

The Graduate School of Education • University of Pennsylvania

PennGSE

Winter 2009

FAIR-TRADE SCHOOLS

Bringing new technology—
and training—to Nicaragua

Penn GSE Leads Globally
Initiative will improve
science and math teaching





TREVOR DIXON

When President Amy Gutmann laid out her vision for the University in the *Penn Compact*, “engaging globally” was one of the key principles she identified for making Penn eminent among research universities worldwide. “A great 21st-century American university engages dynamically with communities all over the world to advance the central values of democracy and to exchange knowledge that improves quality of life for all.”

In this issue of *Penn GSE Magazine*, we introduce you to just a handful of the ways that this School is advancing Penn’s commitment to global engagement. Our cover story, *Fair-Trade School*, describes how GSE researchers are partnering with a multi-generational Penn family to introduce laptop computers to a rural Nicaraguan school. More important, the research team—led by GSE Senior

Our work at GSE is focused on research and development to create ideas, programs, and tools that will strengthen education—not just in the U.S. but around the globe.

Lecturer Sharon Ravitch Gr’00—will collaborate with the local community on a technology-based curriculum and teacher professional development program.

You’ll also read about a fascinating study conducted by another GSE faculty member, Alan Ruby. Asked to help the Panamanians understand how they could improve their education system, Alan’s team compared education in Panama to the system in Costa Rica—and in doing so, discovered pathways to improving teacher preparation and school finance for a nation.

This issue also covers a project close to my heart – improving high school math and science teaching in the U.S. and around the world. Working with the Asia-Pacific Economic Cooperation (APEC) group and other university partners, GSE is spearheading a project that will look at teacher education in math and science in a select set of countries to generate hypotheses about how the best practices in one country might inform new initiatives in another.

But these articles only scratch the surface of what GSE is doing on the international front. Our International Programs Office, headed by Vice Dean Cheng Davis, oversees a host of programs that enable countries from around the globe to learn from each other. Through Davis’s offices, GSE is now working on projects as diverse

as cooperative Ed.D. programs with leading universities in China, and cross-national research projects that offer professional development and educational enrichment programs. In addition, Professor Nancy Hornberger, a renowned expert in bilingual education policies and practices around the world, chairs the School’s International Education Advisory Committee, which has done wonderful work in the past several years in articulating our international strategy, organizing efforts to bring more international scholars to GSE, and helping our own faculty and students understand the wealth of knowledge and experience that GSE can claim.

And that’s just the faculty side of things. In this issue, you’ll read about the inspiring work that one of our doctoral students, Thomas Hill, is doing to develop peace-building programs in Iraqi universities. He’s just one of many GSE students engaged internationally. In Ghana, Nana Ackatia-Armah is studying an NGO’s work with young women living on the streets. In Sierra Leone, Nicole Behnam is looking at the impact of human-rights work on intergenerational authority relations. In Taiwan, Wei-shan Hsu is studying the integration of foreign spouses from South East Asia into the society. In Korea, Kathleen Lee is researching English language teaching. In India, Cynthia Groff is focusing on the educational experiences of young Kumaoni women and their teachers.

Our alumni, too, are active abroad. Just last year, Dana Holland Gr’06 moved to Kabul for a faculty job at the American University of Afghanistan, and Christopher Steel GrEd’09 is a Fulbright Fellow, working to develop educational programs in Ecuador.

As you know, our work at GSE is focused on research and development to create ideas, programs, and tools that will strengthen education—not just in the U.S. but around the globe. This snapshot of our international engagement only begins to capture the scope of what GSE faculty, students, and alumni are doing in the international arena.

Andy Porter

Commencement 2009

On Saturday, May 16, Dean Andy Porter welcomed this year's graduating students to Franklin Field for Penn GSE's 2009 Commencement ceremony. William Tate, a professor of education at Washington University in St. Louis and an expert on human resource development in science, technology, engineering, and mathematics education, was this year's speaker.

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 83 doctoral students—22 PhDs and 68 EdDs—and 387 master's students.

This year's GSE Excellence in Teaching Award went to Sharon Ravitch, a teacher-educator and ethnographer. 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.

The Phi Delta Kappa Award for Outstanding Dissertation went to Elizabeth Farley-Ripple for her dissertation, *Accountability, Evidence and School District Decision-Making*. Jessica Kim received 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.

In an earlier ceremony, Kim was awarded the President and Provost's Citation for Exceptional Commitment to Graduate and Professional Student Life. In addition, Erin Kearney received the Dell H. Hymes-Nessa Wolfson Award for Excellence in Educational Linguistics, and Hye Seung Sung received the Educational Linguistics International Award.



LEGACY PHOTOGRAPHICS



Wagner Marseille GrEd'09 graduated from GSE's Mid-Career Doctoral Program in Educational Leadership; Jamey Rorison GEd'09 is staying on for his doctoral studies in GSE's Higher Education program; also marching were Ashako Yoshino GEd'09, from the Interdisciplinary Studies in Human Development program, and Natalie Williams GEd'09, a student in the Higher Education program.

