Pennsylvania

Fall 2007

PennGSE

MAGAZINE

PERFECT COLLABORATIONS

Following Ben Franklin's advice,
GSE joins with Penn partners to
create Useful Knowledge

A Legacy of Service
Professor Emeritus
Bill Casterter is still
investing in Penn GSE

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C A L E N D A R O F E V E N T S

January 17-19, 2008

**Executive Doctorate in Higher Education Management
Alumni Weekend**

*For more information about this event,
contact Ginger O'Neill at gingero@gse.upenn.edu.*

SAVE THE DATE!

May 16-18, 2008

University of Pennsylvania Alumni Weekend

Saturday, May 17, 2008

**Penn Graduate School of Education Commencement &
Doctoral Hooding Ceremony**

Gloria Ladson-Billings

Kellner Family Professor of Education at University of
Wisconsin-Madison School of Education

*The event will begin at 10 a.m. with the doctoral hooding
ceremony, to be followed by the Commencement. A picnic
luncheon will be held on campus immediately following
the event.*

Franklin Field, 33rd and South Streets

University of Pennsylvania, Philadelphia

*For more information about Penn GSE Commencement
festivities, contact Janice Rafferty at
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Perfect Collaborations

President Amy Gutmann's Penn Compact calls for cross-university collaboration in research and teaching. At Penn GSE, faculty and researchers can be found forging interdisciplinary partnerships with colleagues from Arts & Sciences to Wharton.

By Nancy Brokaw

On the cover:

Following the vision of Benjamin Franklin, the University of Pennsylvania has focused, since its founding, on "Useful knowledge." Rather than prepare students for the clergy, Penn provided the kind of practical education that prepared leaders in public service and business. One of the country's first academic institutions to adopt a multidisciplinary model, Penn concentrated several disciplines—back then, they were theology, the Classics, and medicine—under one roof. Today's university continues that tradition, with cross-disciplinary programs proliferating across campus.

Credit: Candace diCarlo



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Annual Report

Penn GSE recognizes the many benefactors, alumni, and friends whose support helps ensure the School's position as one of the country's finest graduate schools of education.

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The Spirit of Service

In May, Bill Castetter Gr'48 received eight medals for service during World War II. *Penn GSE Magazine* talks to the former GSE faculty member about his war years, his service to the School, and his recent gift to help support the most talented Ph.D. students.

By Nancy Brokaw



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TREVOR DIXON

Penn GSE is small and we want to stay small. But even though we don't want to be a big place, we do want to have a big impact.

To have the kind of impact that Penn GSE wants to have—that it *should* have—we need a highly leveraged strategy. To my mind, a very effective centerpiece for this strategy is a focus on leadership—leadership in ideas and leadership in preparing and placing students to take leadership positions in education.

Though a small institution, Penn GSE casts a long shadow. In this issue of *Penn GSE News*, you'll read about some of the ways in which we are taking a leadership role on the Penn campus—through research efforts like MetroMath, the KIDS integrated database, and a predoctoral program in interdisciplinary research and through teacher preparation programs like our new 9th Semester Scholars program, our religious schools program, and our Mandarin Chinese instruction program.

We recognize that Penn GSE can't be all things to all people. But we do believe that we can be the most intellectually exciting place on the education scene today.

As diverse as these projects are, we recognize that Penn GSE can't be all things to all people. But we do believe that we can be the most intellectually exciting place on the education scene today—the place where everybody out there wants to be. We want faculty at other ed schools to covet a position at Penn GSE, and we want students applying to master's and doctoral programs to list us as their first choice. We want the educational community to look to us for leadership in research and practice.

Leadership is a tradition at Penn GSE—as I came to learn firsthand this summer when I had the honor to meet with Bill Castetter Gr'48. For those of you who don't know Bill already, we're profiling him in this issue of the *Penn GSE Magazine*. Bill dedicated much of his life to the School. In fact, he liked us so much that, immediately on graduation, he joined the faculty and later took on a leadership role at Penn GSE by serving as acting dean on two separate occasions.

During his tenure on our faculty, Bill produced critical scholarship on educational administration and wrote the definitive word on human resources in school settings. In

retirement, Bill has continued to lead the way in supporting the School. His most recent service to Penn GSE comes in the form of a bequest—the William B. and Roberta B. Castetter Endowed Fellowship, which will support the most talented Ph.D. students.

When Bill and I met, we spoke about what the School needs to become the most dynamic education school in the country. We agreed that, to achieve that goal, Penn GSE needs two resources—the best faculty and the best students.

For a small school, Penn GSE has done an impressive job of recruiting both. But to be the preeminent ed school in America, we need the ability to attract more of the best.

And that means we need more endowed chair professorships and more endowed doctoral fellowships.

Endowed chairs will give us the ability to retain the exceptional scholars already on our faculty and to recruit new faculty whose expertise will complement our existing strengths. Endowed chairs give schools like Penn GSE the freedom to forge the kind of intellectual culture that results in transformative ideas.

Endowed doctoral fellowships will enable us to attract young scholars at the very beginning of their careers. Endowed fellowships provide support for future scholars whose ideas will guide America's educational system through the 21st century.

The day I spoke to Bill, I reflected on the fact that, from now on, Penn GSE will *always* award a Castetter fellowship. That is a remarkable thing—and appropriate recognition of Bill's legacy here.

Through endowed fellowships like Bill's, Penn GSE will be able to matriculate the next generation of educational leaders and scholars.

Who knows? Maybe, we'll even be able to recruit the next Bill Castetter.

Andy Porter

Commencement 2007

Penn GSE's May 12 Commencement ceremony was the School's 92nd—and its first ever in historic Franklin Field. With a graduating class of 519 master's and doctoral students, GSE has grown considerably since its first graduating class of 35 back in 1916. But, as Interim Dean Stanton Wortham observed in his opening remarks, Commencement still serves to give graduates "a well-deserved recognition of accomplishments and of the entry of dedicated educators, school leaders, managers, counselors, and scholars into the field."

The formalities got under way with the doctoral hooding ceremony, in which graduating doctoral candidates received their hard-earned diplomas and their official doctoral hood from faculty advisors. This year, GSE graduated 89 doctoral students—34 PhDs and 55 EdDs.

In an address that tackled the challenges facing schools in a pluralist society, this year's speaker, Anthony Kwame Appiah, observed, "Education fosters conversation but, as [Benjamin] Franklin knew, is also itself a *form* of conversation." Citing Franklin as "a cosmopolitan man who recognized the humanity of African Americans and Native Americans," Appiah went on to urge this



Above, Danielle Berg GEd'07 flashes a celebratory smile during the Commencement ceremony. At right, before the proceedings begin, David Cassels Johnson Gr'07 catches up with fellow Ed Linguistics doctoral candidate Francis Hult Gr'07.

year's graduates to emulate that example by partaking in the "cosmopolitan conversation" that education fosters.

Appiah is the Laurance S. Rockefeller University Professor of Philosophy and the University Center for Human Values at Princeton University.



STUART GOLDENBERG

2007 Penn GSE Awards

The William E. Arnold Award for Outstanding Contributions by a Doctoral Student, given to a graduating student who has had a significant impact on GSE, went to **Francis Hult**.

The Phi Delta Kappa Award for Outstanding Dissertation was presented to **Heather L. Rouse** for her dissertation, "What's Behind Being Behind: A Population-based Study of Early Risks and School Success."

The Dean's Award for Outstanding Student Leadership in Extending the Mission of GSE, given to a student who has cultivated strong relationships between GSE and the surrounding communities, was awarded to **Vinay Harpalani Gr'06**.

The Excellence in Teaching Award was presented to **Alan Ruby**, and the Outstanding Service to Students Award was shared by **Maureen Cotterill** and **Mary Schlesinger**.

Doctoral student **Cay Bradley** received the President and Provost's Citation for Exceptional Commitment to Graduate and Professional Student Life.

This year's alumni award-winners were: GSE Professor **Tere Pica Gr'82** (Helen C. Bailey Alumni Award of Distinction); Educational Alumni Association President **Matt O'Malley GEd'95** (William B. Castetter Alumni Award of Merit); Keene State College President **Helen Giles-Gee CW'72 GEd'73 Gr'83** (National Award of Distinction); Drexel University Director of Academic Affairs and NBC-10 "Tech Guru" **Ken Hartman GrEd'94** (Penn Educator of the Year Award); St. Joseph's University Assistant Professor **Dr. Althier Lazar Gr'93** (Ethel and Allen Carruth Sustained Leadership in Education Award); and Masterman School Teacher **Nicole Cappillino Duffy GEd'02** (Penn GSE Recent Alumni Award).

Dean Porter on the Achievement Gap

On April 17, the GSE community got a sneak preview of its new dean, Andy Porter, when he came to campus to deliver the 2007 Gordon S. Bodek Lecture of Distinguished Educators.

Porter, who has since started his tenure as GSE's tenth dean, spoke on "Providing the Opportunity to Learn: Standards, Policies, and the Achievement Gap."

Defined as the difference in academic skills between the highest- and the lowest-achieving groups of students, the gap is generally understood as an artifact of race and socio-economic class.

"School is not the major cause of the achievement gap," Porter explained. "The gap is alive and well before kids go to school."

Despite early success in narrowing the gap in the 1970s and 1980s, it has remained flat for nearly two decades and remains large—regardless of the groups contrasted, the age of the students, or the academic content area.

In Porter's analysis, efforts to bridge the gap can be divided into four basic categories: preschool reforms, teacher reforms, instructional reforms, and standards-based reforms. In his view, the most promising reforms are those that address inequalities in the opportunity to learn—among them,



CANDACE DICARLO

Andy Porter delivers the 2007 Gordon S. Bodek Lecture.

high-quality preschool and effective teachers in every classroom.

One of Porter's major claims, which he substantiates with data, is that *what* is taught is more important than *how* it is taught. In other words, the courses that students take have a bearing on achievement: those who choose more challenging courses may receive higher-quality instruction and master more—and more complex—material than those who opt for less challenging work.

"The achievement gap," Porter concluded, "is unlikely to be totally eliminated by school reform. Nevertheless, some education reforms do reduce the gap."

