

# PennGSE

The Graduate School of Education • University of Pennsylvania

M A G A Z I N E

Fall 2008

## PLANT A SEED

A new Head Start curriculum improves the odds for preschoolers

Allison Weiss Brady C'93  
"If you can make someone's  
life better, do it"



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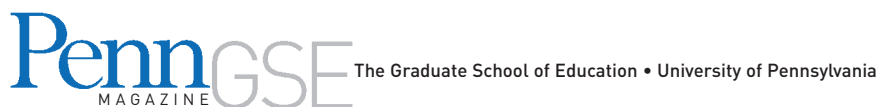
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## FEATURES

8

### Plant a Seed, Watch it Grow

Penn GSE professors develop a Head Start integrated curriculum to improve the odds for disadvantaged preschoolers.

By Ann de Forest

#### On the cover:

*Elaijah Mayhew focuses her attention on hanging mini-clothes on a clothesline. Elaijah is a student in a Philadelphia Head Start classroom that has been using a new curriculum developed by Penn GSE researchers.*

Credit: Candace diCarlo



15

### Making a Difference

Penn GSE Overseer Allison Weiss Brady C'93 has an impressive record of professional accomplishments but is most proud of the charitable work she does to help children.

By Nancy Brokaw



17

### 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.

## DEPARTMENTS

2

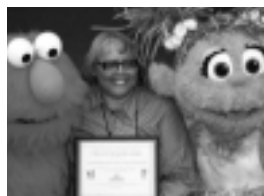
Dean's Letter

3

Noteworthy

20

Alumni Notes







TREVOR DIXON

It has been a year now since I first came to Penn GSE as your dean, and I have learned a great deal during that year. This is an exceptional community. Our world-class faculty, remarkable students, and committed alumni and supporters create an environment of unparalleled promise. *As one of our long-term supporters recently put it, "Andy, I think of GSE as the gold standard."*

I agree. We have a long and exemplary legacy, and I am proud to be leading us forward as we develop that legacy into the most intellectually exciting institution anywhere in education scholarship and practice.

To that end, we welcome five distinguished new faculty members to GSE. Professor Yasmin Kafai is a learning scientist; she has received generous funding to study games, simulations, and virtual worlds. Practice Professor Mike Nakkula promotes resilience and healthy development among low-income children, and Senior Lecturer Caroline Watts works

ments our IES pre-doctoral training program headed by Rebecca Maynard. Continuing this kind of funding success is one of my priorities.

Another priority is deepening our invaluable relationships with Philadelphia schools, especially schools in West Philadelphia. The University-assisted Penn Alexander School remains a huge success. Under a new three-year contract, we will continue to strengthen local elementary schools Henry C. Lea and Alexander Wilson with our curricular, leadership, and professional development support. We plan for an internationally themed West Philadelphia high school to open with University assistance. Our work with Teach for America also shows enormous promise—in our first four years with TFA we trained 386 teachers to work with 32,000 students throughout Philadelphia. These programs illustrate the extraordinary potential of GSE ideas put into practice.

I will talk more about the remarkable people and ideas of Penn GSE in the months to come. Now, as I look back on the past year of growing economic crisis, the vital role of communities like ours is incredibly clear. Cutting-edge education scholarship is vital to effective and sustainable educational policy and practice. We need such policy now more than ever to create a more stable future.

So I ask that all of us, primary-grade practitioners and bilingual language researchers, long-term benefactors and experts on principal retention, reaffirm our commitment to our community and our goals. Together we can move forward and give our society the educational leadership that it needs.

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**“Cutting-edge education scholarship is vital to effective and sustainable educational policy and practice. We need such policy now more than ever to create a more stable future.”**

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to build healthy educational environments for urban youth. Practice Professor Diane Waff joins our celebrated literacy program with her work on literacy-focused professional development for content-area teachers. In addition, Blake Naughton has taken over the directorship of our Executive Doctorate in Higher Education Management program. I am eagerly anticipating the contributions to practice and scholarship of these new members of our community.

I also look forward to building upon our recent success with funding awards. Five of our seven major grant applications to the Institute for Education Sciences (IES) have been funded in their last grant cycle. Peg Goertz and Elliot Weinbaum were funded for a study of the Pennsylvania schools that failed to make Annual Yearly Progress. John Fantuzzo was funded for further development of the Kids Integrated Data System. We now have a new IES research center on cognition and science instruction; it comple-

Andy Porter

## Support for Penn Alexander

**T**he Penn Alexander School (PAS) has received a \$150,000, three-year grant from the Presser Foundation to transform its music offerings into a comprehensive program on the foundations of music and ensemble. This grant will ensure that all students have the opportunity to become musically literate, either as listeners or as performers. Lower-school students will receive more music education and all middle-school students will play in an ensemble, including one with a cultural theme taught by a community group.

In addition, the Arbor Day Foundation and The Home Depot Foundation selected PAS to host a “Trees for Success” tree-planting event in May. As part of the nationwide campaign, PAS students and local volunteers participated in a tree-planting event on and around school grounds. The campaign is designed to draw attention to the educational and environmental benefits that trees provide to young schoolchildren. PAS was selected on the strength of an application written by PAS Science Teacher Michele Dixon GEd’00 GEd’04 CGS’08.



NANCY MATLACK

Penn Alexander was also selected as a recipient of the 2008 Sesame Place Good Neighbor Award, which recognized PAS for its many student-initiated, local and international community-service projects. In May, Elmo and Abby Cadabby, from Sesame Street, presented the award to the PAS Principal Sheila Sydnor.

### Contract Extension

**I**n June, the School Reform Commission voted to grant Penn a three-year extension on its contract to assist two Philadelphia elementary schools, Henry C. Lea and Alexander Wilson.

The decision was a real vote of confidence for Penn GSE: the School is the only management organization to receive 100 percent contract extensions for a three-year term.

The schools under review fell into three categories: lowest-performing, limited-progress, and positive-progress. Six of the schools under review—the lowest-performing—were returned to District control because of unsatisfactory gains in student achievement. Twenty schools were deemed to have made limited progress and were effectively

put on notice with a one-year contract. Only 12 schools received the positive-progress rating and, with it, three-year extensions.

The District’s experiment with privatization began in 2002 when the state-mandated School Reform Commission voted to assign 45 schools to seven outside managers, including five educational management organizations, Temple University, and Penn.

According to Penn GSE Dean Andy Porter, “The SRC decision not only speaks highly of the University and our work with the District, but it means that, with three-year contracts, we’ll be able to invest in even more meaningful, longer-term improvement efforts.”

## In the Neighborhood

What should West Philadelphia be in the future—and what can Penn do to effect positive change in its neighborhood? This question is one that the University community, inspired by President Gutmann’s Penn Compact, is working to address—as are long-time community leaders and residents. But persuading these disparate groups to bring their expertise to bear on these questions isn’t always easy.

Each semester, Penn GSE Professor John Puckett joins Elaine Simon, director of Penn’s Urban Studies program, in teaching a seminar that brings together Penn undergraduates and students from the Urban Studies Academy of West Philadelphia High School (WPHS). Called Research as Public Work, the seminar aims to engage the students in collaboratively planning positive changes to the neighborhood. The high school students get the added bonus of learning higher-order analytic and communication skills, while the Penn students have the opportunity to apply their knowledge and skills to real-world problems.

In last year’s seminar, the WPHS students detailed a plan for developing and maintaining a vacant lot near the school as a community garden and gathering spot. As part of their work, they surveyed neighbors, cleaned and measured the lot, and developed a project budget and timeline. As the students explain in their project proposal, “throughout the year we discussed urban issues, and for our final project we are putting everything we learned into fixing the 49th and Chancellor St. vacant lot.”

One of the key aspects of the seminar is its commitment to providing ideas and resources to WPHS’s Urban Studies Academy. Penn students located and annotated resources (books, articles, and curricu-



DAVID DEBALKO



COURTESY OF JOHN PUCKETT

Penn GSE Professor John Puckett (above) co-teaches an undergraduate seminar that brings Penn students and West Philly high-schoolers (left) together to improve their neighborhood.

lum guides) for three new courses to be introduced in the Urban Studies Academy this fall: The American City, Urban Sociology, and Neighborhood Planning and Design.

This fall, the Research as Public Work seminar is participating in two projects in WPHS’s new Neighborhood Planning and Design course: a research and community organizing project to address the problem posed by a vacant apartment building adjacent to the high school and production of a film documenting their work.

## GSE Partners in New Center on Cognition and Science Instruction

With Penn GSE in the lead, the University of Pennsylvania is partnering in a new center dedicated to improving middle-school science education. Called the 21st Century Center for Cognition and Science Instruction, the project has received \$10 million in grant support from the U.S. Department of Education’s Institute for Education Sciences.

The consortium will work with the Commonwealth’s Department of Education and nearly 200 Pennsylvania middle schools to better understand how the mind receives, processes, stores, and retrieves knowledge and how to modify middle-school science curricula to improve learning outcomes. Working with Penn’s Institute for Research in Cognitive Science, GSE researchers will design a major intervention study.

The mission of the Center is to conduct research that informs educators and policymakers and to provide national leadership for the improvement of science curricula. Says Dean Andy Porter, a co-principal investigator in the project, “It’s highly unlikely that the U.S. can continue to produce leading scientists and engineers without providing a stronger science education to our children, particularly in the critical middle-school years.”

Other project partners are the Spatial Intelligence and Learning Center at Temple University, the University of Pittsburgh’s Learning Research and Development Center, Research for Better Schools, and the 21st Century Partnership for STEM Education.