GSE Podcasts

GSE communications has begun a podcast series—simply called the Penn GSE Podcast—aimed at bringing the School's perspectives on education and social science to a broader audience through audio. Our debut episode, titled "Young Black Males: Anger, Aggression, and Perception," focuses on the work of Associate Professor Howard Stevenson and his team as they develop a program to help prevent violence and aggression in African-American youth.

"The Choice" features doctoral student Clarisse Haxton's dissertation research on high school choice in Philadelphia, and "The Teachers That City Schools Need" looks at what it takes to prepare teachers in urban settings and follows a group of master's students as they tour the neighborhoods where they'll be doing their student-teaching. "Virtual Learning" looks at Professor Yasmin Kafai's research into the learning that takes place when kids play in virtual worlds.

For the latest GSE podcast, search "Penn GSE Podcast" at the iTunesU store.

Higher Education and the Economic Downturn



EMILY TRUE

Penn Executive Vice President Craig Carnaroli fields a question at the 2008 Bodek Lecture as Penn GSE Practice Professor Joni Finney and Social Policy and Practice Professor Katherina Rosqueta listen. Bob Zemsky, a professor at Penn GSE, moderated.

Speaking at a panel discussion on the economy and higher education, Joni Finney told a packed house that the current crisis could provide “the perfect opportunity for reform.”

Finney, a professor at Penn GSE and expert on higher education policy, argued that money from the Obama stimulus package should be used to target innovation, with appropriations going toward funding students rather than institutions. “The worst that could happen to American higher education is ... that we don’t embrace reform,” she said.

Finney was speaking at the annual Gordon S. Bodek Lecture of Distinguished Educators, held annually at the University of Pennsylvania. Joining her on the panel were Penn Executive Vice President Craig Carnaroli and Social Policy and Practice Professor Katherina Rosqueta. Bob Zemsky, a professor at Penn GSE, moderated.

Though no single conclusion was reached, all the participants saw the economic crisis as a tipping point for the higher education industry.

Carnaroli, the University’s most senior non-academic officer, argued that the economy is experiencing a true financial crisis rather than a business-cycle recession and foresaw more closures and more consolidation at institutions of higher education. He

even raised the specter of a new model for universities, one with no athletic teams, no fraternities, and no tenure but with a highly paid, star faculty.

Rosqueta, director of Penn’s Center for High Impact Philanthropy, also addressed the question of consolidation. She described the bewilderment of people in the business sector when they see non-profits, faced with an environment of decreasing capitalization, failing to pursue strategies of merger and collaboration. “I’m keenly aware of ... just how inapplicable some of the actions you would take in a business environment are to a mission-focused institution,” she said.

Nonetheless, she added, “It would be a good thing for a university like ours to meet those questions—and not have to defend itself for not having explored its options.”

Zemsky, one of the country’s leading experts on higher education, discussed the impact of the for-profits like the University of Phoenix. A true network, Phoenix treats “every node on the network as an equal portal. So you never have any large discussion at Phoenix about transferring credits,” he explained.

“And while this won’t impact Penn, it is beginning to impact the state systems,” he continued, citing the example of the chancellor of the University of Ohio who hopes to transform a system of historically independent campuses into a unified network where “the whole thing is the brand.”

The Gordon S. Bodek Lecture of Distinguished Educators is made possible through the generosity of Gordon S. Bodek C’42, an emeritus Penn trustee and former member of the Penn GSE Board of Overseers. Bodek established the lecture in 1993 to provide a forum for leaders of the education community to discuss significant issues affecting the profession.

This year’s event was co-sponsored by Penn GSE and the Penn Alumni Office.

How Do You Spell Success?

For the third year running, a Penn Alexander School student represented the City of Philadelphia in the Scripps Howard National Spelling Bee, held in Washington, D.C., in May.

This year's winner, sixth-grader Sowsan Salaam, won the Philadelphia Tribune/Scripps Howard Regional Spelling Bee by nailing the word *ubiquitous*. Salaam, who competed against 29 fifth- through eighth-graders from schools around the city, was a finalist in last year's regional but tripped up on the word *belligerent*.

Salaam's fellow students continued the winning PAS tradition at the 2009 George Washington Carver Science Fair. In the grades 7-12 competition, PAS students took home 12 awards, including three first-place awards, while in the Lower School competition, 13 of the awards were given to PAS students.

First-place winners were fourth-grader Hannah Hanson (Life Science); fifth-graders Mitchell Berven-Stotz (Physical Science), Ella Comberg (Consumer Science),

and Isaiah McQueen, Camille Coleman, and Ruby Johnston (Team Project); seventh-graders Andrew Foronda (Physics) and Gwendolyn Franklin (Earth Science); and eighth-grader Joseph Owusu-Boateng (Engineering).

Special awards went to Abdalla Abou-Hatab (Cobbs Creek Environmental Award); Cordelia Ilton (The Academy of Natural Sciences Environmental Award); Camille Coleman, Ruby Johnston, and Isaiah McQueen (Educational Advancement Alliance for Excellence in Science); Ella Serpell (1st Place Humane Science Award); Ella Comberg (Women in Science & Engineering Award); and Dylan Yachyshen (Naval Science Award & Vince Russo Award for Excellence in Data Presentation).