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.

Kudos . . .

Assistant Professor **Marybeth Gasman** was recently elected to the board of the Association for the Study of Higher Education.... Associate Professor **Kathy Hall** attended the Salzburg Seminar on "Immigration and Inclusion: Rethinking National Identity" in March as this year's Salzburg Seminar Presidential Fellow.... Assistant Professor **Ritty Lukose** was named a Social Context Research Fellow for the American Education Research Association's Division G, Social Context of Education.... **Nana Ackatia-Armah**, a doctoral student in the ECS program, was awarded a 2007-08 International Doctoral Fellow from The American Association of University Women Educational Foundation.... Two Teach For America/GSE master's students, **Ayan Chatterjee** and **Rosalind Echols**, received Knowles Science Teaching Fellowships. Chatterjee teaches at Bartram High School and Echols at University City High School....

Noah Drezner, a higher education doctoral student, received a grant from the Association of Fundraising Professionals Research Council to conduct research on his dissertation, "An Exploration of Institutional Strategies to Enhance Black College Giving."... ISHD doctoral student **Zehua Li** has been elected as graduate chairperson of the new International Student Advisory Board. Li was also selected as one of eight recipients of a 2007 Pennsylvania Psychological Foundation Education Award.... **Deirdre Martinez**, a doctoral student in the Policy, Management, and Evaluation division, won the outstanding dissertation award from the American Educational Research Association's Politics of Education Association.... *Organization Development Journal* recently published "Building Internal Change Management Capability at Constellation Energy," an article by **Michael Wright**, a student in the Executive Program in Work-Based Learning Leadership.

Wharton Alum Tapped to Lead Overseers

In October, Joel Greenblatt W'79 W'80 was named chair of Penn GSE's Board of Overseers. Greenblatt replaces Judy Berkowitz CW'64, who served in that role since 1998.

The founder and managing partner of the hedge fund Gotham Capital, Greenblatt is a recognized financial expert. He has published two books, *You Can Be A Stock Market Genius* and *The Little Book That Beats The Market*, and has served as an adjunct professor at Columbia Business School for the past 10 years.

In recent years, Greenblatt has made an exceptional personal commitment to educational reform. In 2002, he "adopted" PS 65Q, a struggling elementary school that served a poor immigrant community in Queens. Pledging \$1,000 per student to the school for the continued implementation of the *Success for All* literacy curriculum, Greenblatt aimed to bring a majority of students up to grade level. Three years

later, 71 percent of PS 65Q students passed New York State's reading test, up from 36 percent.

Building on that experience, Greenblatt joined with one of his Gotham Capital partners, John Petry W'93, to open the Harlem Success Academy, an academically rigorous charter school. Eva Moskowitz '86, former chair of the New York City Council Education Committee, signed on as the school's executive director. The Academy focuses on language and literacy—again making use of the *Success for All* curriculum—and on cooperative learning and future college attendance.

In addition, he serves as director of the Institute for Student Achievement and director of the New York chapter of Say Yes to Education Foundation, founded by George Weiss W'65. At Penn, the Greenblatt family has established the Greenblatt Family Scholarship Fund.

Larry Sipe Receives Lindback Award

Associate Professor Larry Sipe has been selected for a 2007 Lindback Award for Distinguished Teaching. "This is a great honor for Dr. Sipe and appropriately awarded in his case. Larry is a truly gifted teacher. His enthusiasm for the material he covers in his courses is matched only by his dedication to his students and their engagement in learning," said Interim Dean Stanton Wortham.

Known by his colleagues and students for his mastery of the subject, Sipe focuses his research on literature for children and adolescents. He is interested in the ways children talk about and respond to books, especially picture books, in developing literary understanding. In cooperation with primary-grade teachers, he is also developing a curriculum for children that links visual literacy and aesthetic development with reading and writing.

His enthusiasm for teaching extends beyond the classroom. As one of his students noted, "Dr. Sipe opens the doors to his office to talk about potential projects, counsel students on issues of practice, make book recommendations, and lend books for readalouds from his collection."

Sipe currently serves as the chair of the Graduate Group in Education and as the faculty master of Harrison College House.

The Lindback Awards for Distinguished Teaching were established in 1961 with the help of the Christian R. and Mary F. Lindback Foundation.



CANDACE DICARLO

Grantsmanship

The William & Flora Hewlett Foundation has made a two million dollar grant to Professor and CPRE Co-Director **Peg Goertz** in support of the Center on Continuous Instructional Improvement. The Center is testing the hypothesis that if teaching could be transformed so that it routinely exhibits the characteristics of "the cycle of instructional improvement" (basically, a dynamic of assessment and adaptation), school effectiveness would meet the goal of standards-based school reform to ensure that substantially all students achieve defined standards in core subjects.

Lumina Foundation for Education has awarded a \$650,000 grant to Assistant Professor **Shaun Harper** to study the institutional implementation of findings from his National Black Male College Achievement Study, the largest known empirical investigation of black male undergraduates. Harper conducted 219 face-to-face individual interviews with black men at 42 colleges and universities in 20 states. The foundation grant will fund distribution of the 40-page report Harper is producing from the study's data and implementation of study recommendations at six campuses over a three-year period.

The Penn Literacy Network has received \$900,000 from the Philadelphia Foundation to continue its work on the Pennsylvania High School Coaching Initiative. Formed in 2005 by the Annenberg Foundation and the Pennsylvania Department of Education, this three-year project is a school reform design centered on instructional coaching and mentoring. The Penn Literacy Network, based in GSE's Penn Center for Educational Leadership, provides program support by providing professional development to teacher-coaches throughout the Commonwealth.

The Freeman Foundation has made a \$400,000 award to Professor **Teresa Pica Gr'82** and Associate Professor **Kathy Schultz Gr'91** for their Teacher Preparation for Madarin Chinese Language Instruction program. [For more, turn to page 11.]

The National Science Foundation has awarded a \$1.3 million grant to fund Assistant Professor **Susan Yoon's** project to introduce nanotechnology and bioengineering to Philadelphia Public Schools. [For more, turn to page 13.]

The Myth of a Colorblind America



CANDACE DICARLO

Margaret Beale Spencer delivered the American Educational Research Association's Brown Lecture in Education Research on October 18.

As this year's Brown Lecturer in Education Research, GSE Professor Margaret Beale-Spencer challenged the myth of America as a colorblind society.

Her remarks, which were delivered on October 18 in Washington, DC, were titled "Lessons Learned and Opportunities Ignored Post-Brown v. Board: Youth Development and the Myth of a Colorblind Society." The Brown Lecture is sponsored by the American Educational Research Association.

Invoking research cited in the Supreme Court's landmark *Brown v. Board* decision, Spencer pointed to the persistence of the color line in America's educational system. In 1954, that research spoke about the pernicious impact of segregation. Back then, it was argued that the context needed changing, that integrated schools would bolster the self-esteem of young African-American students.

Of course, the individual-context link wasn't exactly news, but applying it to black children and their experiences of systemic racism was. What was novel about this line of thought, said Spencer, was that it extended the understanding of normal human development to black children.

Recent studies affirm the importance of context, particularly when taking into

account the disappointing school achievement outcomes of many urban youth attending desegregated schools. The 50 years since *Brown v. Board* have made evident the significant under-estimates about how assumptions about inferiority and superiority are communicated.

In her remarks, Spencer explored the question of how the social construction of race is experienced by young people. With skin color bias continuing to be unacknowledged and "untreated," Spencer argued that assumptions of privilege might best be seen as a health hazard. The need to confront stereotypes requires coping strategies that youth are typically left to learn on their own. As Spencer pointed out, teacher training rarely attends to issues of how children become aware of bias.

In her view, the myth of America as a colorblind society is counter-productive. Hampered by this notion, policymakers miss the opportunity to create service-linked training opportunities and other programs that might in fact serve to protect young people from the baleful impact of racism. Moreover, private and federally funded "social supports" that are not actually supportive of young people merely end up wasting resources.

Butler Granted Tenure

The Provost's Staff Conference announced this spring that **Yuko Goto Butler** has been granted tenure and promoted to associate professor. Butler, who joined the GSE faculty in 2001, focuses her research on second language and bilingual language acquisition and learning. She is currently working on English-language learning and instruction in a number of Asian countries. In 2004-05, she was the recipient of a National Academy of Education/Spencer Postdoctoral Fellowship.



CANDACE DICARLO

Butler

The International Scene

Following President Amy Gutmann's mandate for Penn to "engage globally" has been an easy assignment for Penn GSE. This year alone, GSE International has hosted foreign visitors from around the globe, while GSE faculty members have participated in work from Africa to New Zealand.

In May, GSE Professor Rebecca Maynard traveled to Zambia to explore the needs for HIV-prevention services in that country. After a productive round of meetings with officials and community leaders in the Ketete district, Maynard returned home to begin planning for randomized controlled trials of an HIV-AIDS education and prevention program there.

In December 2006, a faculty delegation represented GSE at the second U.S.-New Zealand Education Roundtable, held in Auckland. Organized by GSE International, the roundtable focused on the topics of assessment, teacher learning, and literacy and numeracy.

Another of the School's showcase international research initiatives—the Eight Nations Education Research Project—is currently preparing for its December 2007 conference in Thailand. Findings from the project are being released, including most notably, GSE Professor Richard Ingersoll's work based on data from the Teacher Supply, Quality and Retention project.

GSE International has also been sponsoring programs for students, including the two-week Penn GSE-Choate China Study Tour for Future Leaders and Penn GSE's on-campus Summer Camp for Chinese students and their parents. In addition, the Penn-PCCW International Young Scholars Program kicked off its fifth year of providing Chinese students with a one-year intensive introduction to America.

International training has also been on the docket this year. The



JIALIN YANG

As part of GSE International's Summer Camp, participants were treated to a West Coast tour. Here, students take pictures of the swans in the Palace of Fine Arts Lagoon in San Francisco.