## Penn GSE Launches Lecture Series

**P**enn GSE's new Visiting Faculty Scholars of Color program is bringing six eminent scholars to campus for a two-day visit during which they will present on their research and meet with faculty and students.

The series got underway on October 14 with the first invited speaker, Derald Wing Sue, a professor of psychology and education at Teachers College, Columbia University. A pioneer in the study of multiculturalism across the disciplines of psychology, education, counseling, and therapy, Sue spoke on the topic of "Racial Microaggressions in Everyday Life: Impact on Students of Color."

Next up, University of Arizona Professor Luis Moll will visit campus in December. Moll, a professor of language, reading, and culture, focuses his research on the connections among culture, psychology, and education, especially in relation to the education of Latino children in the United States.

Come January, Penn GSE will welcome Rochelle Gutierrez, an associate professor in Latina/o studies, mathematics education, and curriculum and instruction at the University of Illinois at Urbana-Champaign. Currently, Gutierrez is looking at how teacher practice and teaching communities

can achieve equity in students' mathematics participation and achievement.

Tyrone Howard, an associate professor of urban schooling at UCLA's Graduate School of Education and Information Studies, will make his presentation in February. Howard's research interests center on multicultural education, the social and political context of schools, urban education, social studies education, and the educational experience of African-American students.

In March, Miguel Urquiola, an assistant professor of economics and international and public affairs at Columbia University, will be the featured scholar. Urquiola's scholarship is devoted to educational issues in developing countries and the United States, covering topics such as the effects of voucher financing and accountability schemes.

Anthony Lising Antonio, an associate professor of education at Stanford University, will wind up the series for the 2008-09 academic year. An expert on American higher education, Antonio investigates the impact of racial and cultural diversity on higher education, with a specific focus on socialization in multicultural environments and the role that campus diversity plays in the civic development of students.

## The Independent Track

**P**enn GSE introduced a track for independent school leaders into its Educational Leadership master's program this summer.

The first class started in August, with a class of ten students who have signed on for a one-year program that includes a school-based internship and a concluding two-week summer session.

Earl Ball, who served as head of school at William Penn Charter School for more than three decades, is program director. Says Ball, "The independent school track has been designed for talented individuals who are looking to develop the leadership skills they'll need for leadership roles in the independent school world."

To accommodate the schedules of working professionals, classes are held one evening a week and one Saturday each month. Coursework addresses the key aspects of independent school leadership, including instructional, organizational, evidence-based, and public leadership. Students are required to complete ten course units and a capstone project that brings together critical elements of the program in the student's institution.

The track was designed in consultation with independent school leaders from the Pennsylvania Association of Independent Schools and the Friends Council on Education.

The Campbell Collaboration has inaugurated the Robert Boruch Award for Research on Evidence-Based Public Policy, named for the Penn GSE professor and founding Campbell co-chair. At the Campbell Collaboration's eighth annual colloquium, **Bob Boruch** was himself named the first laureate.... In April, the American Educational Research Association announced a new AERA Fellows Program to recognize AERA members who have made sustained, outstanding contributions to education research. Three GSE faculty members—**Bob Boruch**, **Andy Porter**, and **Margaret Beale Spencer**—have been named to the inaugural class.... Assistant Professor **Shaun Harper** is this year's recipient of the Association for the Study of Higher Education's Early Career Award. GSE associate professors Laura Perna and Marybeth Gasman won previously, in 2003 and 2006, respectively. With Harper's award, Penn GSE becomes only the second higher education program in the country with more than two recipients.... Vice Dean **Doug Lynch** has been appointed chair of the Public Policy Council (PPC) for the American Society for Training and Development (ASTD). The PPC helps set ASTD's agenda on K-16 education.... Penn GSE Professor **Margaret Beale Spencer** has been elected one of two recipients of the 2008 Distinguished Psychologist Award given by the Association of Black Psychologists.... Ph.D. student **Wei-Shan Hsu** received the American Association of University Women International Fellowship for Dissertation Research.... Two TESOL master's students, **Barbara Kountouzi** and **Winnie Tang**, have been awarded fellowships from the Fulbright Teaching Assistantship program for work in Bulgaria and Hong Kong, respectively.... **Anu Vedantham**, a doctoral student in higher education, received a 2007 Nobel Peace Prize Certificate for her contribution to the work of the Intergovernmental Panel on Climate Change.... **Meghan Wilson**, an Ed.D. candidate in the higher education program, has been awarded an ASHE-Lumina Dissertation Fellowship to support her dissertation research.



Spencer

CANDACE DICARLO

## Penn GSE Welcomes New Faculty



Kafai

**P**rofessor Yasmin B. Kafai comes to Penn GSE from UCLA. A learning scientist, she examines technology designs and cultures through the lens of constructionist theory, and her work has been essential to the broader development of research in games and learning in the United States and Europe. She also addresses gender equity issues, notably in her recent book *Beyond Barbie™ and Mortal Kombat* (MIT Press). Her research on children's learning as designers of games, simulations, and virtual worlds has received funding from the National Science Foundation, the Spencer Foundation, and the MacArthur Foundation.

Practice Professor Mike Nakkula joins the GSE faculty from Harvard University. His research and his work as a practicing mental health professional focus on the development of resilience among low-income children and youth. Integrating counseling, mentoring, and educational processes, he works to help students thrive in school and in their transition to college and careers under the umbrella of Project Inventing the Future, a strength-based youth development initiative.

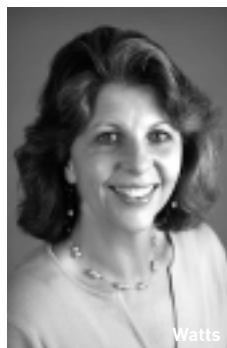
Practice Professor Diane Waff comes to GSE from Oakland, California, where she

was a senior program associate at WestEd. A literacy educator, she works closely with secondary school teachers and community college professors to establish professional learning communities and habits of reflective practice that lead to innovations in curriculum and instruction. Her research focuses on how literacy-focused professional development for content-area teachers relates to changes in teacher practice and student outcomes. She has extensive experience as a high school teacher, district and building administrator, K-12 teaching and learning coordinator, and teacher researcher.

A psychologist and practicing child therapist, Senior Lecturer Caroline L. Watts focuses on developing healthy educational environments for children and youth. Her work is devoted to building capacity in mental health and educational systems to serve the complex needs of urban youth and families by creating innovative institutional partnerships among schools, universities, and community health organizations. Watts comes to GSE from Boston, where she was the founding director of Children's Hospital Boston's Neighborhood Partnerships Program and a faculty member at Harvard GSE.



Nakkula



Watts

CANDACE DICARLO

### New Director Joins Exec Doc Program

**I**n October, Blake Naughton joined the Penn GSE faculty as a senior fellow and as the new director of Penn GSE's Executive Doctorate in Higher Education Management. Naughton has most recently been an analyst in Education Policy at the Congressional Research Service, the nonpartisan policy research arm of the Library of Congress. There, his work focused on reauthorization of the Higher Education Act and other postsecondary education issues. Prior to that, he worked in policy analysis and research at the National Center for Public Policy in Higher Education and at the Stanford Educational Assessment Laboratory. Naughton earned a Ph.D. in education policy from Stanford University and has served on the faculty of business and education at Northwest Missouri State University.



Naughton

CANDACE DICARLO



# Commencement 2008

After weeks of final exams, papers, and presentations, the graduates of Penn GSE accepted their diplomas at the 2008 graduation ceremony, held on May 16 at Franklin Field.

Dean Andy Porter praised the 325 master's and doctoral graduates, declaring "the entry of a new cohort of dedicated educators, school leaders, managers, counselors, and scholars into the field is...the embodiment of GSE outside of Penn and in the broader world."

The ceremony began with the doctoral hooding ceremony, in which graduating doctoral candidates received their official doctoral hood from faculty advisors. This year, GSE graduated 80 doctoral students—18 PhDs and 62 EdDs—and 246 master's students.

The guest speaker at this year's ceremony was Gloria Ladson-Billings from the University of Wisconsin-Madison, an accomplished scholar in educational anthropology, cultural studies, and critical race theory applications to education.

Dr. Marlo Perry won the Phi Delta Kappa Award for Outstanding Dissertation, *A Multivariate Investigation of Maternal Risks and Their Relationship to Low Income Preschool Children's Competencies*. Noah Drezner and Shannon Sauro were joint recipients of 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.

This year's GSE Excellence in Teaching Award went to Associate Professor Marybeth Gasman, a historian of higher education. The award recognizes faculty members who evidence "a strong commitment to teaching and learning," who demonstrate an interest and enthusiasm for both the course material and for the students, and who are intellectually challenging and stimulating.



Gloria Ladson-Billings, a professor at the School of Education at the University of Wisconsin-Madison, delivers the Commencement address; Education Alumni Association President Matt O'Malley GEd'95 presents the William E. Arnold Award for Outstanding Contributions by a Doctoral Student to Shannon Sauro, who shared the award with Noah Drezner.

LEGACY PHOTOGRAPHICS

## Lee Spelman Doty Elected Penn Alumni President

Lee Spelman Doty W'76, a member of Penn GSE's Board of Overseers, has been named president of Penn Alumni, the society that represents all University graduates.

A managing director at J.P. Morgan Asset Management and a dedicated Penn alumni, Doty began her involvement as a Penn volunteer in the late 1980s, when she helped plan her 15th reunion. (She's worked on every one of her reunions since.) As a founding member of the Penn Club of New York Board of Governors, she helped spearhead the effort that culminated with the 1994 opening of the present facility in Manhattan. She is a former member of the Agenda for Excellence Council, the Trustees' Council of Penn Women, and the Celebration of 125 Years of Women at Penn Committee.