MacArthur Foundation Funds Network

The MacArthur Foundation is funding a three-year, \$1.4 million grant for a project led by Penn GSE Professor John Fantuzzo and Social Policy and Practice Professor Dennis Culhane. The project will advance integrated data systems-based policy analysis and research as a field of professional practice.

As co-founders of the Kids Integrated Data System (along with Trevor Hadley in the School of Medicine), Culhane and Fantuzzo are recognized as leaders in the integration of administrative data for research.

Integrated administrative data systems

have emerged as a powerful tool for measuring how public agencies are serving their client populations and, in particular, how multiple agencies may be working with the same clients.

The grant will enable Fantuzzo and Culhane, who has a secondary appointment to Penn GSE, to establish a professional network and standards of practice for sites with existing integrated data systems.

The project will also focus on sites with strong commitments to developing an integrated data system.

Silicon Valley on the Schuylkill

"Biotech and software entrepreneurs have a host of technical-assistance resources, but education has almost none," says Penn GSE Vice Dean Doug Lynch. "Given the potential role entrepreneurs can play in addressing the myriad challenges in education, it is striking how little attention is paid to cultivating educational entrepreneurs."

In July, GSE kicked off a series of efforts to encourage entrepreneurship in the education sector. First up was a summit of education and business leaders to explore the idea of transforming the area into a Silicon Valley for education businesses and nonprofits. "A key theme that emerged," Lynch says, "was that folks want a university like Penn to advocate on behalf of innovation, to serve as a safe place to convene, to conduct evaluations that are friendly to consumers, and to incubate the next generation of entrepreneurs."

In November came the announcement that GSE and the Milken Family Foundation were launching the Milken-Penn GSE Education Business Plan Competition, the first competition specifically aimed at stimulating entrepreneurship that tackles the biggest educational issues—from pre-K through post-graduate.

The competition offers a first-place award of \$25,000 and a second-place award of \$15,000. In addition to Penn GSE and the Milken Family Foundation, the Fels Center for Government and the Wharton School of Business and Finance are providing support in this effort. More information is available at <http://www.gse.upenn.edu/entrepreneurcomp/>.

GSE Partners in Program for Chinese Students

The latest collaboration between Penn GSE and Hong Kong PCCW will help prepare outstanding Chinese high school graduates for collegiate work in the U.S.

The Penn PCP International Young Scholars Program is a joint effort of Penn GSE; Hong Kong PCCW, one of Asia's leading integrated communications companies; and the China Center for International Educational Exchange of China's Ministry of Education.

The program prepares Chinese high school students to enter world-class Ivy League universities. Students begin their studies in Beijing, with six months of classes at the University of International Relations. The top students will then be invited to take part in the U.S.-based phase of the program. In addition to receiving specialized training, the students will audit classes at Penn and visit other campuses.



COURTESY OF THE PENN ALEXANDER SCHOOL

Urban Teaching Fellowships for STEM Professionals

Penn GSE Associate Professor Kathy Schultz has received funding from the National Science Foundation (NSF) for a new program designed to prepare scientists, technicians, engineers, and mathematicians for classroom teaching.

A collaboration of GSE, the Philadelphia Education Fund, the School District of Philadelphia, and the Philadelphia Federation of Teachers, the Urban Teaching Fellowship supports two cohorts of ten teaching fellows to participate in the Philadelphia Teacher Residency (PTR) program.

Each fellow will be supported for a total of five years—one year as a master’s student and four years as

a full-time classroom teacher in a high-poverty school. The goal is to increase the number of teachers certified to teach math and science in grades 6 through 12 in high-need Philadelphia schools and to support those teachers to remain in the classroom by providing at least three years of professional development.

NSF Teaching Fellows, a select group of promising teachers, will receive a fourth year of support. A key element of the PTR program is situating the preparation of STEM (science, technology, engineering, and mathematics) teachers in the urban classrooms and public schools where they will later obtain employment.

Kudos . . .

John Fantuzzo has been appointed to the Early Head Start Governing Board at The Children’s Hospital of Philadelphia (CHOP) and also to the research advisory board of another CHOP initiative—the MOM program, which sponsors health- and education-related home visits to mothers and children living in poverty.... *Inside Higher Ed* recently named **Marybeth Gasman** as one of the 25 people to watch in higher education. In addition, Gasman’s book *Philanthropy, Volunteerism & Fundraising in Higher Education* has been chosen as the winner of the 2009 CASE John Grenzebach Award for Outstanding Research in Philanthropy for Educational Advancement.... **Joan Goodman** has stepped into a two-year term as Penn’s Ombudsman for students, faculty, staff, and administrators seeking assistance in addressing problems they haven’t been able to resolve through normal channels....

Kathleen Hall received the 2008-2009 Provost’s Award for Distinguished Ph.D. Teaching and Mentoring, which recognizes excellence in the teaching and mentoring of doctoral students at Penn....

Shaun Harper has been appointed to the advisory board of the Gates Millennium Scholars Program, the largest college scholarship program in the world.... The Obama Administration has invited **Yasmin Kafai** to participate in the development of its new National Educational Technology Plan over the next six months.... **Laura Perna** has been appointed to the advisory boards of *Academe*, the journal of the American Association of University Professors, and *Higher Education*

Abstracts, each for three-year terms.