Penn-Securities Association of China program, a joint project of GSE and Wharton's Financial Institution Center, welcomed 26 Chinese securities executives interested in learning about the U.S. securities market model. In addition, 21 educators from Qingdao visited campus in November for the first Penn-Qingdao Educational Leadership Institute in America. A joint project with the Penn Center for Educational Leadership, the institute sponsored panel discussions, seminars, and site visits.

Penn Engages Globally

Two GSE master's students—Ashley Brenner and Nisha Patel—are working to help improve English language instruction in Sri Lanka.

As participants in a GSE-sponsored initiative in Sri Lanka this summer, Brenner and Patel noted that English instruction placed only limited emphasis on everyday, conversational language. The project, funded by the Longview Foundation, brought together Sri Lankan teachers and American student-teachers to work on ESL teaching and curriculum development.

Under the direction of GSE Professor Tere Pica Gr'82, the pair have created curricular activities designed to focus on spoken English. The materials are targeted for Sri Lankan English teachers and English-teacher trainers—like the lecturers they met while studying at Peradeniya Teachers College this summer.

Part of Penn's larger tsunami relief effort, the Sri Lanka project brought together Sri Lankan teachers of English and GSE students to work jointly on teaching and curriculum development. The two groups gathered first at Penn to learn how to teach English and subsequently in Sri Lanka to team-teach English in local schools.

Says Patel, "While we were in Sri Lanka, we discussed our ideas with some of the women from Peradeniya, and they are looking forward to receiving our material. These activities will require no resources beyond pencil and paper and will, of course, be designed specifically for the Sri Lankan context."

GSE Welcomes New Faculty

On August 1, **Andy Porter** made it official when he moved into the dean's office at Penn GSE. Porter comes to the School from Vanderbilt's Peabody College of Education, where he also directed the University's Learning Sciences Institute.

Porter has had a distinguished career in education research that has encompassed an early stint at Michigan State, a three-year term at the National Institute of Education, and 15 years at the University of Wisconsin. A psychometrician with a taste for administration, he also directed two research institutes during those years—Michigan State's Institute for Research on Teaching and the Wisconsin Center for Education Research.

His research interests center around teachers' decisions about what to teach and their effects on students' opportunity to learn. A prolific scholar, he's written widely on psychometrics, student assessment, education indicators, and research on teaching.

But Andy Porter's wasn't the only new face at 3700 Walnut Street this fall. Penn GSE welcomed an impressive group of new faculty, researchers, and academic associates for the academic year.

Sigal Ben-Porath, who came to GSE as a research associate in 2004, has been appointed an assistant professor in the Foundations and Practices of Education division. An expert on the philosophy of education, she focuses her scholarship on civic education, the social effects of war, and the normative aspects of educational and social policy. Her recent book, *Citizenship under Fire*, draws on the experience of Israel and the U.S. to consider civic education

in wartime. Before coming to GSE, Ben-Porath was a postdoctoral research associate at Princeton's University Center for Human Values.

Theo Burnes, a lecturer in the Applied Psychology and Human Development division, will be coordinating the master's programs in Psychological Services and School Certification programs. He has worked with college students in clinical practice at three different university counseling centers throughout the U.S. His scholarly interests revolve around identity development for lesbian, gay, bisexual, and transgender individuals. Before coming to GSE, he was an assistant professor at Texas Woman's University.

Betsy Rymes, an associate professor in the Language and Literacy in Education division, was a professor in the University of Georgia's department of language and literacy education from 1998 to 2006. In 2002, she founded a five-year project, funded by the U.S. Department of Education, designed to bring bilingual community members into the teaching profession. Her research examines how languages, social interaction, and institutions influence an individual's educational trajectory.

The Policy, Measurement and Evaluation division (PME) is welcoming six new faculty members. Associate Professor **Laura Desimone** focuses her research on the effects of policy on learning and teaching in the core academic subjects. She has worked as a senior research scientist at the American Institutes for Research, as a post-doctoral research associate at Yale University's Bush Center in Child Development and Social Policy,





Harper

and as a researcher at RAND in Washington, D.C. and at the Frank Porter Graham Child Development Center in Chapel Hill. Before coming to GSE, she was an assistant

professor at Vanderbilt's Peabody College.

Assistant Professor **Shaun Harper**, an expert on race, gender, and student engagement in higher education, produced the National Black Male College Achievement Study. The first of its kind, the study meant conducting 219 face-to-face individual interviews with black men at 42 colleges and universities in 20 states. This summer, Lumina Foundation for Education awarded him a grant to implement the findings from that study. Before coming to GSE, Harper was an assistant professor at Penn State and a research associate in the Center for the Study of Higher Education.

Joni Finney, who will take up her position as a practice professor in January, has worked with state leaders to improve the public policies that govern higher education for 20 years—the last ten of which were spent as vice president of the National Center for Public Policy and Higher Education. She

has worked with governors and legislators, testified before Congressional committees, and developed the nation's first state-by-state report card for higher education, *Measuring Up*.



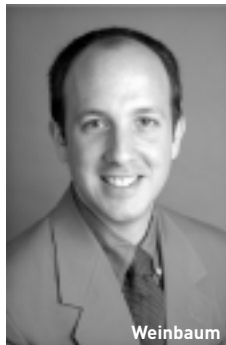
Finney

PME has also recruited two research assistant professors—**Leslie Nabors Oláh GEd'96** and **Elliot Weinbaum Gr'04**—from the Consortium for Policy Research in Education (CPRE). Oláh brings an expertise in longitudinal research design and statistical



Oláh

growth modeling to her research on early childhood cognitive development and bilingual education. Weinbaum conducts primarily qualitative research that explores the causes of variability in policy implementation. He has studied the impacts of state and federal policies on schools and school districts, with a particular focus on how high school and central office staffs respond to externally developed programs. In addition, **Herb Turner Gr'02** has joined the faculty as an adjunct assistant professor, also in



Weinbaum

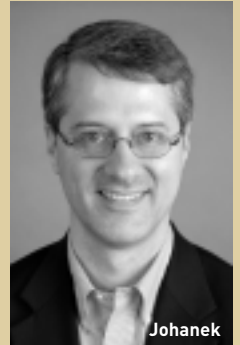
PME. An expert on quantitative research, Turner recently completed a systematic review of how parental involvement affects the academic achievement of elementary school children. He served previously as the scientific research director of the Campbell Collaboration, founded by GSE Professor Bob Boruch.



Turner

New Leaders for Leadership Program

Michael Johaneck, the new director of the Mid-Career Doctoral Program in Educational Leadership, served previously as vice president of Professional Services for Teachescape and, before that, as



Johaneck

executive director for K-12 Professional Development at The College Board. A former high school teacher, Johaneck also taught in and managed the Fellows in Teaching Program at Teachers College, Columbia University. In 2006, Johaneck and GSE Associate Professor John

Puckett published *Leonard Covello and the Making of Benjamin Franklin High School: Education as if Citizenship Mattered*.



Betof

Edward Betof, who has joined the GSE faculty as a senior fellow, is devoting his time to the Executive Program in Work-Based Learning

Leadership, a collaborative program with GSE and the Wharton School for executives responsible for workplace learning programs. Before coming to GSE, he was vice president of Talent Management and chief learning officer at Becton, Dickinson, and Co., where he was responsible for talent management, learning processes, and senior leadership and career development programs.



Perfect Collaborations

President Amy Gutmann's Penn Compact calls for cross-university collaboration in research and teaching. At Penn GSE, faculty and researchers can be found forging interdisciplinary partnerships with colleagues from Arts & Sciences to Wharton.

LEFT: PHOTOLINK;
TOP RIGHT: NATIONAL CONSTITUTION CENTER/SCOTT FRANCES LTD;
BOTTOM RIGHT: DON HAMMOND/DESIGN PICS/CORBIS

From its founding, the University of Pennsylvania has had a decidedly practical bent. Ben Franklin wanted students to pursue “useful knowledge” for the improvement of the community.

More than 250 years later, Penn President Amy Gutmann articulated her vision for the University in the Penn Compact—a document that follows Penn’s founder in believing both that a university should develop useful knowledge and that the search for useful knowledge, in turn, advances academic understandings.

Central to that task is the ability of scholars and experts from across disciplines to find common ground for collaboration. In the words of the Compact, “The most challenging questions and problems of our time cannot be addressed by one discipline or profession. To comprehend our complex world, we must better integrate knowledge from different disciplines and professional perspectives in our research and teaching.”

Penn GSE may be uniquely positioned to take a lead role in forging partnerships within the University and beyond. Education is, by its very nature, an interdisciplinary field of study, and Penn GSE is populated with scholars who represent a broad range of academic foundations.

Not including education, at least ten different disciplines are represented in our faculty—e.g., sociology, economics, psychology, philosophy, history, and anthropology. Moreover, our work with schools and practitioners, locally and globally, encourages our students and faculty to collaborate with a wide range of colleagues.

Penn GSE has the additional advantage of being located in a university that values the work we do. Unlike many universities, Penn sees its ed school as a key player in the life of the institution.

With these advantages, Penn GSE has been pursuing integrated research, teaching, and service that crosses disciplinary and other institutional barriers.

The following are some prime examples of Penn GSE’s engagement with partners across the Penn campus.

By Nancy Brokaw

Collaboration: Student Learning

Our close ties to academic departments and schools throughout Penn allow our students to get the kind of cross-disciplinary preparation they’ll need to solve the complex challenges facing the field of education. Whether they’re planning careers as classroom teachers or educational researchers, Penn GSE students may choose from an array of programs culminating in either a joint or dual degree in seven of Penn’s 11 other schools. And, in recent years, GSE has been developing an array of innovative programs with highly targeted audiences in mind.

The Executive Program in Work-Based Learning Leadership, a joint project with the Wharton School, is designed for executives charged with the task of workplace education—the chief learning officers, vice presidents of human resources, and training directors of corporate America.

As Penn GSE Vice Dean Doug Lynch points out, “Most adults learn on the job rather than in a formal educational setting. In fact, the average Fortune 1000 company spends 2.5 percent of its operating budget on learning.”

The GSE-Wharton program is flexible and the faculty stellar. The curriculum is broken down into five blocks, allowing students to step in and out of the program as their schedules dictate, and the faculty is an impressive roster of Penn professors, industry experts, and consultants.