In 2002, she was elected to the University Board of Trustees as an alumni trustee and has served on the Trustees' Academic Policy Committee, Audit & Compliance Committee, and Development Committee. In addition to sitting on Penn GSE's Board of Overseers, she is the Trustees' representative on the PENN Medicine Board Executive Committee.

Although the first of the Spelmans to attend Penn, she is part of a very Penn family: shortly after she arrived on campus, sister Lisa A. Spelman C'77 and brother Edmund C. Spelman III C'79 GEd'79 joined her. In her sophomore year, she met her future husband, George E. Doty, Jr., W'76. The couple have three children—including one Penn alum, Christopher C'06.



STUART A. WATSON

Doty

# Plant a Seed

**Head Start integrated curriculum improves the odds for disadvantaged preschoolers**

By Ann de Forest

**T**he weeds in the overgrown garden at Vare Middle School tower over the preschoolers' heads. Susan Whittaker's Head Start class has spilled outdoors on a sunny May morning eager to explore. They're "busy," to use one of the classroom's favorite expressions, peering under leaves, brushing their hands against the feathery stalks, crouching low to examine the grass.

Some 15 minutes later, with an unerring sense for when energy and attention spans start to wane, "Miss Susan" sits her young students down on a curved stone wall in the shade. "What are some things you found in the garden?" she asks.

Hands shoot up. One by one each child presents a discovery. A cluster of ladybugs on a thick green stalk. Wild strawberries dotting the grass. A fat green caterpillar camouflaged under a leaf. "Flying bugs," says Tyshaun. "Peaches," says Ahyr. "I saw a vine," reports Devon with a grin of pride, obviously pleased to be applying a word he learned in the classroom to an experience in the outside world.

More than a romp outdoors on a fine spring day, this garden exploration is part of a carefully structured and innovative preschool curriculum designed by Penn GSE faculty and tested at 40 randomly selected Head Start classrooms in the School District of Philadelphia, including Susan Whittaker's. Funded by a \$5.7 million federal grant, EPIC, short for Evidence-Based Program for the Integration of Curricula, is based on the hypothesis that focusing on preschoolers' social, emotional, and behavioral development will make them more resourceful and resilient learners.

Avid explorers, Devon, Ahyr, Tyshaun, and their Head Start classmates, face staggering odds in the years ahead. Living in poverty in an underserved urban neighborhood, they are disproportionately at risk for developmental lags and poor school performance. Vare Middle School, home to their Head Start classroom, ranks among the 52 most dangerous schools in the nation. For more than a generation, Head Start, signed into law in 1965 as part of Lyndon B.

Opposite: In an Oprah-style interview, Head Start teacher Susan Whittaker talks with Jadia Collier about her Home Connection.



CANDACE DICARLO

# Watch it Grow

Johnson's War on Poverty, has aimed to improve the odds for disadvantaged children. But until now no curriculum has existed that addressed the emotional, behavioral, and social concerns that make academic hurdles loom that much higher.

"Things are happening in these kids' lives," says EPIC co-investigator and Penn GSE Professor Paul McDermott. "Their brother might have been killed, or their father. How do we get teachers to realize that part of their job is to provide emotional support?" Self-regulation, attention, persistence, initiative, cooperation, and other behaviors "are skills that can be taught," says Penn GSE Professor John Fantuzzo, EPIC's principal investigator. For children who must cope daily with poverty, violence, fractured families, or parents who speak little or no English, such skills are also crucial to survival.

Designed by Fantuzzo, McDermott, and co-investigator and Penn GSE Professor Vivian Gadsden, EPIC counters the distinction traditionally made—in schools of education as well as in classrooms—between the content a teacher "teaches" and the behaviors and social interactions a teacher must "manage." Such a split fosters what Fantuzzo decries as a "zookeeper" mentality in teachers, with predictably disastrous results. "When they're smaller we manage them," says Fantuzzo. "When they're larger we 'special education' them."

EPIC, in contrast, integrates the social, emotional, and cognitive into one comprehensive and stimulating classroom program designed to give preschoolers a foundation in how to learn. As a result, EPIC-trained kids enter kindergarten equipped with more than a working knowledge of shapes, numbers, and ABCs. They know the value of being "busy"—that is, active, engaged, focused, working and thinking hard. They know to ask for help when they're stumped. And they know just what to do when they're feeling frustrated. Just ask any EPIC preschooler, and she'll tell you with a shake of her barrette-adorned head: "Take a break and take a deep breath."

As EPIC teachers attest, the formula works. "You should have seen them at the beginning of the year," says the upbeat Whittaker, arranging trays of petunias as her kids break up into small group activities of their choice. "They were so angry...." she puffs out her cheeks and balls up her fists in imitation of an angry three-year-old, "they had no confidence. All I heard was 'I can't, I can't, I can't.'"

Such negativity is hard to picture in May. The class has big plans. The tangled lot will soon be transformed into a beautiful, ordered garden of fruits and vegetables.

"What do we need to plant our garden?" Miss Susan asks when everyone has finished presenting their discoveries. Small hands wave without hesitation. Devon, Sean, Ahyir, and the others stand up and speak confidently. They're brimming with ideas, and their teacher honors each suggestion. Wheelbarrows, they tell her. Shovels. Hoes. And, of course, seeds.

Over the past five years, as EPIC has been tested and refined, some 1,500 Philadelphia preschoolers have taken the lessons of their integrated curriculum to heart. "The first year with the little guys, I figured this was over their heads," says Susan Winkelspecht, who runs an EPIC classroom next door to Whittaker's at Vare. "When they came back in September, they started spouting the words back to me. 'I'm really busy....'" Another teacher, Janet Luckey, laughs recalling her struggles one day trying to open a package, while her preschoolers watched. "Don't get frustrated, Mrs. Luckey," they advised her. "Go get some scissors."

### Academics Plus

In designing EPIC, GSE drew on four curricula already tested successfully in Head Start classrooms: The Johns Hopkins University Language and Literacy Program, a curriculum that structures the scope and sequence of the school year by themed units like Gardening; Kidscount, an early numeracy curriculum; I Can Problem Solve, which fosters social interaction skills; and Learning Links,

Ahyir Townsend, Tymair Harris, Shane Siebert, Elaijah Mayhew, Ya'Misha Woodson, Sanai Chappell, and Ms. Whittaker practice the Kinderman line dance.



CANDACE DICARLO



designed to enhance literacy and numeracy outcomes while protecting against social/emotional maladjustment. The biggest challenge, according to co-investigator Gadsden, was integrating these disparate curricula in a way that would satisfy educators in all camps. In particular, she anticipated criticism from literacy and numeracy specialists concerned that a curriculum focusing on children's emotions, behavior, and social skills would inevitably compromise academic content. "[We had] to make sure that we had a strong enough literacy curriculum that the literacy community would take us seriously," says Gadsden, recounting the first two years of curriculum development, in which her team pored through hundreds of picture books. "It was harder than we all expected" to find books that build vocabulary, reinforce counting skills and number recognition, and model behavior all at the same time. In the end several classroom classics, like Erik Carle's *The Very Hungry Caterpillar*, a literate counting book that also addresses "attention and persistence" fit the bill.

Now that EPIC's fifth year and final phase—randomized field trials—has ended, Gadsden can answer critics with confidence. "Just look at the value-added," she says. "[EPIC] speaks to literacy. It speaks to numeracy. Here's the plus that we have: it acknowledges the real lives of kids."

In fact, EPIC weaves together the best empirically tested approaches in pre-literacy, numeracy, and emotional and social and behavioral development so seamlessly that, to an outside observer, it's hard to see where emotional learning stops and academic learning begins. "You can't just go in and pull out a piece [of the curriculum]. That's one of the program's strengths," says Gadsden. When a three-year-old, asked to find the little seed hidden on a page of another Erik Carle classic, *The Tiny Seed*, stands stumped in front of her peers, her teacher gently encourages her to ask for a helping hand. In an EPIC classroom, even moments of academic struggle, rife with potential frustration and humiliation, are transformed into positive, affirming lessons into knowing how to ask for help when needed. Similarly, dialoguing, interactive readings, and key vocabulary, all important "building blocks" in an EPIC classroom day, are not seen merely as means to give kids an edge on standardized tests. Instead, enhanced language skills enable children to communicate their ideas and strengthen their friendships. Says Gadsden: "That's a real contribution to the full experiences of young children."

The teachers, many of them Head Start veterans, appreciate the "road map" EPIC gives them. When Winkelspecht came to Head Start 13 years ago after teaching in parochial school, "I was totally lost.... I felt like an arts and crafts teacher. [With EPIC] there's a curriculum to follow. It's more defined. It actually was a salvation." Adds Luckey, "This is the first time in my career that I've been excited about the curriculum."



CANDACE DICARLO

Excitement abounds in the jam-packed EPIC day. Every minute serves an instructional purpose, yet the schedule never seems rigid or forced. Instead, the shifts from one activity to the next match the rhythms of preschoolers' energies and attention spans. Before exploring the outdoors, Whittaker's class gathered in a circle to sing a song ("Dig, dig, dig a hole. Plant, plant, plant a seed.") and arrange picture cards into the proper sequence to tell a story about planting and growing tomatoes. In Small Group activities, some kids will choose to cut out Play-Doh flowers with cookie cutters, while Miss Susan calls each in turn to plant a petunia in a pot. Right before lunch, they'll gather to be interviewed "Oprah-style," as Whittaker jokes, about the beans, popcorn, lemon, or apple seeds they collected at home, with their parents or grandparents. Home Connections, building on Vivian Gadsden's research on involving mothers and fathers in their children's education, further ensures these preschoolers' success by engaging their families in their learning.