Laura has also been named for a two-year stint as an editorial advisor to *Educational Researcher*.... **Janine Remillard** has been appointed to serve as a member of the

U.S. National Commission for Mathematics Instruction, which promotes the advancement of mathematics education in this country and abroad.... **Kathy Schultz** has been elected President-Elect of the Council on Anthropology and Education. After performing duties of the Program Chair, she will assume the role of President.... **Lawrence Sipe** has been named the 2009 Marilyn Hollinshead Fellow by the Kerlan Collection of Children’s Literature at the University of Minnesota in Minneapolis. The fellowship supports study at the Kerlan Collection; Sipe will be tracing the writing process of a Newbery Award-winning novel, *Because of Winn Dixie*, by Kate deCamillo.... Doctoral student **Esther Ra** received the Korean Honor Scholarship, sponsored by the Embassy of Korea.... At the 2009 Joseph Wharton Awards dinner this October, the Wharton Club of New York honored **George A. Weiss W’65** with the Joseph Wharton Award for Social Impact. The founder of the Say Yes to Education Foundation, Weiss is a member of the University’s Board of Trustees and a long-time friend and supporter of Penn GSE.



Kafai

CANDACE DICARLO

Benefit Sale Raises Scholarship Funds

In August, more than 100 Penn alumni and friends gathered in downtown Manhattan for an event to benefit Penn GSE. Fashion designer Tory Burch C'88 hosted the shopping event in her boutique in the trendy Meatpacking District.

The event gave guests the opportunity to pick up something fabulous, catch up with friends, and support a scholarship fund for Penn GSE. They also celebrated the launch of the Penn Pacesetters, a new networking group for future Penn leaders.

Guests received a ten percent discount on all purchases, and Burch donated ten percent of sales to support the fund. All told, the event raised more than \$20,000 for the scholarship.

Co-hosting the event were Dean Andy Porter; Penn Trustees George A. Weiss W'65, Susan F. Danilow CW'74 G'74, and Lee Spelman Doty W'76; GSE Overseers Jennifer Saul C'92, Reina Bassini CW'72 GEd'72 (and her husband Emilio Bassini), Allison Weiss Brady C'93 (and her husband Dennis "Chip" Brady C'94 W'94); Diane N. Weiss, Elyse Viner C'06, and Tiffany Watkins C'98. Hip-hop mogul and philanthropist Russell Simmons served as Honorary Co-Chair.



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(1) Andrew Porter, Tory Burch C'88, Allison Weiss Brady C'93, and Chip Brady C'94 W'94; (2) Tiffany Watkins C'98, Stephanie Watkins CW'76, Courtney Portlock GEd'09, Allison Weiss Brady C'93; (3) Jennifer Saul C'92 and Susan F. Danilow CW'74 G'74; (4) Matthew Maitland C'99, Deb Lee, Faquiry Diaz Cala W'97; (5) Dave Thompson C'00, Brynne Thompson, Sameer Sethna C'99, Amir Rozwadowski C'00; (6) Sharon Dresser, Amelia Balonek W'97, Catherine O'Toole, S. Lee Wright; (7) Dr. Reina Marin Bassini CW'72 GEd'72 and Lee Spelman Doty W'76.