Students in the program’s first cohort cut across the public and private sectors—and early reports are positive. Says Mike Barger, chief learning officer of JetBlue Airways, “There is a burning need for a program to help align enterprising learning leaders across all industries. That’s what I’m so excited about in this program.”

With China’s explosive entry onto the world stage, the demand for Chinese speakers is growing. At Penn GSE, Professors Tere Pica Gr’82 and Kathy Schultz Gr’91 are partnering with GSE International and Penn’s Center for East Asian Studies on the **Teacher Preparation for Mandarin Chinese Language Instruction Program**, designed to prepare teachers proficient in teaching Chinese to American students.

Building on the Penn Chinese Language Teachers Summer Institute, founded in 1998 to help native speakers get teacher certification, the teacher preparation program will culminate in a master’s degree in education for current and aspiring teachers of Chinese.

GSE Preps Penn Undergrads for the Classroom

“I am driven to make a difference in the urban education field,” says Zohra Omar C’07.

A Pakistani citizen, Omar grew up a long way away from urban America. But her hometown of Karachi suffers from the same ills that haunt so many cities worldwide: “high levels of poverty and a miserable public education system,” as Omar explains.

Penn GSE’s new **9th Semester Scholar program** has been designed with students like Omar in mind—bright, enthusiastic people committed to improving the world around them.

Working in collaboration with the School of Arts and Sciences, the Center for Community Partnerships (CCP), and West Philadelphia public schools, GSE has developed a program that enables Urban Education minors to get classroom experience in urban schools—and to get their teacher certification—simply by enrolling in an additional, ninth semester.

Introduced in 2005, the Urban Education minor is itself an interdisciplinary effort. Sponsored by GSE, CCP, and the Urban Studies program, it offers three concentrations, two of which—Elementary Education and Secondary Education—are for undergraduates explicitly interested in teaching. (The third strand—Urban Education Policy, Research, and Practice—may lead into work in a variety of policy and practice areas or submatriculation into GSE’s one-year Master’s in Education degree program.)

According to NancyLee Bergey CW’75 GEd’79, who oversees the program, the great advantage of Penn’s approach is that it produces teachers with strong subject-matter knowledge and a thorough grounding in pedagogy. “Teachers need to have a strong content background, but they also need to understand how children learn,” Bergey explains. “All of our students have declared an academic major—they might be English majors or foreign language majors. What we’re giving them is an opportunity to think about learning and teaching.”

Throughout the Urban Ed minor program, students get small classroom placements in their coursework, giving them invaluable preparation for the 9th Semester student teaching assignments required for full certification. Says Omar, “Student teaching will be my first experience with the same group of students for half the year, and the first time I will be teaching a whole class. Very exciting and challenging.”

In addition to their fieldwork, these students hit the books in a variety of academic classes—methods-of-teaching courses, theory classes, and academically based community service (ABCS) courses. (Offered through CCP, ABCS courses encompass problem-oriented research and service learning centered in West Philadelphia.)

With the cost of a credit unit topping \$4,000, an additional semester at Penn can represent a serious financial burden, particularly to someone pursuing a career in urban education. To help reduce the tuition burden, some generous Penn alumni are providing support. Jay Fishman W’74 WG’74 and Randy Chapman Fishman are giving \$500,000 to create the Fishman Family Endowed 9th Semester Scholar Fund, and Dennis “Chip” Brady C’94 W’94 and Allison Weiss Brady C’93 are directing \$125,000 to establish the Chip Brady and Allison Weiss Brady 9th Semester Scholar Fund. Both funds will provide financial support to Penn undergraduates who wish to complete their 9th semester and teach in urban public schools.

As for Zohra Omar, she hopes to teach when she graduates, eventually settling in the developing world. “There are so many problems and obstacles, so few resources, but at the same time, so much potential and so much to be done.”



NANCYLEE BERGEY

Zohra Omar C’07, at right, works with Penn Alexander teacher Richard Staniec and fellow Penn undergraduate Angela Han C’07 on plans for a scavenger hunt for PAS sixth-graders. The hunt was the final project of the science/social studies methods course they took last year to fulfill their Urban Education minor. Han is currently enrolled in Penn GSE’s master’s program in elementary education.

Says Pica, "GSE is highly regarded for its teacher ed programs and, with our summer institute, has a history in teaching Chinese-language teachers. The Center for East Asian Studies is one of the country's oldest and is renowned for its program in Chinese language and culture. With this partnership, Penn is in the perfect position to launch an excellent program."

Funded by the Freeman Foundation, the program is due to accept its first students in fall 2008.

Working with the College of General Studies, GSE is launching the **Teacher Preparation for Religious Schools Program**, making Penn one of the only secular schools in the nation to offer such a program. The program will introduce the Teaching in Jewish education strand first. Its success will serve as a model for the development of Teaching in Christian and Islamic education. Intended for pre-service teachers in secondary education, all three strands will require students to follow GSE's standard curriculum for teacher preparation.

After completing that curriculum, students will focus on content-specific courses. For example, the Teaching in Jewish Schools strand will focus on the Bible, Rabbinic literature, and Jewish history, culture, and thought in courses coordinated with the College of General Studies. The last summer session will feature study in Israel for additional language instruction and courses on modern Israel.

Penn GSE has responded to the declining interest in the hard sciences—particularly among African-American students—with two innovative programs. A joint project with Penn GSE, the School of Engineering and Applied Sciences (SEAS), the Philadelphia Zoo, and iPraxis, **SPARK!** provides after-school workshops, Saturday sessions, and summer camps for fourth- through eighth-graders from five Philadelphia public schools.

By introducing students to real-world problems in robotics, biotechnology, and zoo habitats, SPARK! aims to get them excited about science—and to inspire them to careers in the field. By all reports, the program may just succeed in that goal. According to Jennifer Chidsey Pizzo, the project's co-director, kids were begging for slots in this summer's camps.

Since January 2007, approximately 100 students have participated in the program, including 35 students who participated over the summer. In July, the Philadelphia Zoo hosted SPARK!, campers who had the chance to design their own mini-zoos, complete with towers, bridges, and cantilevers. Over at Penn's Bio Pond, others were collecting water specimens to bring back to the lab to search for paramecia. Budding biotechnologists could be found extracting DNA from strawberries, while future engineers designed dancing robots.

This fall, GSE and its partners began holding after-school and Saturday science camps at five Philadelphia

schools and at an on-campus site. The latter has been added to accommodate enthusiastic SPARK! veterans who've moved from one of the participating public schools but still want to attend.

Another GSE-led project that targets science education will get underway in summer 2008. A joint effort with the Nanoscale Science and Engineering Center, **Nanotechnology and Bioengineering in Philadelphia Public Schools** is spearheaded by GSE Assistant Professor Susan Yoon and SEAS Associate Professor Jorge Santiago-Aviles.

Designed to bring these cutting-edge fields to ninth- and tenth-graders in Philadelphia public schools, the project will begin with a three-week summer workshop to introduce participating teachers to the basic concepts of nanotechnology and bioengineering. During the workshop, they'll construct and test unit/lesson plans, and during the school year, they will get a full range of support from project staff. Other components of the project, which is funded by the National Science Foundation, are school trips to local industry sites, an internship/fellowship summer program for students and teachers, and a career development plan. □

William Owusu-Boateng, a fifth-grader at the Penn Alexander School, collects water samples at the Bio Pond on the Penn campus. Behind him, left to right, are sixth-graders Sujatha Changolkar, Danielle Little, and Sabrina Briggs. To William's right is his twin brother, Wilfred, also a PAS fifth-grader. The students were participating in the SPARK! Biotechnology Summer Camp, taught by Dr. Darryl N. Williams, executive director of iPraxis.



JENNIFER CHIDSEY PIZZO

Penn Alexander Partners

The Sadie Tanner Mossell Alexander University of Pennsylvania Partnership School (PAS) is a PreK-8 neighborhood public school that was created through a partnership formed by Penn, the School District of Philadelphia, and the Philadelphia Federation of Teachers.

While GSE has taken the lead in this work, Penn's presence is felt in every grade at Penn Alexander. Following is a sample of the breadth of the Penn commitment—not including professional preparation, curriculum development, research, and professional development for teachers, all of which engage faculty from many different schools.

- School of Engineering and Applied Science/GSE SPARK! program for math, science, and technology enrichment [For more on SPARK!, see page 13.]
- Penn Archives/GSE Sadie Mossell Tanner Alexander project, to celebrate the school's namesake
- Kelly Writers House Creative Writing Program, an after-school club for young writers
- Penn Bookstore Storybook Reading Program
- School of Veterinary Medicine's first-grade curriculum units on animals
- School of Medicine's Kids Judge! Neuroscience Fair, where PAS students evaluate activities developed by Penn neuroscience students
- Pennvelopes, a student pen pal exchange between Penn and PAS students
- Penn Music Mentors' individual lessons for grades 3-8
- School of Dental Medicine dental screenings for kindergartners through grade 3
- Weiss Tech House Physics Club, an after-school program for grades 3-8
- Penn Presents reduced-priced tickets for all grades
- Penn Music Department performances for all grades
- Penn Athletics Sports Clinics
- WXPN's KidsCorner, featuring PAS writers of all grades
- University Museum of Archaeology and Anthropology visits for grades 6-8
- School of Law students' Social Justice Seminar for grade 7
- Penn student tutors for all grades

Penn Alexander Music Teacher Robin Muse's eighth-grade class uses computers to research composers and hear their music.



COURTESY OF PENN ALEXANDER SCHOOL

Collaboration: Research

Penn GSE's strong research orientation gives it the ability to forge significant cross-campus partnerships. At the heart of all the projects lie eminently practical goals—from improving practice to enhancing knowledge in the field.

For Associate Professor Janine Remillard, collaboration is a way of life. As one of the lead researchers of **MetroMath: The Center for Mathematics in America's Cities**, she's partnering with Penn colleagues, with scholars in three other universities, and with practitioners in four school districts in Philadelphia, New York, and New Jersey.