The classroom environment, which EPIC designers call "the third teacher," changes along with the theme. Every

Brianna McMillian waters the classroom plants with Aaliyah Nesbitt-Anderson and Anthony Bouchanavong looking on.





Takhel Thomas, in his second year in Head Start, uses colored cardboard boxes to build a tower taller than he is.

inch of wall and floor space is alive with colorful details, purposefully chosen and displayed, from the picture books (*Becoming Butterflies*; *In the Tall, Tall Grass*; *A Gardener's Alphabet*) to the giant cut-out light bulb proclaiming "I have an idea" to the artwork the kids have made with their families as part of Home Connections. The curriculum also eliminates boundaries between instructional time and the "transitions"—the line-ups, bathroom breaks, coat donning and doffing—that devour so much precious time in the preschool day. EPIC fills these usually wasted moments with "thoughtful, fun activities," says Fantuzzo, that reinforce lessons about numbers and letters.

"It's not by happenstance," says Dr. Stephanie Childs, assistant director of Pre-K, Head Start, and Bright Futures for the School District of Philadelphia, whose collaboration with GSE has been key to implementing EPIC. "It's intentional. It's deliberate." Her District SDP colleague Donna Piekarski, Officer of the Office of Early Childhood Education, agrees, "[In early childhood education] we're always trying to get the message across that there is some intentionality with three- and four-year-olds. You need to bring the child from where she or he is to the next place."

Even assessment is built into the curriculum. During Small Group activities, the teachers perform regular check-ins with each student, sorting and matching games that quickly test their abilities and progress in counting, sorting, or identifying letters. A practical tool integrated into the classroom routine and tied to the curriculum, these weekly assessments differ from traditional reports, always regarded as a chore imposed on already overloaded schedules. Check-ins have become tools of empowerment, notes Gadsden; they show teachers "who are in classrooms every day [that they] can engage in that same kind of observation [as researchers] and that it matters... to the well-being of the child in the classroom but also as an important data source that can be used [in a broader context]."

"Having evidence that informs is critical in early childhood education," says Fantuzzo. For teachers, the check-ins also help them tailor their instruction to each individual child's skill level. In the words of Mary Margaret Hannan, a 17-year Head Start veteran: "We teach them from where they're coming from, but we know where we want them to go."

### Building the Plane As You Fly

What makes EPIC unique is that the teachers, all District employees, rather than GSE researchers, helped create and develop the curriculum as they were implementing it. The classroom teachers and their assistants meet weekly in small Learning Communities, where, guided by a mentor teacher, they voice their concerns, share ideas, discuss what works and what doesn't, laugh, and shed a few tears as they talk about the real lives of the kids they teach. "We're building the plane as we're flying it," Fantuzzo describes the process. "It's incredibly intense and creative," says Head Start coach Susan Bowdon.

"We plan, we implement, we go over, we revise. It's constant," Whittaker describes the Learning Community dynamic. "When anybody has something to say, it's listened to with respect and acted on. It gives a sense of ownership." For the GSE team, watching the teachers grow in the course of the EPIC project has been tremendously satisfying. Those who were most reluctant and skeptical have become EPIC's biggest proponents. Younger teachers now see themselves in a mentor's role. And teaching assistants, viewed as valuable partners in the classroom, envision continuing their education and running their own classroom someday.

"The learning community has just been fabulous," says Gadsden. "In a field where people just went into a classroom and did whatever they wanted to do, these teachers were willing to peel away their sense of insecurity to share their sense of practice, then were willing to work together cooperatively to improve their practice." Early childhood teachers are often the most isolated, especially in a public school district. The EPIC Learning Community brought a

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**"As a large public school district, we have a lot of people who want to study our children. With GSE, we know the research is immediately practical and will benefit our teachers and children."**

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group of Head Start teachers together for a common cause. As Whittaker says, "We're not isolated anymore."

### **E is for Evidence**

Even before the data are complete, the teachers involved already enthusiastically endorse the curriculum they helped design and implement. The School District of Philadelphia's Office of Early Childhood Education also regards EPIC as a success, the culmination of a longstanding collaboration with Fantuzzo and his GSE team. "It's been a strong and healthy partnership," says Childs. "We've been pioneers. So much new information has come out of this collaboration over a number of years."

The District appreciates that, unlike many urban-based university graduate programs in education, GSE does not regard them as a laboratory but as a partner. Fantuzzo, in the eyes of the Office of Early Childhood Education, is first and foremost an advocate, whose research aims to benefit the very same children the district serves.

Says Piekarski: "We have an understanding [with GSE] that whatever we're going to do is going to be immediately practical. As a large public school district, we have a lot of people who want to study our children. With GSE, we know the research is immediately practical and will benefit our teachers and our children."

One of those children, five-year-old Ahyir, making pink Play-Doh flowers in Whittaker's class, has his own criteria for evaluating EPIC. She likes school, she says. Why? "We play with lots of toys. We play Play-Doh and Whack-a-Mole. We read some books. We take a nap and everything. We're really busy. Super, super busy."

Paul McDermott and the GSE assessment team, however, must distance themselves from the enthusiasm. Scientists evaluating EPIC's efficacy, they retain an objective stance on the enterprise. "For a lot of things, we have to keep a wall between us," says McDermott.

Finding tools that would assess the first-ever integrated preschool curriculum proved almost as challenging as building the curriculum itself. In the end, McDermott's team determined that all existing assessments were inadequate and developed the Learning Express, a short and engaging criterion-referenced test that addresses the short attention spans and shifting energy of very young children. Administered individually, the Learning Express assessment is also designed to measure a child's progress over very small intervals. "Most people don't make tests to be given multiple times during the year," McDermott explains. "We had to make the assessment tools from

scratch. We do the statistical analysis and look at patterns of change over time. For each child we develop a chart curve to show their progress over time."

Complementing the Learning Express—and key to assessing the efficacy of EPIC's uniquely integrated curricula—are Learning-to-Learn Scales, administered by the classroom teacher, who rates each child on 55 different behavioral items, and Learning Express Behavior Scales, which allow researchers to note a child's behaviors during testing that may reflect general attitudes towards learning. Since parent involvement through Home Connections is a crucial component of the EPIC curriculum, assessors also developed a questionnaire for parents to measure their satisfaction with their children's Head Start experience.

This coming year will see that data collected and published, with publication of the EPIC program to follow. Then EPIC can benefit not just Philadelphia preschoolers but some of the 865,000 disadvantaged children enrolled in Head Start across the country.

The GSE team and the School District of Philadelphia partners would also like to expand the assessments to follow Devon, Ayhir, Tyshaun, and the other EPIC kids as they move on to kindergarten and beyond. In fact, the Early Childhood team at the School District would like to see many of EPIC's innovations—particularly the Learning Community and Home Connections—continued in higher grades.

"If I have any concern, it's where do we go next?" says Piekarski. "How do we sustain it? How do we build it? How do we fund it? We don't want to just say the project's over and we've learned a lot. We've heard nothing but positives. It makes sense that we'll want to do it bigger and better."

As researchers sift through their data and prepare to publish the results, life in the Head Start classroom doesn't stop. Three children sit with Susan Whittaker at a small round table. She hands each an empty flowerpot. "What are you going to do now?" she asks. "Plant a flower," they answer. They pick the color petunia they want; they name the parts of the flower. "What do you need?" Miss Susan continues. They ask for dirt and a small shovel. They plant their flowers in the pot. "What do you need to help it grow?" she asks, smiling.

"Dig, dig, dig a hole/Plant, plant, plant a seed/Watch, watch, watch it grow," they sang together earlier in the morning. Now they're actually planting their own flowers, preparing them for the garden that the tangled mess outside will soon become. Whittaker smiles as she watches them, so intent on their task. They don't know that she's giving them what they need to grow, that she is working with a plan to transform their lives. "I can define EPIC in one word," says the 11-year veteran of Head Start. "Hope." ■







# Making A Difference

**Penn GSE Overseer Allison Weiss Brady C'93 has an impressive record of professional accomplishments but is most proud of the charitable work she does to help children—including her recent gift to support Penn GSE's 9th Semester Scholars program.** By Nancy Brokaw

*"If you can make someone's life better, do it."*

For Allison Weiss Brady C'93, those are words to live by. With an impressive record of professional accomplishments to her name—she was a fashion model, ran her own PR agency, worked as a venture capitalist, and currently writes for a number of Florida publications—she is most proud of her charitable work. Today, Brady devotes the lion's share of her time and energy to philanthropy, and while the causes she supports address a wide range of concerns, she gravitates to organizations that help children. "A lot of my causes are education-based," she says, "whether it's helping someone with college or providing arts education for kids."

## **Starting Out**

The product of a Penn family—her father George A. Weiss W'65 brought Allison to her first Penn-Dartmouth football game when she was eight months old—Brady graduated from Penn's Annenberg School of Communication in 1993. She headed to New York, where she launched a high-powered career in fashion and public relations. One of 25 finalists chosen out of a field of 14,000 in the Wilhelmina Supermodel Search, she was an Elite model who appeared in magazines like *Glamour*, *McCall's*,

and *Fit*; did catalogue shoots; and worked in commercials.

After a few years, she landed at her first PR agency, where she specialized in fashion, and shortly thereafter co-founded Monarch Public Relations. The firm, which handled press and special events, enjoyed an enviable client list that included luminaries of the sports and fashion worlds—the NBA, Victoria's Secret, supermodels Kate Moss and Naomi Campbell, designer Jean Paul Gaultier. It was then, too, that Brady began combining her passion for philanthropy with her career: clients she represented included Doctors Without Borders, Creative Time, NY Cares, and others.