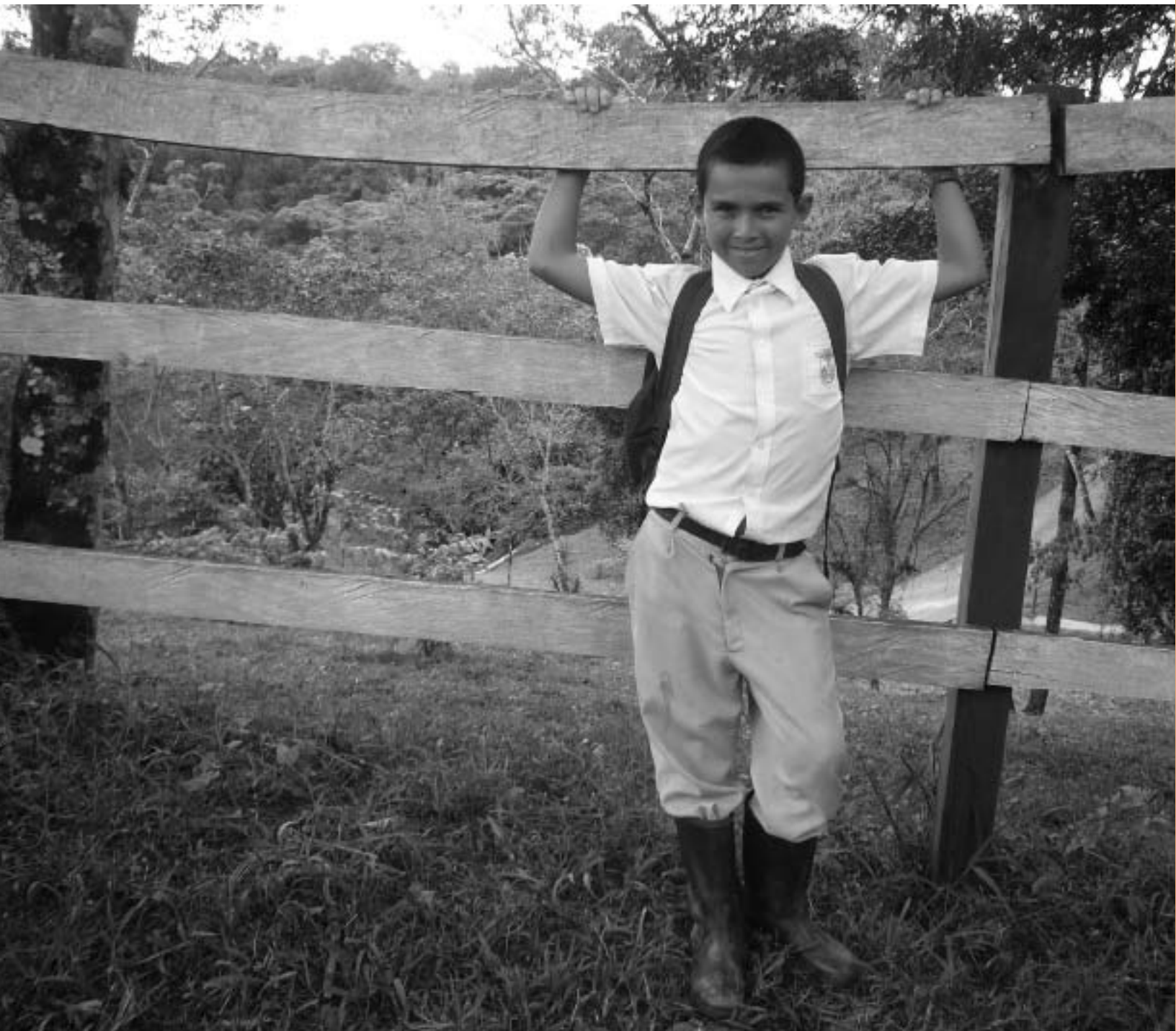
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At 12, Otto de Montenegro was on the verge of dropping out of school to work in the coffee fields. A collaboration between Penn GSE and one of Nicaragua's leading families hopes to keep students like Otto engaged by what they're learning in the classroom.

MATTHEW TARDITI GED'09



A collaboration between GSE researchers and a prominent Penn family brings computers—and teacher professional development—to a school in rural Nicaragua

FAIR-TRADE SCHOOL

By Nancy Brokaw

At 12 years old, Otto de Montenegro felt the lure of the coffee fields. Like many of his friends, he wanted to earn money and help support his family. School seemed beside the point.

For Otto's mother, though, school was very much the point. Rosa de Montenegro had moved to the Nicaraguan region of Jinotega nine years earlier to find a better life for herself and her family. The mother of 21 children—13 lost to poverty—she had heard through the grapevine that the coffee farm in Buenos Aires is a good place to work. Buenos Aires is a fair trade farm, and people are treated well there. So Rosa picked up her family and moved all the way across the country to work and raise her children.

But even there, Rosa faced an all-too-common problem among the rural poor of Central America: punishingly high drop-out rates as young people leave their education for the immediate return of field work.

When she realized that Otto had started cutting school to work in the fields, she sat him down and told him she was going to give him a gift: she was going to give him a day to catch up on his schoolwork.

She told him, "The second you lose your right to a pen and pencil, they're going to put a machete in your hand for the rest of your life."

The Context

La Virgen Número Uno—the community where Rosa lives and Otto attends school—is small, with only 60 families and 960 registered residents. They are engaged mostly in coffee production, raising livestock, and grain farming, but some run small grocery stores, restaurants, or shops. Typical houses are built mostly of wooden planks with tin roofs and outdoor privies. Basic services—electricity, communication, potable water, and roads—are poor at best.

Stretching out across a string of mountains, the coffee farm—called the Finca Buenos Aires—employs about 1,300 workers, many of them seasonal. And as Rosa's story attests, it's an extraordinary place. Finca Buenos Aires is part of the holdings of CISA Exportadora, a firm owned and operated by one of Nicaragua's leading families. A distinguished Penn family that has sent four generations to the University, the Baltodanos are among those leading a nascent social responsibility movement in a country struggling to recover from the bitter civil war of the 1980s and the devastation wrought by Hurricane Mitch in 1998.

According to United Nations statistics, a quarter of the population across Nicaragua lives on less than a dollar a day. More than half subsist below the poverty line. In the rural areas, almost 50 percent of the population is illiterate.



MATTHEW TARDITI GED'09

The XO Laptop was developed by Nicholas Negroponte's One Laptop Per Child initiative that aims to provide individual computers to students in developing countries.

Nationwide, approximately 15 percent of children have dropped out of the education system.

As Dania Baltodano, the company's executive director, explains in a recent video, "We saw that we could make a difference in the lives of these children....With this in mind we organized a school sponsorship program where CISA, together with its partners—international roasters and financial groups are the sponsors—help bring the wonderful gift of education."

In 2001, the CISA group launched an Adopt-a-School program that, to date, includes 16 schools in rural Nicaragua, the Buenos Aires School among them. That school—the one Otto attends—serves 86 students, most of them farm workers' children, and today it is poised to benefit from a collaboration between the Baltodanos and researchers from Penn GSE.