Knowing that large numbers of urban students fail to attain important mathematical skills, Remillard and the MetroMath Center conduct research on how best to improve students' understanding of math. That research builds on the project's extensive professional development work in graduate seminars and teacher leader programs. As Remillard explains, "We're making connections between research and professional development. The idea is that you have to address the problems from every angle."

At Penn, Remillard is joined by colleagues from Urban Studies and the Institute for Research in Cognitive Science. Rutgers and the City University of New York are the other university partners in the project.

Funded by the U.S. Department of Education's Institute of Education Sciences, the **Pre-Doctoral Training Program in Interdisciplinary Methods for Field-based Research in Education (PIMFER)** is designed to

produce the next generation of education researchers. Directed by GSE Professor Rebecca Maynard, the program recruits doctoral students from throughout the university and trains them in applied, field-based education research. This year, three PIMFER fellows have been recruited from outside GSE—two in economics and one in sociology.

Dionissi Aliprantis, from the economics department, is modeling how environmental factors affect educational outcomes, while his colleague, Eleanor

Advocating for the Whole Child

“We need to be advocating for the whole child,” says Penn GSE Professor John Fantuzzo. Working with Penn colleagues and partners in Philadelphia’s city government, Fantuzzo has helped to create an integrated municipal database that will help researchers do just that.

All too often the data available to educational researchers provide an incomplete picture of children’s lives. District databases are rich with information about students’ ages and test scores, but information about other factors that affect students’ performance is held by different agencies.

By linking the records of various databases maintained by seven city agencies and the school district of Philadelphia, the Kids Integrated Database System (KIDS) database gives researchers unprecedented access to municipal data about Philadelphia’s young people, thereby providing clues about where to improve city services.

Fantuzzo’s on-campus partners in this project are Dennis Culhane, a professor in the School of Social Policy and Practice, and Trevor Hadley, director of the Center for Mental Health Policy.

To date, Fantuzzo and his team of researchers have called on KIDS to help them demonstrate the links between early child-

hood risks and later academic and behavioral challenges.

What’s more, the KIDS data revealed that formal, center-based child care programs, like Head Start, make a real difference for kids, protecting them from those risks.

In the coming year, Fantuzzo will again turn to KIDS as work concludes on the Evidence-Based Program for the Integration of Curricula (EPIC). A federally funded, five-year project, EPIC incorporates reading, math, approaches to learning, and social/emotional skills into one integrated Head Start curriculum.

Over the years, Head Start has been supremely successful in “addressing children’s comprehensive needs and giving them a sense of what school is about,” says Fantuzzo. “With EPIC, we now have a wonderful opportunity to *add* to that success by developing scientifically tested curricula that could help preschoolers get a leg up academically.”

As researchers set out to determine EPIC’s impact on children’s learning, data from the KIDS archive will enable them to control for what’s happening *outside* the classroom—in the family and around the neighborhood. And that information will give the EPIC team the ability to discern the impact of environment on the effectiveness of the curriculum.

Harvill, is interested in the labor market for teachers, the effect of teacher certification and quality on student outcomes, and quantitative evaluation of educational interventions. Sociology student Jessica McCrory is looking at the impact of forces external to schools (e.g., families, peer groups, policies, etc.) on students’ education.

The rest of this year’s fellows are GSE students, but their interests range widely—from the role of high schools, colleges, and universities in preparing the healthcare workforce, to the effects of policy on mathematics teaching, to the impact of principals’ professional development, to test development in early childhood and special education.

It’s an impressive inventory of research—one that, says Maynard, is made possible by the program’s “innovative, interdisciplinary training of Ph.D. students in the skills necessary to generate rigorous evidence to guide future education practice and policy.”

Over at the **Campbell Collaboration**, Professor Bob Boruch has forged partnerships across Penn and around the globe. On-campus support has come from the School of Social Policy and Practice, the Annenberg School of

Communications, and the Fels Center for Government. Farther afield, partners hail from Britain, Canada, Japan, Norway, Sweden, and others.

With its international reach, C2, as it’s informally known, has an ambitious agenda: “to help people make well-informed decisions about the effects of interventions in the social, behavioral, and educational arenas.”

Translation: C2 brings together all the scientifically conducted trials on a particular topic—Scared Straight, say, or after-school programs—and, based on an analysis of all those trials, evaluates whether or not the programs work as advertised.

Boruch, an expert on randomized field trials in the social sector, has begun cross-campus conversations about establishing a global network on randomized trials—one that would take advantage of Penn’s considerable strengths in the field. In addition to a cohort of experienced GSE faculty, Penn can draw on faculty experts in criminology, economics, nursing, sociology, social policy, psychology, and communications. □

Collaboration: Citizenship & Democracies

As befits a university whose president has devoted her scholarship to studying the core values of democracy, Penn faculty are actively engaged in pursuing research on citizenship and democracy and in contributing to the deliberative process itself. With Penn GSE at the forefront of the core education movement, our faculty has forged cross-campus partnership designed to foster citizenship and democracy.

An expert on the philosophy of education, Assistant Professor Sigal Ben-Porath sits on the executive committee of the **Penn Program for Democracy, Citizenship, and Constitutionalism**. Chaired by Rogers Smith—one of the nation's most eminent political scientists—the program was created primarily to promote scholarship through faculty workshops, conferences, graduate and postdoctoral fellowships, undergraduate research grants, and publication of a book series. Ben-Porath is joined on the committee by colleagues from the Annenberg School of Communication and the departments of Anthropology and History.

Other GSE faculty members have been partnering with Penn colleagues on scholarly work. Assistant Professor Matt Hartley has produced several academic articles in collaboration with Ira Harkavy, the founding director and associate vice president of Penn's Center for Community Partnerships, and Lee Benson, emeritus professor of history. Also teaming up with Harkavy and

Benson is Associate Professor John Puckett. Their book, *Dewey's Dream: Universities and Democracies in an Age of Education Reform*, garnered high praise throughout the academy.

Derek Bok, former president of Harvard, said, "For 20 years, the University of Pennsylvania has been a model for how an urban university can engage creatively with its surrounding community. In this thoughtful book, architects of this program describe its philosophical roots and explain how a bold, imaginative effort can invigorate democracy and civic life in ways that enrich the lives of students and neighborhood residents alike."

To further encourage university engagement with its community, John Puckett and colleagues from Urban

Democracy in Action

In Philadelphia—notorious for its in-your-face attitude and pay-to-play culture—Penn is playing a central role in two initiatives targeting controversial issues that have long loomed large in the city: how to develop the Delaware River waterfront and how to conduct a mayoral election worthy of the city where American democracy began.

The waterfront project—officially called the **Central Delaware Riverfront Planning Process**—was given an official imprimatur in October 2006, when Mayor John Street authorized Penn Praxis, the School of Design's planning practice clinic, to lead a citizen-driven process that would produce a master plan for the seven-mile stretch of waterfront. In developing the plan of work, Penn Praxis Director Harris Steinberg stipulated that the process would be open and transparent with critical participation from citizens and the press.

That's where Penn GSE's Harris Sokoloff came in. Says Steinberg, "To make this truly citizen-driven, his role was central." Sokoloff, director of GSE's Center for School Study Councils and an expert in civic delib-



ALBERT YEE

At a Great Expectations mayoral potluck dinner in South Philadelphia, citizens sat down with the candidates to talk about the city's future. Harris Sokoloff, standing, moderates the discussion with, from left to right, Kenyatta Johnson, Democratic candidate Michael Nutter, Al Brown, and Republican candidate Al Taubenberger

Studies are teaming up on a new course for Penn undergraduates and high school students from one of the city's most beleaguered high schools.

Since 2005, community residents, including John Puckett, have been organizing to find a way to transform West Philadelphia High School. Their plan, eventually endorsed by the school district, called for the replacement of the school with a set of four academies—one of which will be organized around an urban studies theme.

Research as Public Work: A Project to Help Create a New West Philadelphia High School—the class Puckett will be teaching this fall with Urban Studies Program Director Elaine Simon—will bring together Penn students and West Philly High students to work on developing a curriculum for the Urban Studies Academy.

A busy man, Puckett is also joining Sigal Ben-Porath and colleagues from the School of Arts and Sciences and the College of General Studies on the **Penn/National Constitution Center Professional Development** project.

Located in Philadelphia, the National Constitution Center is the country's only museum devoted to the

history and contemporary relevance of the U.S.

Constitution. Its current collaboration with Penn focuses on the proposed development of a teacher professional development program in civic education for K-12 teachers.

Still on the drafting board, the plan calls for the introduction of a three-summer program leading to a certificate in civic education from Penn's College of General Studies. As envisioned, the curriculum will incorporate history, political science, and pedagogy (specifically, instructional design). □

Hardly a comprehensive list, the preceding only scratches the surface of the School's cross-Penn collaborations. Moreover, early signs suggest that the future will bring even more such partnerships. For Andy Porter, cross-university collaboration is a top priority. Says Penn GSE's new dean, "Collaboration is a hallmark of what we have done at Penn GSE—and it will continue to distinguish how we envision our work here." ■

eration, designed the project's civic engagement component.

Sokoloff created a series of public forums that brought citizens together to identify shared public values from which they could articulate core principles for the design team. Given the contentious nature of the project—residents have been up in arms about rampant development and the imminent arrival of two waterfront casinos—it isn't surprising to find that people came out in force: more than 3,500 Philadelphians took part in the public sessions.

This summer, the project released its citizen-inspired plan, which includes the restoration of the city's grid up to river's edge, a proposed network of open spaces to ensure public access, guidelines for developing waterfront parcels and piers, and suggestions for early-action projects like a four-mile bike trail that might open as early as spring 2008.

The Race for Mayor

In 1904, journalist Lincoln Steffens characterized Philadelphia as "corrupt and contented."

More than one hundred years later, the city's political culture hasn't shaken that reputation and, as a result, its citizens routinely take a cynical view of City Hall.