In 2001, Weiss left New York to settle full time in Florida. Her first night back, she ran into a friend who had a friend who was looking for a good PR person, and so was WeissPR born. "That's how this business works," she smiles. Weiss's boutique firm specialized in marketing, public relations, and special events. Again, the clients came from a broad cross-section: she worked with the White House, Florida Marlins Team President David Samson, the Miami Cuban Independence Day Event hosted by the White House, Liquid Ice Energy Drink (with hip-hop star Ice-T), and the Wonderful World of Art Gallery, the premier seller of 20th Century Fox animation art.

In 2005, Weiss "retired" from her business—although her definition of the word might confound less energetic souls. To the untutored eye, she remains very much in the game and admits to still handling projects, "although more marketing and image-branding," she explains. She represents Scott Stapp, the former Creed vocalist who went out on his own in 2004, and hip-hop mogul Russell

Simmons's Rush Philanthropic Arts Foundation. She's taken on venture capitalist projects as well, helping a team of young Penn innovators promote their new product, called Envious Ounce. As Brady explains it, she was at the opening of the Weiss Tech House, the Penn student-run technology laboratory funded by her father, when she met the students who had developed a light-up beverage glass. "It was so ingenious, I made a small investment there," she explains.

When Brady met NBA great Kareem Abdul-Jabbar at a White House event in honor of Black Music Month, she was intrigued to hear about the documentary film he was working on with Spike Lee—so intrigued, in fact, that she not only persuaded the White House to have the President mention the project in his remarks but also signed on as an investor. The film, "On the Shoulders of Giants," combines a history of the Harlem Renaissance and Abdul-Jabbar's personal story about growing up in the shadow of the likes of Bessie Smith and Langston Hughes.

With her sister Debbie Weiss C'89, Brady co-owns the Wonderful World Art Gallery in Culver City, California. A leading gallery selling pop and animation art, the

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**"My causes are education-based," says Brady, "whether it's helping someone with college or providing arts education for kids."**

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gallery features vinyl-toy artists like Luke Feldman and David Flores, as well as Dr. Seuss, vintage Disney, Peanuts, De La Nunez, Charles Fazzino, and more. And when Scott Stapp and Kareem Abdul-Jabbar found themselves in LA, Brady arranged gallery tours for them.

In March 2006, Brady married Dennis "Chip" Brady, Jr. C'94 W'94 in an event described as "one of the most glamorous weddings of the year in Miami." The ceremony was held at the Vizcaya Museum & Gardens, the bride wore Vera Wang, and the guest list was straight out of Who's Who and included Pennsylvania Governor Ed Rendell, New York Congresswoman Carolyn Maloney, and Florida Panthers co-owners Jill and Cliff Viner. In keeping with the couple's interest in helping others, guests were asked, rather than sending wedding gifts, to make donations to two charities: Big Brother Big Sister of Greater Miami and the Edwin Gould Services for Children and Families, based in New York City.

**A Focus on Children**

Throughout her career, Weiss has seized every chance she got to apply her considerable PR skills to help improve others' lives—particularly focusing her efforts "on helping disadvantaged children," she explains.

Among the many events she's helped to stage are a

benefit auction and cocktail party, held at the Forbes Magazine Galleries, to raise funds for the Community Coalition, and benefit performances by Plácido Domingo and Denyce Graves to benefit the Hospital of the University of Pennsylvania's Fibrodysplasia Ossificans Progressiva research lab. The list of organizations she and Chip support doesn't end there: there's the Make-a-Wish Foundation, Operation Smile, Edwin Gould Services, the Women's Fund of Miami Dade, and many more.

Brady comes by her philanthropic instincts naturally. In 1987, her family founded Say Yes to Education (SYTE), a non-profit foundation whose first project promised a last-dollar college scholarship to 112 sixth-graders from one of Philadelphia's poorest neighborhoods once they graduated from high school. That first class had a significantly higher graduation rate than the norm, 62 percent compared to 26 percent for the preceding class, and has seen some impressive successes. Jarmaine Ollivierre is an aeronautical engineer who graduated from Tuskegee University with degrees in aerospace engineering and physics, and Harold Shields, Jr., is a Penn grad studying for his master's in social work.

Today, SYTE operates chapters in Philadelphia; Hartford, Connecticut; Cambridge, Massachusetts; and Harlem—and Brady sits on the Board of Trustees. But as is typical with Brady, her involvement takes a deeply personal turn as well. "I've been involved with SYTE since I was 16," Brady says. "We helped tutor some of the kids and we got close to a number of them." Recently, she helped out the boyfriend of one SYTE grad by landing him an audition for a Community Coalition benefit held at World Café in spring 2008.

Among Brady's other causes, the Big Brother Big Sister Program (BBBS) of Miami looms large. "I've been a Big Sister for four years—and my Little Sister Jeannette has been pretty lucky. She's been to barbecues with the Miami Dolphins, and she's met Kareem Abdul-Jabar and Dwayne Wade." Jeannette also joined Brady for International Boxing Federation champ Glen Johnson's ceremonial first pitch at a recent Florida Marlins baseball game. Brady's dedication as a Big Sister hasn't gone unnoticed: in May 2008, the local BBBS chapter named her its Big Brother Big Sister of the Month.

And every year, she and Chip co-chair a Miami Art Basel fundraiser for the non-profit Rush Philanthropic Arts Foundation, founded by rap mogul Russell Simmons to develop arts education programs for children. The most recent event featured fellow Penn grad and Grammy Award-winner John Legend C'00. Explained Brady, "Especially with the recent government cuts in the arts education programs, this event was wonderful and very necessary to raise funds to support arts education projects in the Miami-Dade community."

*continued on page 24*

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Jessiebai Franklin GEd'73  
Douglas H. Fuchs GEd'73  
Margaret S. Harvey GEd'73  
Barbara Landy Julis CW'73  
GEd'73  
Maryann Knewstub GEd'73  
Dr. James T. Kurashige GrEd'73  
Patricia K. Lane GEd'73  
Lynn M. Lustberg CW'72 GEd'73  
Barbara S. Marshall GEd'73



M. Eileen T. McGlone GEd'73  
 Randal Morgan, Jr. GEd'73  
 WG'80  
 Edward M. Nazzaro C'73 GEd'73  
 Jo Ann Krentzman Sachs GEd'73  
 Joel E. Samitz GEd'73  
 Susan L. Traiman CW'73 GEd'73  
 Elizabeth H. Tyree-Taylor GEd'73  
 Joan Schlansker Wallis GEd'73

#### Class of 1978

Laura-Lee Macht Bearss GEd'78  
 Jane Nelson Beatty GEd'78  
 Dr. Frances M. Carter GrEd'78  
 Wendy Rutledge Eck GEd'78  
 Ruth A. Falchero CW'72 GEd'78  
 Laura Bell Haimm C'78 GEd'78  
 Carol Lee Labelle GEd'78  
 Allen B. Massiah C'74 GEd'78  
 Cynthia O. McEtchin CW'74  
 GEd'78  
 Burton J. Nadler C'75 GEd'78  
 Carol H. Parlett GEd'78  
 Dr. Andrew Savicky GEd'78 Gr'80  
 Susan Tessel C'78 GEd'78  
 Sandra Marie Vermeychuk GEd'78  
 Patti Lee Werther, DMD D'78  
 GEd'78 GD'81  
 Doris A. Wojnarowski, Esq. C'78  
 GEd'78  
 Pamela Goren Yohlin C'78 GEd'78

#### Class of 1983

Andrea Schimmel Baevsky C'82  
 GEd'83  
 Dr. James F. Bologna GrEd'83  
 Dr. Jeanne S. Cranks GrEd'83  
 Mervil Haas Dorr, EdD CW'72  
 GEd'73 GrEd'83  
 Dr. Geraldine A. Edwards Gr'83  
 Alan D. Fegley C'80 W'80 GEd'83  
 Dr. Frederica F. Haas GrEd'83  
 John H. Irwin GEd'83  
 Dr. Adrienne Z. Jacoby GrEd'83  
 Dr. Carolyn B. Keefe GrEd'83  
 Dr. Douglas J. Lyons GrEd'83  
 James W. McGuire C'82 GEd'83  
 Dr. Beatrice Sharpless Moore  
 GrEd'83  
 Dr. David E. Poore, Jr. GrEd'83  
 Sudee Sanders GEd'83  
 Marsha R. Yorinks GEd'83

#### Class of 1988

Dr. Alice Patricia Baxter Gr'88  
 Peter A. Bobbe GEd'88  
 Hannah Mok Chow C'86 GEd'88  
 Thomas J. Conahan III, MD M'67  
 FEL'71 GEd'88  
 Dr. Lynda Ann Cook GrEd'88  
 Dr. Harriett H. Ennis CGS'71  
 GEd'74 Gr'88  
 Joni Young Felt C'88 GEd'88  
 Virginia L. Golder GEd'88  
 Stephan H. Hornberger GEd'88  
 CGS'05  
 Susan M. Kresefski GEd'88  
 Dr. Linda Robbins Levine Gr'88  
 Dr. Mary Alice O'Donnell Gr'88  
 Liberty Adrianna Okulski C'88  
 GEd'88  
 Dr. Angela M. Scanzello Gr'88  
 Dr. Andrea K. Solomon C'78  
 GEd'82 Gr'88  
 Dr. Jennifer E. Spratt Gr'88  
 Debbie L. Stauffer GEd'88  
 Dr. Juliet A. Sternberg GEd'88  
 Dr. Inge Bancroft Webster C'83  
 GEd'84 Gr'88  
 Peggy M. Zehner GEd'88