The Computer

That initiative—a project to introduce laptop computers and a technology-based curriculum—came about when Penn GSE faculty member Sharon Ravitch Gr'00 was invited to Nicaragua to speak about community psychology.

Ravitch, an expert on applied research in developing countries, got another invitation, this time to visit the coffee farm. There, she met Duilio Baltodano W'70, the president of CISA Agro, and his son Ernesto Baltodano W'05. The three exchanged ideas about the school and the family's interest in the One Laptop Per Child initiative.

"Duilio and I shook hands after an evening of talking on the finca," Ravitch says, "and then we all worked hard over the next few months to make this project happen."

The brainchild of Nicholas Negroponte, One Laptop

Per Child (OLPC) aims to provide each of the world's poorest children with "a rugged, low-cost, low-power, connected laptop with content and software designed for collaborative, joyful, self-empowered learning."

Announced with much fanfare at the 2005 World Economic Forum in Davos, OLPC's XO laptop is sold to government education systems for use by primary school children. The size of a textbook, the weight of a lunchbox, and the color of the Nicaraguan rainforest, the XO is durable, functional, energy-efficient—and inexpensive.

The idea, as the name suggests, is to provide a computer for every student, and since going into production in 2007, more than a million XO laptops have been delivered to developing countries worldwide.

But some educators have worried that, like far too many international aid efforts, OLPC suffers from a Western-centric perspective on learning and a top-down approach that doesn't account for local contexts but, rather, imposes outside values onto rural communities.

The Community

Ravitch shares these concerns, but the more she heard about the Buenos Aires School, the more interested she was in what the Baltodanos were doing.

Accompanied by her research assistant, Matthew Tarditi GEd'09, she visited the primary school, which has four combined-grade classrooms, and interviewed the three teachers—head teacher Evelyn Estrada, a four-year veteran who teaches the combined fifth- and sixth-grade class; Junnieth Portillo, a 19-year-old who handles the third/fourth grades; and Jorling Ortiz, who teaches the first/second grades and is filling in at the preschool until the arrival of a replacement.

"I insisted on visiting a lot of people's homes as a first step in the process," Ravitch explains. "I wanted to get a sense of the community." They sat in Rosa de Montenegro's modest home and heard her life story, and they listened as Marco, the head manager of the finca and a veteran of the Revolution, talked about his work on the farm and his hopes for the community's children. Together, she and Tarditi began to get the feel of the place.

Back in Managua, Ravitch told the Baltodanos that their idea was exciting but cautioned that, if they just did the typical One Laptop Per Child project, it wouldn't work. She explained that the research literature on the initiative points to some genuine weaknesses in the model, among them a lack of adequate professional development and a failure to account for the community context and infrastructure.

"In Managua, we went to a One Laptop Per Child training," she explains. "And it's good—but it assumes a baseline of digital literacy and that teachers would know how to integrate this technology with the curriculum. The teachers in this school, for example, had never seen or used

Conventional wisdom holds that bridging the digital divide is an unalloyed good, but some experts warn against introducing technology that doesn't account for local context.

a computer before. So we're going to give them five hours of professional development and tell them, 'Go ahead?'

Instead Ravitch proposed a comprehensive program that would provide intensive, collaborative professional development for teachers, a participatory action research component to design a new curriculum that aligns with the standardized curriculum of the Ministry of Education, a significant ethnographic community study, and an evaluation of the program's educational impact on students' and teachers' learning and development.

At first, the Baltodanos questioned the need for such a large qualitative component—but listened as Ravitch made her case. She argued for conducting an ethnographic study to gain a deep understanding of the community, its resources and needs. "I wanted to be sure we collected considerable baseline data on student learning and skills, teacher learning and skills, and also on the community as a whole—its perspectives on education, careers, family, work." She also wanted to be sure that this project was truly collaborative, respectful, and community-centered, and she knew that only deep and sustained engagement within the community—with parents, children, community leaders, teachers, and those who run the farm—would succeed."

The Digital Divide

When it comes to the digital divide, opinions vary. While conventional wisdom holds that bridging the divide is an unalloyed good, some experts warn against introducing technology that doesn't account for the local context.

Most residents of places like Finca Buenos Aires are farm workers and often such communities don't offer many other forms of employment. "What happens if you prepare the next generation for these new jobs but the community doesn't have the infrastructure to support them?" Ravitch asks. "You have multiple generations living together here. I worry about breaking up families. I worry about migration away from these communities. Who am I to say? At the core of my angst about this is, Who am I?"

That said, Nicaragua—and the Finca Buenos Aires—offered two compelling arguments for proceeding with the project. The first required an understanding of coffee farming. Across Latin America, technology is transforming the industry. "People have started wearing handhelds to track their activities in the fields," Ravitch explains. "So if Nicaragua falls behind significantly, it will no longer be competitive in the marketplace, which would have massive implications for this and many other coffee farm communities"

Add to that the need for leadership. On most farms, middle management workers are recruited from elsewhere. But the Baltodanos want to develop leadership from within the community—and for that they need a well-educated pool of workers. The interview with Marco, the farm's manager, brought that point home: "The farm managers

are trained agronomists," Ravitch explains. "They're the middle class of Nicaragua. We spent hours and hours talking to Marco, and here was this man, the son of farm workers who everyone told me was very quiet. And he engaged us with an impassioned speech about how important this project is in elevating education for the children and their families in this community. And as an insider, he—his words, his perspective—shaped our own thinking about the potential positive impacts of this initiative."