Believing that Philadelphia deserves better, Penn's Project on Civic Engagement, based at the Fels Institute, has joined with the *Philadelphia Inquirer* on a project "to convene a regionwide dialogue about what Philadelphia needs to do to deliver on its promise as 'The Next Great City.'" Keyed to the mayoral election year, the project—called "**Great Expectations**"—features a series of public forums designed to get citizen input about the key issues facing the city and to imagine solutions, small and large.

Once again, Sokoloff has been instrumental in designing the project's citizen engagement component and, beginning in November 2006, has been bringing his considerable skills as a facilitator to the public forums. Great Expectations kicked off in fall 2006 with public sessions—leader forums, citizen forums, issues forums—that continued up into the spring primary season. In May, Sokoloff spearheaded Deliberation Day, in which City Council candidates debated questions generated by the citizens themselves.

To many observers, the 2007 primary elections were among the most exciting in years. Michael Nutter W'79, the winner of the Democratic primary—in Philadelphia, the Dems' candidate has a virtual lock on the mayoralty—is well respected and known for his thoughtful and effective deliberation as a City Councilman.

the spirit of service

On May 26, nearly 65 years after the fact, Bill Castetter Gr'48 stepped up to receive the eight medals he had been awarded for service during World War II.

Pennsylvania Congressman Jim Gerlach did the honors, noting that Castetter “gave distinguished service to our nation, and it’s a shame that it took over 60 years to get him this recognition.”

The awards Castetter picked up on that spring day were the Bronze Star, Good Conduct Medal, American Campaign Medal, European-African-Middle Eastern Campaign Medal, World War II Victory Medal, Army of Occupation Medal, Combat Infantryman’s Badge, and Honorable Service Lapel Button for World War II.

Castetter had entered the Army as a private but, once his superior officers learned he was a college man, they sent him to Officers Candidate School. On his discharge, he had reached the rank of captain, serving with a cannon company in the 180th Infantry Regiment of the 45th Division.

The service for which he received his eight medals included 581 days of combat, served in units that took on the enemy in Sicily, Italy, France, and Germany, and a post-war stint as a military governor in occupied Austria. “I had three responsibilities there,” he explains. “One was to gather any Nazis who were still loose. Second, gather up all the war materials. Third, get the people in that sector of Austria fed. The government would provide the food, but I had to see to it that people got the food.”

By war’s end, he was so eager to get on with his life and his education that he neglected to pick up his medals. “At the time, I wasn’t interested,” Castetter explained at the May ceremony.

A Full Career

Stateside, Castetter was headed for graduate school at Stanford. Although a native Pennsylvanian, he had earned his bachelor’s and master’s degrees from the University of New Mexico, where his brother served as provost, and intended to go west to finish his education.

But fate intervened when his father fell ill. “I came back East and as a result, I went to Penn for a couple of courses,” he says. “Finally, I decided to take my Ph.D. there.”

While serving as professor of education and dean of men at Lebanon Valley College, Castetter pursued his degree at Penn GSE, focusing his studies on educational administration. As with his Army superiors, the GSE faculty recognized talent when they saw it. Early on, he was tapped to help the state of Delaware with a post-war reorganization of its educational program.

The call from the state officials came to the GSE higher-ups, none of whom could manage the commute down to Delaware every day. Castetter explains, “So they looked at me and they said, ‘There’s Castetter. Let’s send him down. He has a car and he’s not married and he can come up here to the GSE on weekends and finish his courses.’ That’s how I got involved in it.



CANDACE DICARLO

“I was a lecturer then,” he continues. “Then they finally promoted me to assistant professor and so on and so on.”

The “so on and so on” part of his GSE career included teaching duties, a busy consulting schedule, an extensive record of publications, and two stints as acting dean—during one of which Castetter showed the same spirit of service he’d drawn on during his Army days.

In the 1970s, GSE was on shaky ground, with some on campus arguing to shut the School down. “The main reasons given,” according to veteran GSE Professor Ed Boe, “were that GSE was not financially viable and was not well integrated into the intellectual life of the University.”

Bill Castetter was in the thick of the fray, negotiating with the University administration to reorganize GSE, consolidating its 15 scattered programs into five super-programs. According to Boe, “GSE was very fortunate to have a senior faculty member and experienced administrator, in the person of Bill Castetter, willing to step into the role of Interim Dean for a period of two years and to provide leadership that was instrumental in a much-needed academic reorganization.”

At the time of Castetter’s retirement, another GSE veteran, Richard Heisler, recalled those days, “During the first of those critical periods, when the future of the Graduate School of Education was



clouded, Bill restored confidence in the school, boosted flagging faculty morale, and coordinated an orderly transition to new leadership.”

Castetter’s memory is, characteristically, a bit more unassuming, “I didn’t want any part of it!” he says. “I accepted the deanship twice, but only until they got somebody else. It was all about raising money, and I was not very good at it. It got in the way of other things.”

Those other things included an impressive list of publications—a quick search of the Van Pelt Library’s holdings lists 19 titles—that represent a distinguished scholarly career. Castetter produced books and monographs on school finance, performance, appraisal, organizational structure, and compensation theory. His culminating work, *The Human Resource Function in Educational Administration*, is in its seventh edition.

continued on page 32

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 William Croasdale GEd'62.

1940s

Henrietta Bell Ed'47 writes, "Born in Atlantic City, NJ on August 21, 1905. Graduated A.C High School in 1923. Graduated from the Jewish Hospital School of Nursing in 1926. After graduating school of P.H. Nursing, I joined USPHS. Worked in Maryland, Georgia, Minnesota, Oklahoma, Arizona (Navajo Res) retired in 1964. Married in 1960. Operated orange grove in South Texas. Moved to San Diego in 1978."

1960s

Michael J. Uriceck GEd'65 writes that he has retired as professor of chemistry after 37 years from Western Connecticut State University. His research interests included the chemistry of snake venom and the role of the element vanadium in the prevention of dental caries.

Paul G. Humber C'64 GEd'66 writes with news about his family. His wife, **Prudence String Humber Nu'66** is executive director of Alpha Pregnancy Services in Philadelphia. "This is a Christian agency devoted to helping women of all backgrounds carry children to birth and beyond. Counseling, birth training, support, and clothing are all part of what is provided free of charge. Christian churches collectively give so this ministry of mercy may continue. She has been happily married for over 40 years, and has three children and seven grandchildren. Her missionary son, **Paul D. Humber C'95**, serves people in Pointe Noire, Congo. Her daughter, **Ruth P. Brittain C'95**, plans to go with her husband and family to Papua New Guinea for a four-month term of missionary service."

1970s

Laurence M. Kahn C'69 GEd'71 writes, "At an age when many of my peers are retired or thinking about retiring, I am now launched, at age 60, into my third career (after education and law)." He works with Help Now, in Medford,

Oregon, which "provides professional advocacy assistance to those in need, with a focus on finding solutions to our clients' problems or on resolving their disputes—so long as these problems or disputes are not legal in nature." Help Now's website is <www.helpnowadvocacy.org>.

Joan C. Barth GEd'72 will publish her book *Wild Pigs in Snow* later this year. The book, which is about an Irish immigrant to New York in 1883, will appear on her website, jcbcoach.com.

Michael Bentley GEd'72 has retired as associate professor of science education at the University of Tennessee, Knoxville. He will make his home in Salem, Virginia. His latest book is *Teaching Constructivist Science K-8: Nurturing Natural Investigators in the Standards-Based Classroom* (Corwin Press, 2007). He also has a chapter on community-connected learning in *The Manual of Museum Education* (AltaMira Press, 2007).

Cecilia Evans GEd'76 GrEd'85 is the recipient of the 2007 Marie Whitaker Humanitarian Award. The Media Fellowship House gives this award to someone whose life devotion has been to youth education and family unity and serves as an inspiration to all.

Nina M. Gussack C'76 GEd'76, Wynnewood, Pennsylvania, chair of the pharmaceutical and medical litigation and counseling practice of the Philadelphia law firm of Pepper Hamilton LLP, was elected chair of the executive committee in February. She is the first woman to serve in that role in the firm's 117-year history.

Pamela Goren Yohlin C'78 GEd'78 recently earned a master's in counseling as well as certification in secondary-school counseling. She works for Cora Services as a full-time counselor at Archbishop Ryan High School, outside Philadelphia. Previously she taught Latin at Springside School, and served as director of admission and development at the Meadowbrook School. She and her husband, **Joseph Yohlin C'76**, are the parents of **Elizabeth Yohlin C'08** and Hilary, who gradu-

ated in 2004 with dual degrees from Columbia University and the Jewish Theological Seminary.

1980s

Marsha Kline Pruett C'82 GEd'82 writes, "It has been a long time since I updated you, so I finally sit down to write. I am currently serving as the Maconda Brown O'Connor Chair at Smith College School for Social Work. The endowed position allows me opportunities to teach undergraduate, master's, and doctoral students with plenty of time for my own research, consulting activities, and speaking engagements. Currently, I am part of a small team developing and testing a randomized clinical trial of father involvement in psycho-educational interventions for low-income families throughout the state of California in order to strengthen family relationships and reduce child abuse/neglect. Our longitudinal data show extremely promising results. I continue to be involved in family law teaching and research, working with lawyers and judges on parenting plans for children under the age of six, and am beginning a new investigation into parental relocations and its effect on parent-child relationships. I remember GSE fondly and would welcome contact from old friends and colleagues."

Elaine Samans GrEd'83 writes that 50 years ago, she started a non-profit, non-denominational, state-certified, and community-built early childhood school named Hillview Trout Run Nursery School and Kindergarten. This was prompted by her shock at the lack of good schools near her home. This school was created in October 1957 with the help both of community donations, through fundraisers such as a sock hop with Dick Clark as the disc jockey, and of many wonderful, dedicated teachers. Today, Hillview remains a non-profit school, where parents are required to volunteer for fundraising events, cleanup, or classroom duty. The school celebrated its 50th year on October 1, 2007.