#### Class of 1993

Allison Blunt GEd'93  
 Dr. Carolyn Dillon Carter GrEd'93  
 Sherrea S. Chadwin GEd'93  
 Cynthia Claffey GEd'93  
 Mary Ellison Compo GEd'93  
 Amy Elizabeth Fry C'92 GEd'93  
 Kelli L. Funk C'92 GEd'93  
 Dr. Judith A. Gardner Gr'93  
 Debra K. Goldberg GEd'93  
 Andrea Gray GEd'93  
 Alan Paul Hans, Jr. GEd'93  
 Erlinda B. Juliano GEd'93  
 Jennifer Chambers Lamb GEd'93  
 Dr. Althier M. Lazar Gr'93  
 Katherine Martha McGraw GEd'93  
 Dr. Harold Melleby, Jr. GrEd'93  
 Pamela Reed Pope GEd'93  
 Jennifer E. Ragland GEd'93  
 Dr. Ernestine Terrell Redman  
 GEd'61 GrEd'93  
 Dr. Jeanne Lee Stanley GEd'87  
 Gr'93  
 Lynsey Laura Wollin GEd'93

Dr. George W. Woodruff GEd'86  
 Gr'93

#### Class of 1998

Diane D. Anderson, PhD Gr'98  
 Cathleen Campbell C'83 GEd'85  
 GEd'98  
 Kristen L. Casa Connor GEd'98  
 Anne L. Chen C'97 GEd'98  
 Irene Markman Geisner C'93  
 W'93 GEd'98  
 Lisa B. Morenoff GEd'98  
 Jennifer A. Isom O'Malley GEd'98  
 Tomoko Takami GEd'96 GEd'98  
 Brooke Snyder Taylor GEd'98  
 Gr'05  
 Donald L. Tucker, EdD GrEd'98  
 Dr. Robert E. Vaughn, Jr. Gr'98  
 Reena L. Zigelman, PhD GEd'83  
 Gr'98

#### Class of 2003

John Brewster, Jr. G'03 GEd'03  
 John M. Calcagni GEd'03  
 Jennifer L. Creger GEd'03  
 Robert T. de Grouchy III GEd'03  
 Mary Distanislao GEd'03 GrEd'05  
 Dr. Julie D. Filizetti GrEd'03  
 Wen-Hsuan Huang GEd'02  
 GEd'03  
 Sarah Jewett Gr'03  
 Allison E. Karpyn Gr'03  
 Dr. Lois A. MacNamara GEd'99  
 GrEd'03  
 Dr. Louis G. Marcoccia GrEd'03  
 Dale McCreedy GEd'86 Gr'03  
 Linden R. Mills GEd'03  
 Cara M. Moore GEd'03  
 Alicia A. Richards GEd'03 GEd'03  
 Charles L. Scruggs GEd'03  
 Ruth Shoemaker CGS'02 GEd'03  
 Gr'06  
 Dr. Karen H. Sibley GrEd'03  
 Dr. Judith A. Silverman C'90  
 GEd'97 GrEd'03  
 Tamara S. Sniad Gr'03  
 Lori L. Sotland GEd'03  
 Lori Helton Welker GEd'03  
 Dr. Rick N. Whitfield GrEd'03  
 Heather J. Willet GEd'03 GEd'04  
 Chengguang Zhao GEd'03

## 1920s

**Harriet Mowry Anderson Ed'29** turned 101 years old in June.

## 1950s

**Elizabeth Martin Ed'50** writes, "I retired in July 1984 after a long and wonderful life in nursing education, administration, and research." Elizabeth celebrated her 90th birthday in 2008.

**Joyce Sloan Anderson Ed'51 GrEd'52** is a freelance writer and former professor of sociology and chair of the Social Sciences Division at Atlantic Community College in New Jersey. Her articles on American lifestyle and culture have appeared in *The New York Times*, *The Philadelphia Inquirer*, and other national publications. Since 2000, she has been working on her "third career," writing books. She is author of *Courage in High Heels*, the life stories of eight memorable women who have overcome formidable obstacles in life "with amazing resilience and spirit." Her published novels are *Flaw in the Tapestry*, *If Winter Comes*, and *The Mermaids Singing*. She can be reached at JSAwrite@aol.com.

**Caro Wray Smith GEd'59** has retired from the Tredyffrin-Easttown School District. She lives in Berwyn, Pennsylvania, with her husband, J. Willison Smith. She was a member of Penn's chapter of Pi Lambda Theta.

## 1960s

**Connie Snader Freid Ed'61**

<conniefreid@aol.com> was one of two artists featured recently in *Face to Face: Two Approaches* at Iona College in New Rochelle, New York. She had a solo exhibit at the Rye Free Reading Room in Rye earlier this year.

**Phillis Young Murray GEd'61** is a literacy teacher in the New York public schools and the founding president of One Love Tennis, Inc.,

which provides free tennis instruction to the young people of White Plains, New York. In March, she was honored by the Association of Black Educators in New York for exemplary teaching and community service.

**Richard S. Den GEd'62** writes, "I'm preparing the English version of my book *The Theological Philosophy of Yi-Jing* (2005) for publication."

## 1970s

**Dr. Ronald D. Klein C'69 GEd'70** has had his new book, *The Other Empire: Literary Views of Japan from the Philippines, Singapore, and Malaysia*, published by the University of the Philippines Press. "It is a review of more than 160 fictional works, revealing Japanese characters as seen by writers in that area during the Japanese Occupation, from 1941 to 1945." He is a professor at Hiroshima Jogakuin University.

**Joan Zimmerman Azarva GEd'74**, having witnessed a disproportionately high rate of failure among college students with learning disabilities, has authored a new course, *Conquer College with LD*, for Special Education students in high school and their parents. Joan often sees students with disabilities enter college academically ill-prepared and naive regarding strategies that lead to success. They unwittingly make poor decisions, leading to a downward spiral that further erodes their self-esteem. *Conquer College* takes a proactive approach; it covers everything from what to do now to avoid developmental courses in college, to finding the right fit, to learning navigational strategies that bode well for college success. This course was taught for the first time in spring of 2008 to excellent reviews. Due to the rapidly growing population of Special Education students with college aspirations, Joan offers the course every fall and spring; the current class, which meets on ten consecutive Saturday mornings at Gwynedd Mercy College, began September 20. Course materials are available for those unable to attend. For more information, contact Joan at TransitionSuccess@gmail.com.

**Cynthia A. Stead GEd'74** and her husband, **William G. Stead CE'69 GCE'70 G'81**, have returned to Manhattan after a 25-year absence, including assignments in Boston, San Francisco, Athens, Istanbul, New Delhi, and Israel. Bill has joined the MTA as a senior vice president and is the project executive for the East Side Access Project to bring the LIRR under the East River from Queens to a new eight-track station underneath the century-old Grand Central Terminal and 140 feet below Park Avenue.

**David L. Hyman C'75 GEd'76**, managing partner of the Philadelphia law firm Kleinbard, Bell & Brecker LLP, in March received the 2008 Judge Learned Hand Award from the American Jewish Committee of Philadelphia and Southern New Jersey. He is vice chair of the Greater Philadelphia Tourism Marketing Corporation and a founding board member of Congregation Kol Ami in Elkins Park, Pennsylvania.

**Laura-Lee Macht Bearss GEd'78** is the chairperson of the Mathematics Department of Neshaminy High School in Langhorne, Pennsylvania.

**Myrna Skobel Agris Gr'79** has been with Smith Barney in Houston, Texas, for almost ten years as a financial advisor and financial planning specialist.



**Gwen T. Samuels GEd'79** [pictured] traveled to South Korea as a participant in the Korean Studies Workshop for American

Educators this summer. The group began their visit on July 9 in Seoul with a formal reception attended by representatives from the Korea Foundation and officials from Yonsei University. In the following days, the American educators attended lectures and visited sites to learn about Korean

history, economics, and culture. The educators also met with students and teachers at Goyang Foreign Language High School, where they learned about the Korean educational system. In addition to their time in Seoul, they traveled to Gyeongju, the historical capital of Korea. The Korean Studies Workshop for American Educators is designed to enhance mutual understanding between the people of Korea and the United States by inviting U.S. educators to visit Korea and to share the knowledge gained in the classroom and community.

Gwen, who joined the Newark Public Schools in September was one of 100 participants selected from nearly 400 applications through a competitive review process. In 2006, she traveled to Japan as the recipient of a Japan Fulbright Memorial Fund Teacher Program Fellowship.

**Fran Korenman Yoshida C'78 GEd'79** and her husband, Takayoshi Yoshida, live in New York with their 16-year-old son, Eric, who attends the United Nations International School. Fran, who was formerly an adjunct professor of English as a Second Language at New York University, is now a full-time ESL teacher at Eric's school, working with students and faculty from all over the world.

## 1980s

**Brian S. Friedlander Gr'88** hosted a business and education conference on the use of visual mind mapping and its application in the workplace in October. Called "IQ Visual Mapping: A Systematic Framework for Business and Academic Success," it was the first conference of its kind in the United States. Writes Brian, "I brought some of the top thought leaders in the field together to share their ideas and practices." For more information, contact Brian at [brian@assistivetek.com](mailto:brian@assistivetek.com).