To both these factors—the need to remain competitive, the need to cultivate leadership—Ravitch adds another: "Everyone is so excited about the computers, but I'm not as excited about them per se. I see them as a great vehicle and a great tool to bring considerable professional development and resources to this community. And that, for me, is the model that I want to replicate." The idea of replicating what Ravitch and her team builds in Buenos Aires is at the center of the Baltodanos' efforts.

The Curriculum

Still, the arrival of the computers this summer *was* exciting. Ravitch was in Nicaragua for an extended period this

Penn GSE faculty member Sharon Ravitch Gr'00 and Matthew Tarditi GEd'09, the project's research assistant, with students in the Buenos Aires school.



MATTHEW TARDITI GED'09

summer and was on hand to see the XO's delivered.

"The people in the community are extremely excited," she reports, "There were tears of hope and joy that their community can help shape this project in ways that will elevate their children's sense of possibility."

Before arriving, she and Tarditi spent months building a professional development framework and a set of objectives for teacher and student learning. They used a math module developed by Christine Massey, director of research education in Penn's Institute for Research and Cognitive Science, to draw up practice lessons and even simulate class sessions. NancyLee Bergey, a Penn GSE instructor with dual expertise in science education and teacher preparation, helped them with the professional development component.

Once in Nicaragua, they kicked off their first week by getting to know the teachers and establishing a collaborative working relationship. "After we broke the proverbial ice," says Tarditi, "we quickly transitioned into the integration of computers and technology in the school.

"Following our first sessions," he continues, "we began to work directly with the XO laptop computers, starting from the most basic operations and functions—opening

"I see the computers as a great tool to bring considerable professional development and resources to this community—and, that, for me, is the model I want to replicate."

and turning them on. On a daily basis, I have been working to familiarize the teachers with computer programs or software, while we have been developing daily lesson plans that incorporate these programs in coordination with the Ministry of Education's curriculum."

In addition to the teachers, Tarditi works side by side with a teacher-facilitator who will be responsible for replicating the project in other schools in the Adopt-a-School network.

Ravitch is closely supervising the project, but Tarditi is Penn GSE's man on the ground and key to the project's success. A graduate of the School's Education, Culture, and Society program, he was originally hired as the project translator. He ended up writing his master's thesis on the issues at the heart of this project—the digital divide and rural poverty—and signed on for a one-year stint on the coffee farm.

On his own now, Tarditi is not only facilitating the professional development but also continuing the ethnographic study, making daily observations and conducting interviews with community members—parents, students, teachers, and farm personnel: "It's his judgment in the moment, and it's his wisdom," says Ravitch. "One of the reasons I knew he'd be perfect is that his orientation is deeply collaborative."

As Tarditi explains, "On a regular basis, once or twice a week, I make home visits in order to get to know the community. The teachers have been invaluable to my engage-

ment with students and parents. On my initial visit to a household, they always accompany me. Evelyn Estrada is like the mother goose of the flock. She has a terrific relationship with the community as a whole."

He goes on: "The initiative is embedded in an ethnographic study of the community and the effects of technology. It is important to understand the realities of the people, their views on education, their daily lives, their experiences, their trajectories for themselves and for their children, their knowledge of technology, ... and it is imperative to be culturally sensitive and respectful to the community. So I am engaging with them as much as possible to include them in the conversation and in the overall process or at the very least, allow them the opportunity to express their opinions, concerns, thoughts, ideas, expectations, etc., about the project and their children's education."

That kind of commitment to collaboration is central to the way Ravitch and Tarditi are doing business. In the traditional research model, researchers position themselves as "experts," people trained to extract information—to collect data on their "subjects" and then write scholarly papers for refereed journals. This project, however, follows the participatory action research model, in which research is not merely collaborative but is undertaken to address problems identified by the local community. It's research conducted *with* and *for* people, not *to* or *on* them, Ravitch says.

The Future

The project's deliverables are specific and tangible: a professional development program and a computer-centered curriculum, both documented in a training manual and curriculum guide to be used for replication throughout Nicaragua.

But Ravitch hopes to accomplish more: she wants to conduct a longitudinal study that will provide a detailed picture of the impact of the laptop initiative and all that it is bringing to the community at large. Her interest here is far more than academic. Her interest, like the Baldonados', is in replication. "If we innovate," she says, "if we design an emergent curriculum in a respectful way, that complicates what needs to be complex, that evaluates in a very real way, that uses a truly democratic process—if we really do this well, it will be worthy of replication."

Early signs are that Nicaragua may be eager to adopt the model. The partnership with CISA and the Baltodanos has brought an extraordinary level of visibility to the project: Estudio 24 Horas—Nicaragua's answer to 60 Minutes—featured interviews with the team; the local press has profiled the work; and business leaders and government VIPs have expressed the same level of enthusiasm as the workers on the Finca Buenos Aires have.