Barbara D. Acosta GEd'84 received her PhD in Multilingual/Multicultural Education from George Mason University in 2005. She has

won the 2007 AERA outstanding dissertation award from the Bilingual Education Special Interest Group. Her research examines the influence of early literacy instructional practices on the long-term achievement of English-language learners in two-way bilingual immersion programs. She was recently appointed senior research scientist/ELL specialist at the George Washington University Center for Equity and Excellence in Education. She also continues to teach adjunct courses at George Mason University in Multicultural Education, working with pre-service and in-service teachers to examine issues of race, social class, gender, culture, and language within a multicultural social justice framework. She and her husband, Francisco, continue in their lifelong pursuit of social justice as trustees of the Monsignor Oscar Romero University in El Salvador. Daughter Margarita (20) is in her second year at Bryn Mawr, where she is building on her own multilingualism to pursue a degree in linguistics and Spanish. Gabriela (17) is a junior in high school, and performed this spring in a production of *City at Peace*, which will be written and performed by youth from diverse urban and suburban communities in the Washington, DC, area.

Wendy Kaufman GEd'85 launched her national executive training company, Balancing Life's Issues, Inc., in August 2001. In a brief six years, not only has she succeeded in making it past the crucial five-year mark, but the company has seen steady growth, making her one of the most sought-after trainers in the country. She counts many Fortune 500 companies among her clients, including IBM, Morgan Stanley, CitiGroup, Bank of America, and Coach USA. Wendy brings her personal training as an industrial psychologist and experience as a single mother of three—along with her sharp sense of humor and sense of possibility—to bear in all of her custom-designed training programs. In addition, Wendy has also taught courses in leadership for the American Management Institute since 2006. She was a contributing writer in *Conversations on Health & Wellness*, with John Gray and Dr. Earl Mindell (Insight 2004). She is a member of the

American Society of Training and Development, Human Resources of New York, and the National Association of Women Executives. Wendy was a finalist for the 2005 Enterprising Women – Women of the Year Award.

1990s

Carol Slater Smolenski SAS'90 GEd'91 has been awarded the rank of certified director by Sweet Adelines International, an international organization devoted to women's barbershop music. The director certification process requires the demonstration of skill in choral directing and vocal instruction, rehearsal planning and group management, analytical listening, and musicianship. She is currently serving as assistant director of the Merrimack Valley Chorus, in Wilmington, Massachusetts. For more about the group, go to <www.merrimack-valleychorus.org>.

Tim Johnson GEd'92 says, "I graduated from Dr. Larkin's one-year teacher ed master's program in 1992. I am now teaching at Cheltenham High School, where I have been since 1994. I am now in my third year of teaching our AP Calculus BC course (a very challenging course). For both years so far I have had 100 percent of my students earn a 3 or better on the AP Exam. In 1995, 17 out of 20 scored a 5. In 1996, 22 out of 29 scored a 5. I am very proud of my students and enjoy telling others of their success."

Genevieve Butcher GEd'93 G'95 graduated from Penn with a master's in English Literature and a master's in Secondary Education. She writes, "I recently published a book and have a local cable show that has won a national and some regional awards. *The Sport of Motherhood: Training Tips for a Full and Balanced Life* offers today's busy mothers a way to pace themselves for life while leading full lives. Packed with tips and advice from over 300 interviews and many workshops, 'Sport' is a goal-oriented, step-by-step training program for moms who run a 'marathon' every day and who seek pacing, endurance, and balance in their lives. You can

also go to <<http://www.sportofmotherhood.com/>> to learn more about the award-winning TV show, boot camps, etc. Stanford University has included *The Sport of Motherhood* in its health library and featured the book at the premier 'Mothers Symposium' at Stanford University in March."

Theresa E. Markle GEd'94 is a nurse in the Gay, Lesbian, Transgender, and AIDs psychiatric unit at San Francisco General Hospital, where she uses her teaching background as a preceptor to new nurses and student nurses who train on her unit. Prior to getting her RN license, Theresa worked with Koko and Ndume at the Gorilla Foundation for a year. Before that, she spent several years providing patient education and support to people with breast cancer and to family caregivers of people with adult-onset brain disorders such as Alzheimer's and Huntington's. She lives in San Francisco with her husband of ten years and their two spoiled dogs.

Margie Linn Gr'95, writes, "I graduated from GSE in 1995 with a Ph.D. in school psychology and am currently an associate professor of special education at Widener University. I have been awarded a Fulbright fellowship to teach and do research in Portugal this spring. I will be teaching graduates and undergraduate education students about learning disabilities and doing research on cross-cultural models of inclusion of children with special needs."

Delia Turner Gr'96 is the English Department Chair at the pre-K-12, independent Haverford School, though she has taught middle-school English for only four years. Before that, she was a Lower School science teacher for ten years. She won the over-50 Veteran World Championships in women's sabre in Bath, England in September 2006

Judith Silverman Hodara C'90 GEd'97 GrEd'03 married Dr. Roberto Hodara in December 2005 in Philadelphia. They met during his post-doctoral fellowship on Parkinson's Disease at Children's Hospital, introduced at a celebration at their synagogue on 18th and

Alumni Profile

Spruce streets. The wedding guest list included classmates from all her studies at Penn, as well as from her career at the undergraduate-admissions offices in the Graduate School of Education and the Wharton School. Her doctorate was on quasi-affiliated academic institutions and their roles on the college campus, through the lens of Hillel at Penn. Currently she is a senior associate director at Wharton MBA Admissions, and her husband is a second-year resident at Einstein Medical Center in Philadelphia. While hard at work on her Spanish—Roberto is from Uruguay—she would love to connect with friends and classmates who come to campus or Philadelphia at <judiths@wharton.upenn.edu>.

Yvonne K. Fulbright, Ph.D., GEd'98 writes about sex and relationships in her upcoming books. She is also the co-host of Sirius Maxim Channel 108's "Sex Files." For more about Yvonne's work, go to <www.yvonnekfulbright.com>.

Gloria J. McNeal Gnu'75 GrEd'98 writes of her two recent honors issued by the University of Medicine and Dentistry of New Jersey. She was named a fellow of the Robert Wood Johnson Executive Nurse Program and a recipient of the Governor's Nursing Merit Award by the New Jersey Department of Health and Senior Services.

2000s

Jennifer Jaye Cheifetz C'97 GEd'00 and **Dr. Andrew T. Cheifetz D'01 GEd'01** proudly announce the birth of their daughter, Layla Faryn Cheifetz, on March 8. "She was welcomed by big brother, Cooper (a year and a half at the time), who smiles at the sight of his baby sister, and Gracie (dog), who woefully retreats to the bedroom, realizing there is now another child to steal the attention away from her." The happy (yet tired) family live in Amherst, New Hampshire, where Andrew is a

pediatric dentist. They would love to hear from old friends at <jjcheifetz@gmail.com>.

Angela Becker GEd'01 married Scott Cleveland in a sunset wedding on a beach in Costa Rica on August 14, 2007. They are currently residing in Monmouth Junction, New Jersey. Angela is working as a guidance counselor in Hillsborough, New Jersey, and Scott works in logistics for Williams Sonoma.

Seana Giobbi Valentine CGS'01 GEd'01 and her husband, **Jeremy Valentine EAS'97**, joy-

fully announce the birth of their son, Luke Thomas, on Jan. 31. Big sister Molly, who turned two on New Year's Eve, is thrilled about having a new baby in the house in Wynnewood, Pennsylvania. Jeremy works as a network administrator in the technology department of the Lower Merion School District, and Seana is currently on leave from her position as literacy specialist at Penn Wynne Elementary.

Ryan A. Phillips GEd'02 writes, "Currently, and indefinitely, I am a stay-at-home dad. I get to spend my days reading lots of Dr. Seuss,

Gwen T. Samuels / GEd'79

In 2006-07, **Gwen T. Samuels GEd'79** received the Japan Fulbright Memorial Fund Teacher Program Fellowship to attend a three-week study tour of Japan, where she visited schools, universities, businesses, and local government offices, and stayed with a host family.

Back home, Gwen has been following up on her experience with her ESL students at Franklin Middle School in Somerset, New Jersey. Their year-long research and emphasis on the nation of Japan was part of the Follow On Plan Gwen conducted for the Fulbright.

The project culminated in June with a Japan Day Celebration that featured exhibits of the students' research on Japanese life and culture, their essays about Japan, student artwork inspired by Japanese calligraphy and origami, and

Japanese food, art, and artifacts. All of the students' hands-on artwork, including their quilts, was correlated to other subject areas such as Social Studies, Mathematics, Language Arts, and English Language Learning, and incorporated many skills required on New Jersey standardized tests.

Says Gwen, "One hundred percent of the students agreed that the work was very hard, but very enjoyable and memorable, and all said they would love to do it again."

She encourages any educators interested in a travel experience of educational and cultural exchange to contact the Japan Fulbright Memorial Fund Program at <http://www.fulbrightmemorialfund.jp/>.



ESL Teacher Gwen T. Samuels GEd'79 (second from right) at Franklin Middle School's Japan Day Celebration in June. Her students proudly display their handmade "We Love Japan" quilts and their Japanese-inspired artwork.

Pooh, and Boyton with my two-year-old, Christian Voltaire (1-25-05), and my four-month old daughter, Rousseau Ysabella Grace (2-7-07). And we also love to spend our time searching for moose in the woods and bogs near our home here in Maine. This is definitely the best job I'll ever have. I can't imagine a better feeling than the one I get during a morning spent watching Christian recite Dr. Seuss's *The Lorax* or *Horton Hears a Who* word for word while his sister smiles at him in adoration. My wife and I were planning to have more kids, but we ran out of arch-enemy French philosophers who helped inspire the French Revolution to name our children after. Feel free to contact me at <ryanaphillips2@yahoo.com>."

Derya Erice GEd'03 reports from Ankara, Turkey, that she is currently on the education faculty of Abant Izzet Baysal University, in the department of English Language Teaching. She works as an ELT instructor teaching courses and is pursuing her Ph.D. at Gazi University's ELT department. Her dissertation addresses the in-service training of English teachers in Turkey. In

2006, Derya presented at a number of conferences, including a workshop "Tips and Tricks for Teaching English to Young Learners" workshop at the International Postgraduate Conference in Linguistics and Language Teaching, held in Adana, Turkey; a paper titled "Implications of Content and Language Integrated Learning (CLIL) at School in Europe" at the International INGED ELT Conference, in Konya, Turkey; and a paper on "Aggression Levels of English Language Teaching Department Students" at the International Violence in Schools Symposium, in Istanbul. She also participated in the European Standards in Language Assessment Conference, held in Budapest.