## 1990s

**Carol Slater Smolenski C'90 GEd'91**, and her husband, **Paul Smolenski EAS'90**, live in southern New Hampshire, just north of Boston,

with their three children, ages seven, ten, and 12. In January, Carol was awarded the rank of certified director by Sweet Adelines International, a worldwide organization devoted to women's barbershop music. She is assistant director of the Merrimack Valley Chorus in Massachusetts, which recently placed second in the mid-size chorus division and fifth overall in the 2008 regional competition. Her quartet, SoundScape, was recognized as the highest-scoring novice quartet in the 2008 contest. Paul has been promoted to director of quality and regulatory affairs, cardiac-care division, at Philips Medical Systems in North Andover, Massachusetts.

**Barbara Caruso Gr'94** is director of Health and Wellness at Montgomery County Community College. She has written a movie script about her graduate school experience with AIDS (early) education at Penn. Anyone interested in making a movie about Penn should contact her at [drcaruso@hotmail.com](mailto:drcaruso@hotmail.com).

**Lloyd Holliday Gr'95** studied educational linguistics at GSE and completed his Ph.D. thesis entitled *NS Syntactic Modifications in NS-NNS Negotiations as Input Data for Second Language Acquisition of Syntax* on cross-sentential cues to the acquisition of L2 syntax, under the supervision of Tere Pica and Nancy Hornberger. The idea of cues as the principal process of language acquisition in statistical learning has recently received a lot of attention again in research undertaken by Newport and others. Some of Lloyd's fellow students were Nora Lewis, Dom Berducci, Catherine Doughty, Richard Young, Dianna Boxer, Angela Creese, and some colleagues he knew through part-time work at the Language Centre were Katherine Billsmyer, Cheri Micheaux, Tom Adams, Gay Washburn, and Margaret van Naerssen.

Lloyd joined the staff of the Graduate School of Education at La Trobe University in Melbourne, Australia, where he supervised Ph.D. students in applied linguistics and taught and managed La Trobe's offshore programs in Vietnam and China. Some of his past students have published significant books as outcomes of their dissertations, such as Machiko Achiba's

*Learning to Request in a Second Language*, Hu Deying's *Trilingual Education of Members from Ethnic Minority Nationalities in Yunnan*, and Yuan Yichuan's *Attitude and Motivation and English Learning of Ethnic Minority Students in China*. Two of his other Ph.D. students, Dr. Ha Van Sinh (*Input and Interaction Training in Pre-Service EFL Teacher Training in Vietnam*) and Dr. Le Anh Phuong (*The Feedback on Teaching Practicums Given to Pre-service Student Teachers of English in Vietnam*), were awarded post-doctoral Fulbright scholarships for a year's research in the U.S. Since his retirement from La Trobe in 2007, he has been teaching at Maejo University in Chiang Mai, Thailand.

**Brian Peterson EAS'93 GEd'97** is executive director of the Ase Academy, "an experimental Africa-centered educational-enrichment program for area sixth- and seventh-graders, [which] holds sessions each Saturday on campus, in DuBois College House and Huntsman Hall. In its ninth year of operation, it is expanding to sixth through 12th by 2010. Hundreds of students from over a dozen public schools have participated. The earliest students are now in college. The program continues to persevere primarily through the gifts of individuals and corporate donors <[www.aseacademy.org](http://www.aseacademy.org).>" In January, Brian accepted the Dr. Judith Rodin Award on behalf of Ase at Penn's 12th annual Dr. Martin Luther King Jr. Commemorative Symposium on Social Change.

**Jamie Schuller Grant C'98 GEd'99** and her husband, Stephen, are delighted to announce the arrival of their son, Carter Frederick, born February 6 (10 lbs. 4 oz., and 21 inches) in Drexel Hill, Pennsylvania. "Our little butterball was warmly welcomed by our immediate and extended family, including Grandma **Betty Schuller Gentner CGS'89**, Aunt **Elizabeth Schuller Eshelman C'93**, and Uncle **Bryan Eshelman WG'02**, and by family friends **Gavin Cheong EAS'98**, **Elizabeth Conboy Bartone Nu'98**, and **Lucia Palant EAS'98**. Carter looks forward to joining the Class of 2030."

## 2000s

**Bill Porter** GEd'02 writes, "I am writing to inform you of all of the wonderful things that have been happening at the Freire Charter School, a school staffed by many Penn GSE alumni. Freire Charter is a college prep high school located in Center City Philadelphia. We send 98 percent of our students off to college despite 78 percent of them being low-income. We are one of only three open-admissions high schools in the City of Philadelphia to have won the State's Keystone Award for Academic Excellence three years in a row. We earned this honor for having made AYP under No Child Left Behind for four years in a row. We are doing some amazing things at Freire.

"Over 20 percent of our staff is Penn GSE, including **Brett Shiel** GEd'04, who started a program called the PEACE Project, which was awarded numerous grants and had a movie made about it; **Brian Brecher** GEd'07, a tenth-grade history teacher; **Ja'Dell Davis** GEd'07, a ninth-grade history teacher; Kelly Davenport, head of school since the very first day we started in 1999; **Sarah Braden** GEd'06, an 11th-grade science teacher; **Stacey Carlough** GEd'06, an 11th-grade English teacher, who started a Writing Fellows Program at the school; **Sue Thompson** GEd'03, dean of students (who's earning her principal's certification); and me—director of College Counseling." Bill just earned his principal's certification and was a Fulbright Scholar in 2007-2008, winning the Fulbright Scholarship for School Administrators for the U.S.-Bulgaria Foreign Exchange.

**Tiffany McKillip Franks** GrEd'03 has been appointed president of Averett University, in Danville, Virginia, effective July 1. She previously served as executive vice president at Greensboro College in Greensboro, North Carolina. Tiffany joined Greensboro in 1988 as the dean for student development.

**Sue Thompson** GEd'03 see **Bill Porter** GEd'02.

**David Paul** GrEd'04 published *When the Pot*

*Boils: The Decline and Turnaround of Drexel University* with SUNY Press in May. David is president of Fiscal Strategies Group, Inc.

**Brett Shiel** GEd'04 see **Bill Porter** GEd'02.

**Delvin Dinkins** GrEd'05 is the director of Electronic Learning and Career Education in the Tredyffrin-Easttown (PA) School District.

**Sarah Braden** GEd'06 see **Bill Porter** GEd'02.

**Stacey Carlough** GEd'06 see **Bill Porter** GEd'02.

**Daniel Hickey** GrEd'06 is now head of Upper School at the Tower Hill School, in Wilmington, Delaware.

**Lawrence Rudolph** GrEd'06 is now serving as the principal of Edgewood Middle School, Harford County, Maryland.

**Brian Brecher** GEd'07 see **Bill Porter** GEd'02.

**Ja'Dell Davis** GEd'07 see **Bill Porter** GEd'02.

**Jana Carlisle** GrEd'08 has been named senior program officer for Research and Evaluation at the Bill & Melinda Gates Foundation.

**Jesse Dougherty** GrEd'08 has been named director of the Upper School at Friends Select in Philadelphia.

**Linda Grobman** GrEd'08 has been named superintendent and chief learning officer of the Radnor Township School District in Radnor, Pennsylvania. Linda previously served in the School District of Philadelphia as a regional superintendent (for 11 years) and special education supervisor (for six years).

**Chris McGinley** GrEd'08 has been named superintendent of the Lower Merion School District in suburban Philadelphia.

## OBITUARIES

## 1930s

**S. Herbert Starkey Jr.** Ed'34 GEd'38, March 9, Lewisburg, Pennsylvania.

Herbert served as director of research for the New Jersey Education Association for 21 years, until his retirement in 1973, at which time he worked as a school finance consultant for the State of New Jersey until 1980.

**Ruth Saler Blank** Ed'37, January 28, Elkins Park, Pennsylvania.

A fundraiser for Alzheimer's disease for more than 25 years, Ruth became active in the Alzheimer's Association in 1976, eventually chairing its executive committee. She initiated its Samuel A. Blank Research Fund (named in honor of her husband, the late **Samuel A. Blank** W'29 L'32), which supported the work of prominent researchers, including scientists from Penn and Harvard University. She received the Alzheimer Association's Distinguished Service Award in 1988 and its Lifetime Achievement Award in 2002.

## 1940s

**Richard S. Heisler** Ed'41 GEd'44 Gr'61, April 24, New Britain Borough, Pennsylvania.

Born in Philadelphia, on July 17, 1919, Richard attended the University of Pennsylvania and received his bachelor's, master's, and doctoral degrees—all in education.

After graduating, he taught science for ten years at Souderton High School. He returned to Penn to serve on the faculty of the Graduate School of Education for more than 25 years. While serving at the University, he also did consulting work, evaluating the curriculum of various school districts. He also co-authored several books with William B. Castetter, including *Appraising and Improving the Performance of School Administrative Personnel* and *Developing and Defending a Dissertation Proposal*.

As an avocation, Dr. Heisler studied trolley cars in many cities throughout the nation. With University colleagues, he also refurbished pipe organs from Philadelphia movie theaters.



## 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](mailto:editor@mail.gse.upenn.edu). Please include your degree and year of graduation. The deadline for Alumni Notes submissions for the Fall 2008 issue of the *Penn GSE Magazine* is March 30, 2009.

### 1960s

**William G. Owen W'42 GEd'67**, January 23, Newtown Square, Pennsylvania.

William's 48 years at Penn began in 1938, when he started his undergraduate studies. He earned a bachelor's degree in economics from Wharton in 1942. After serving in World War II and the Korean War, he returned to Penn in 1953 as assistant secretary of the University. Six years later, he was promoted to assistant vice president in the President's Office and then to dean of admissions. Meanwhile, he earned a master's degree from Penn GSE in 1967.