Marianne Hogue GEd'03 earned a certificate in elementary education from Penn GSE through the literacy internship program in 2003. She reports, "I am currently a lecturer and curator of the digital-image database in the art and art history department at the University of North Carolina, Wilmington. I also teach reading to Mexican ELL students enrolled in the

after-school ASPIRE program at a nearby elementary school. I feel truly fortunate in that I have the opportunity to teach at both the university and elementary levels."

Vince Maniaci GrEd'03 was featured in several news publications this year, including *Business West*, *The Springfield Reminder*, and *The Republican*. Since becoming president of American International College in Springfield, Massachusetts, in July 2005, Vince has been credited with turning the school's extreme deficit into a spending surplus.

Gary Raisl GrEd'03 recently became vice president for Finance and Administration at the University for Systems Biology in Seattle, Washington. Gary was formerly the vice president for Finance and Administration at the University of the Sciences in Philadelphia.

Regina Vella GEd'04 is the new director of Career Development and Advising Services for Georgia Gwinnett College.

Geneva Walker-Johnson GrEd'04 has been named the acting vice president of Student Affairs at Old Dominion University in Norfolk, Virginia.

A Different Lens



Marcia S. Weexter CW'73 GEd'74

On July 6, 40 Penn GSE alumni and students stepped out of their comfort zone and embarked to South Africa for what some called a "transformational" experience. Or, as **Sarah Lewis GEd'04** described it, "an awesome combination of intellectual stimulation and exploration of a new and wonderful country."

GSE Assistant Professor Marybeth Gasman has traveled to South Africa in the past as part of the Executive Doctorate in Higher Education Program, but this year she opened up the study-abroad opportunity to all students and alumni. "South Africa is filled with rich resources and gorgeous landscapes," she says, "but one must never forget the horrific acts that took place during Apartheid, when racism was made law."

Even today, South Africa has the world's greatest gap between the rich and the poor, and the average black family lives on less than \$30 a month. Nonetheless, says Gasman, "It is very easy to go there and not see poverty—one can stay in the tourist hotels and stay on the tourist routes."

The GSE students and alumni covered some of those tourist sites, including Cape

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@mail.gse.upenn.edu. Please include your degree and year of graduation. The deadline for Alumni Notes submissions for the Spring 2008 issue of the Penn GSE Magazine is March 1, 2008.

Tom Farrell GrEd'05 has been promoted to associate vice president for Undergraduate and Individual Giving at the University of Pennsylvania. Tom, who has been at Penn for six years, was formerly the assistant vice president for Individual Gifts.

Jackie Nealon GrEd'05 and **Dennis DePerro GrEd'06** presented *Enrollment Managers: Getting the Respect We Deserve* at the 2007 New York State Association of College Admissions Counselors Conference at Hobart and William Smith College in June. Peter Jordan, a student in the 2008 cohort of the Executive Doctorate program, moderated.

Brett Sherman GrEd'05 recently became the director of Academic Support Services at Empire State College in New York, New York. Brett was formerly the director of Adult and Continuing Education at Pace University in Brooklyn.

Devon Skerritt GrEd'05 began his job as assistant director of Admissions at the Harvard University Graduate School of Education on February 20. He and his wife live in Groton, Massachusetts. His email is dmskerritt@gmail.com

Luther Tai GrEd'05 is one of the first graduates

of Penn GSE's Executive Doctorate in Higher Education program to turn his dissertation into a book. *Corporate E-Learning: An Inside View of IBM's Solutions* was published in August 2007.

Dennis DePerro GrEd'06. See **Jackie Nealon GrEd'05**.

Dan Martin GrEd'06 has been named president of Mount Vernon Nazarene University in Mount Vernon, Ohio. Dan, who served previously as the vice president for University Advancement at Point Loma Nazarene University in San Diego, California, began his presidential duties at MVNU in February.

Jim Pellow GrEd'06 began teaching *Discovery New York*, a course for freshmen at St. Johns University in Queens, New York, where he currently serves as the executive vice president. Earlier this year, Jim helped bring Pete Hamill, a Pulitzer-Prize winner and former editor of the *Daily News* and *The New York Post*, to St. Johns, where he gave a lecture on his book *Downtown, My New York* to more than 3,000 students. Jim is also helping to build an innovative study-abroad program at St. Johns, where students can study abroad in a modular format in four regions of the world.

Raj Bellani GrEd'07 was recently promoted to special assistant to the vice president/dean of the College and associate dean of Academic Programs at Colgate University in Hamilton, New York. He was promoted from the position of dean of the Sophomore Year Experience at Colgate. Raj also co-presented, with **Nancy Morrison GrEd'07** and Exec Doc Director Hilton Hallock, at the NASPA/ACPA Annual Conference in Orlando in March. Their session was titled "The Promise and Perils of Conducting Research at Your Home Institution."

Brian Bissell GrEd'07 and his wife, Becky, welcomed their third child, Sarah Faith Bissell, on October 17, 2006. Brian is vice president for Business Affairs and Chief Financial Officer at Colorado Christian University in Lakewood, Colorado.

James Bryant GrEd'07 is now chairman of the Higher Education Practice at The Stolar Foundation, a law firm in St. Louis, Missouri. *Laws, Not Lawyers*, an article co-written by James, appeared as the lead article in the Summer 2007 issue of the *Stanford Social Innovation Review*. A longer version of the article will be published later this year in the *Journal of Payment Systems Law*.

Town, Johannesburg, Pretoria, Table Mountain, and Pilansberg National Park. But they also visited places that provided a forum for discussion on race and class—places like Soweto, Robben Island, the Apartheid Museum, Nelson Mandela's Home, and Kliptown.

A shanty town just outside of Johannesburg, Kliptown is known for its lack of infrastructure, of opportunity, of health care. But, despite the poverty, it has a wealth of spirit and hope.

For this leg of the visit, Gasman partnered with Bob Nameng and Sarah Langa, of Soweto Kliptown Youth (SKY). SKY was founded, as Nameng explains, because "I won't let any child suffer what I had to."

For the GSE contingent, the visit was humbling and gratifying. Humbling because of the children's joy in the midst of poverty and gratifying because they had the chance to help their young hosts in a small way. Before leaving Philadelphia, they had gathered clothes and books as gifts. And Penn Alexander School students had raised \$1,300

to donate toward a new van to transport Kliptown children to school.

Looking back on the trip, Gasman advises GSE alumni "see the value of study-abroad programs and the rich educational component they offer. It is powerful to be able to see the world through a different lens."

Lewis's advice is to reconnect with GSE and take advantage of all the opportunities it offers—both here and abroad. Her fellow alumni who participated in the South Africa Study Abroad Program would most certainly concur: they walked into unknown territory and walked out with a deeper understanding of a different culture.

—Janice Rafferty

For more information on GSE study-abroad programs for alumni, contact Janice Rafferty at rafferty@ben.dev.upenn.edu.

Bill Kiehl GrEd'07 is the editor of *America's Dialogue with the World*, published by the Public Diplomacy Council. The book, released in November 2007, is a collection of a dozen essays by scholars and practitioners of public diplomacy. Bill is the executive director of the Public Diplomacy Council in Washington, DC.

Mary Mazzola GrEd'07 will be co-presenting a session on Leadership Development programs in Higher Education at a seminar sponsored by the Council on Social Work Education. Mary is the director of Admissions and Recruitment at the Penn School of Social Policy and Practice.

Barb Risser GrEd'07 has been appointed president of Finger Lakes Community College in Canandaigua, New York.

Nancy Morrison GrEd'07 see **Raj Bellani GrEd'07**.

Michele Perkins GrEd'07 was appointed interim president of New England College in Henniker, New Hampshire, in February. Michele had served as the executive vice president since 2003.

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At Home

Even his personal life had a Penn connection: his wife Roberta Breitmeyer Castetter Ed'33 GrEd'37 was a fellow ed school graduate and, during the course of her own career, a Philadelphia public school principal.

As he tells it, they met through the alphabet. "I met her because of the way we were seated. You were seated a-b-c in the seats. Her name was Breitmeyer and mine was Castetter so that's how we met.

"But it took us about a year before we got married," he explains. And it was worth the wait. "We had a great time," Castetter recalls. "We lived in Upper Darby and found we didn't have enough room. We looked around and found a beautiful stone mansion in Radnor. I was up looking at the garage, and when I came back, Roberta said, 'We bought the house.' She had a ball there. She built a greenhouse, where she grew orchids, and since we didn't have enough money to furnish the place, I got my brother-in-law to teach me about carpentry." Roberta passed away in 2003.

Today, Castetter lives in Waverly Heights, a residential community in Gladwyne. When he and Roberta arrived there in 1986, he started up a woodshop that's still going strong. As he gives visitors a tour, he's clearly proud of the shop—and with good reason. With a full complement of tools and machines, it would inspire envy in the most dedicated woodworker.

For Castetter, the shop gives him the chance to pursue a craft he loves and, at the same time, provide a valuable service to his fellow residents. "I like to design things myself," he says, pointing to the coffee table that graces his living room. "And almost every day, I do something for some resident here, mainly repairing broken chairs."

Creating New Paths

More than three decades after helping to rescue Penn GSE and more than six since his tour of duty in World War II, Castetter has once again rendered an important service. In 2004, he included the School in his planned giving. As a beneficiary of his estate, Penn GSE will establish the William B. and Roberta B. Castetter Endowed Fellowship to support students unable to meet the cost of a Penn GSE tuition.

Says Castetter, "Back in my day, we had good people, but it never occurred to us that we needed to create a new path, to change education as the world changed. Today, the Graduate School of Education is much more focused on creating those new paths.

"What I would wish is that these scholarships get used for really creative people who see what's going on in the world and who are interested in improving education—people who are going to make a difference."

People just like Bill Castetter. ■



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