He served as secretary of the University from 1968 to 1975. With the launching of the major campaign, Program for the Eighties, he was named vice president for development under Senior Vice President E. Craig Sweeten. His accomplishments at Penn included the development of the central academic calendar, the Alumni Council on Admissions, and the Small Communities Talent Search, in which the Admissions Office worked with high school students in rural areas of Pennsylvania to recruit promising students.

After retiring in 1986, he continued working at the University as a consultant and was very much involved with the Kelly Writers House. He was a member of the Class of 1942 executive board that funded the complete renovation of the Class of 1942 Garden at Kelly Writers House. He also served on the board for the *Almanac* and the Faculty Club (now University Club at Penn) and was a recipient of the Alumni Award of Merit.

He is survived by his daughters, Lynda Safnauer, Virginia Fifer, and Sandra Richards; eight grandchildren including **William Richards C'10** and **Thomas Richards, Jr. C'05 GEd'06**; and two great-granddaughters.

### 1970s

**Eric C. van Merkensteijn C'68 WG'71 GEd'74**, February 14, Philadelphia.

In 1968 Eric joined the staff of Penn's English Language Laboratory, eventually serving as its director. He joined Wharton in 1975, where he was associate dean of finance and administration and later adjunct professor of

public policy and management. In 1985, he began teaching at the Center for Organizational Dynamics.

He was co-author of the book *To Improve Office Design... Turn It Upside Down*. Also a consultant on entrepreneurship, he established Van M's Music Bar & Grille in Old City Philadelphia in the 1990s.

He is survived by his wife, **Sallie L. Griffin Van Merkensteijn CGS'72 G'78**, his son **James E. Van Merkensteijn C'92**, and his brother, **John H. Van Merkensteijn III L'68**.

### 1980s

**Patricia Johnston Gr'87**, July 11.

A graduate of Pennsbury High School, Pat held a master's degree in the psychology of reading from Temple University and a bachelor's degree in English education from Indiana University of Pennsylvania. She earned her doctorate degree from Penn GSE's Reading/Writing/Literacy program in 1987.

She joined the Pennsbury, Pennsylvania School District in 1998, serving as assistant

superintendent of curriculum and instruction. Colleagues at Pennsbury credited her with reorganizing the kindergarten program to provide an equivalent half-day curriculum districtwide. Before that she was a teacher and administrator in the Centennial School District for 25 years.

At the same time, she taught in the instructional leadership strand of Penn GSE's Mid-Career Doctorate in Educational Leadership program as an adjunct assistant professor. She was also an instructor in Educational Leadership at Delaware Valley College.

#### Education Alumni Association Board of Directors, 2007-08

The mission of the Education Alumni Association is to promote the interests of Penn GSE and its alumni and students and to establish a medium through which the School's alumni may support and encourage all education professionals at the University of Pennsylvania.

##### Executive Board

Matthew O'Malley GEd'95, *President*  
Jeffrey Berger Gr'91, *Vice-President*  
Josh Krall GEd'96, *Secretary*  
Barbara Russo Bravo CW'68 GEd'69,  
*Historian*

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Dr. Jeffrey Berger Gr'91  
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Jerry Caponigro Ed'41 GEd'42  
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G. Micheal Davis GrEd'83  
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Dr. Cecelia Evans GEd'76 GrEd'85  
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Patricia Louison GEd'01 GrEd'04  
Charlotte Moskowitz GEd'64 GrEd'84  
Burton Nadler C'75 GEd'78  
Matthew O'Malley GEd'95  
Lisa Piraino GEd'06  
Liz Victoreen GEd'08  
Lisa Zappetti GEd'97

### Supporting Penn—and GSE

This fall, Penn presented Brady with the Young Alumni Award of Merit, which recognizes the most passionate and dedicated alumni volunteers for outstanding service to the University. And Brady's service to Penn has indeed been outstanding. Since 2000, she has been on the Trustee's Council of Penn Women, serving on that group's Agenda for Excellence Council and Planning Committee. Also since 2000, she has co-hosted various young alumni cocktail parties, a networking event to celebrate 125 years of Penn Women, and the 2007 Penn Alumni Miami Holiday Cocktail Party. In 2003, she was the Miami co-chair for Penn's Florida Alumni Gala scholarship dinner—and, true to form, secured an impressive array of auction items for the event, including lunch with Governor Rendell.

She's a dedicated fundraiser for Fibrodysplasia Ossificans Progressiva (FOP) research at the Hospital of the University of Pennsylvania and has a Fellowship in Orthopedic Molecular Medicine at HUP's FOP lab in her name. She points to her work on the lab as one of the high points of her career. "FOP is a terrible disease where ligaments turn to bone," she explains. "But because it's rare, it was hard to interest people." Inspired by her mother's interest in HUP's lab—Diane Weiss is the medical chair at HUP—Brady organized fundraising events that supported the groundbreaking research that identified the genetic cause of the disease and pointed the way to an eventual cure.

And at Penn GSE, she was one of the driving forces behind the 2002 "Bill Cosby: A Tribute to Rising Stars in Education" gala fundraiser that raised scholarship funds for teacher edu-

cation students dedicated to urban schools. Shortly after that star turn, she was appointed to the School's Board of Overseers—at the time, she was the youngest alum ever to serve in that role university-wide.

In 2007, she signed on as the vice chair of the Penn GSE's Making History capital campaign. That same year, she and her husband established a 9th Semester Scholarship—The Dennis Brady and Allison Weiss Brady 9th Semester Scholar Fund. This GSE program enables Penn undergraduates who minor in Urban Education to get classroom experience in urban schools—and to get teacher certification—by enrolling in an additional, ninth semester. With the cost of a credit unit topping \$4,000, an additional semester can represent a serious financial burden, particularly to someone pursuing a career in education, and the Weiss Brady Scholarship will help reduce the tuition burden for Penn undergraduates aiming to teach in urban schools. Says Brady, "This project is right in line with my interest in helping kids and improving their educational opportunities."

As vice chair of Penn GSE's Making History campaign, Brady wants to encourage everyone to support the School. "There are so many wonderful opportunities for giving here," she says, "to benefiting 9th Semester Scholars, to getting more teachers into urban schools, to helping students handle tuition, to endowing faculty chairs."

"Everything helps," she continues. "You can be confident that GSE will use contributions—from \$100,000 to \$1,000—to best advantage." ■

## CALENDAR OF EVENTS

### January 15-17, 2009

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

For more information about the Exec Doc Alumni Weekend, contact Ginger O'Neill at [gingero@gse.upenn.edu](mailto:gingero@gse.upenn.edu)

### February 27-28, 2009

#### 30th Annual Ethnography in Education Research Forum: Ethnography for Social Justice in Education

#### PLENARY SPEAKERS

Shirley Brice Heath

*Brown University*

Kris Gutiérrez

*University of California Los Angeles*

Brian Street

*King's College London*

#### Center for Urban Ethnography Penn Graduate School of Education 3700 Walnut Street, Philadelphia

For more information about the Ethnography Forum, visit [www.gse.upenn.edu/cue/forum](http://www.gse.upenn.edu/cue/forum).

### April 1, 2009

#### The Judy and Howard Berkowitz Lecture Ben Rampton

Professor of Applied and Socio-linguistics, Kings College, London, and Director, Centre for Language Discourse and Communication

#### SAVE THE DATE!

### May 16-19, 2009

#### Alumni Weekend: Making Memories, Making History

### Saturday, May 16, 2009

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

Commencement Address: William Tate, Edward Mallinckrodt Distinguished University Professor in Arts & Sciences; Chair, Department of Education; Professor, American Culture Studies; and Professor, Applied Statistics, Washington University in St. Louis.

*The event will begin at 10:00 a.m. with the doctoral hooding ceremony, to be followed by the Commencement.*

**Franklin Field, 33rd and South Streets  
University of Pennsylvania, Philadelphia.**  
For more information, contact Katherine Ross at [rossk@ben.dev.upenn.edu](mailto:rossk@ben.dev.upenn.edu).



# Teach for America

Four years ago, Penn GSE entered into an innovative partnership with Teach For America, launching a master's program designed especially for TFA corps members assigned to Philadelphia schools.



# 386

Penn GSE/Teach for America Corps Members have come through this program

and taught an estimated 

# 32,000

 students in Philadelphia public and charter schools—typically in the most under-resourced middle and high schools in the city.

We're proud of those numbers—but even prouder of the truly impressive number of those Penn GSE/TFA graduates who choose to stay on as teachers in urban schools.



Approximately 

# 70

 percent of the TFA corps members in Philly have, or will have, a master's degree in education, and half of GSE's TFA graduates stay in urban teaching past their two-year commitment.





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# MAKING HISTORY

is easier than you think...



The University of Pennsylvania is tackling the problems of the 21<sup>st</sup> century and improving the lives of people across the globe. We need your help to push the frontiers of teaching, research and service and to redefine what people everywhere can expect from higher education.

Your legacy gift to ***Making History: The Campaign for Penn*** will help us to achieve this vision for current and future generations, making history not just today, but for all-time. The long-term support garnered from legacy gifts create the endowments to fund the next generation of eminence.

You can create a legacy gift by including GSE in your long-term plans. Name us as a beneficiary under your will or living trust, or through a retirement plan or life insurance policy.



By naming GSE, you are helping us ensure our long-term future and maximize the impact of your gift. You are making a difference, and Making History.

To learn more about the many ways to support the Graduate School of Education through a legacy gift, contact Frank F. Barr, JD, Director of Gift Planning at [fbarr@upenn.edu](mailto:fbarr@upenn.edu) or visit [www.alumni.upenn.edu/giftplanning](http://www.alumni.upenn.edu/giftplanning).