Indeed, after one particularly high-powered meeting, one of the people at the Ministry of Education turned to Ravitch and said, "Central America is watching us, Latin America is watching us, the world is watching us." ■

Compare & Contrast

To understand how Panama could improve its education system, Penn GSE researchers looked across the border to Costa Rica. Team leader Alan Ruby explains how they found remedies in teacher preparation programs and school finance reform.

By Alan Ruby



CANDACE DICARLO

Emanuel Gonzalez-Revilla W'88, a Panamanian business executive and Penn GSE overseer, has a longstanding interest in education, especially in his native country. He knows that undergraduate tuition and living expenses at Penn—now running about \$50,000 a year—are a major barrier to many Panamanian students. But when he offered to underwrite financial help, not one was able to accept his offer.

Language and cultural barriers no doubt played a role. More important, though, was the fact that many students were not academically prepared for an Ivy League school.

That discovery led Gonzalez-Revilla and his family to a heightened interest in the quality of the Panamanian education system. Was it producing students who could take political and economic leadership roles, locally and nationally? Could they compete with their peers from Costa Rica, Chile, and Colombia? And if the system couldn't do that, how could it change?

Gonzalez-Revilla approached GSE and invited us to submit a proposal for a quick and focused comparative study of the Panamanian and Costa Rican education systems. We gathered a first-rate team—proficient in Spanish and with strong field experience—and headed to Panama.

Knowing that we had very little time in which to work, we decided to focus on how primary-school math was taught. We interviewed officials, politicians, union leaders, teacher educators, and others. We looked at data sets and budgets and we videotaped over 75 math lessons in both Panama and Costa Rica, analyzing what does—and doesn't—happen in those classrooms.

We were focusing on two main areas—how teachers are prepared and how education is financed—and we were able to achieve a great deal in a fairly short amount of time, thanks to the full cooperation of the government and the generous support of the Gonzalez-Revilla family.

Teacher Preparation

Costa Rica, a neighbor and economic competitor of Panama, has

roughly the same GDP per capita. Of that GDP, however, less is spent on education, and the results are better. How is this achieved, both financially and pedagogically?

The answer lies partly in how, and how much, new teachers are trained, and in what domains—in how to teach or in what to teach or in some combination of these two. How much specialized mathematics knowledge do they need to be good teachers?

In Costa Rica, all teachers are required to earn a bachelor's degree. In Panama, by contrast, future teachers can elect to complete the Normal School coursework instead, roughly the equivalent of finishing a high school degree in the U.S. Slightly more than half of Panamanian primary school teachers choose this route. In other words, a majority of primary school teachers have not had the in-depth coursework generally associated with college-level classes.

Some differences in pedagogy were fundamental, and we could track them to the ways in which teachers are prepared and the ways in which learning is organized. Costa Rican elementary school teachers, for example, have more preparation in terms of content and in terms of pedagogy than Panamanian teachers. They tend to teach mathematics in larger blocks of time, so the actual effective instruc-

other schools, teacher pre-service education must be radically changed. Future teachers need to learn more content about the subjects they will teach and be better prepared in how to teach the subject at a level that deepens students' understanding of concepts and teaches them how to apply those ideas in real-world contexts.

Teachers who are already in classrooms should also have opportunities to learn how to improve their teaching. To meet that need, both countries can introduce intensive in-service training, continuing over several months and taught by high-quality educators, perhaps recruited from abroad.

Another issue, teacher compensation, affects the quality of people recruited into teaching in the first place. Primary-school teachers in Panama are paid much less than other professionals, and less than teachers in Costa Rica, especially when measured in the purchasing power of their salaries. In addition, the distribution of teacher quality across the country is uneven. This system needs to be reformed, with teachers in isolated, low-income, and urban areas receiving larger incentives.

School Finance

The success of any educational system does not rest with its teacher preparation programs alone. So at the same time we were looking at teacher education, some team members, including Penn GSE Vice Dean Doug Lynch and I, turned our attention to finances. Where did the money come from? How was it spent, and by whom? Did some regions or schools receive more money, or spend it differently?

Although the Ministry of Education in Panama is not very large—the main building for the entire Ministry is slightly smaller in size than GSE—departments within the Ministry do not always communicate or coordinate effectively. As a result, budgets are not always used to maximum effect. There is duplication—with multiple programs trying to foster school improvement with three different funding strategies, three different timelines, and three different reporting methods. If a principal wished to combine the funds from the three sources to employ a teacher or a community liaison officer, the rules would not allow it.

Identifying remedies is simple: efficiencies at the Ministry, such as combining funding streams to allow for greater flexibility in spending at the local level, could allow a principal to hire a new teacher, for instance. But these remedies require changing how people do things, and who does them. Consolidating Ministry departments, for instance, would threaten people's careers: one unit would replace three, with two unit heads suddenly out of jobs. Like bureaucracies everywhere, the Ministry of Education is not a natural advocate of reform.

Unanswered Questions

As we finish this phase of the project, we are left with a number of unresolved questions. Chief among them is, of course, now what? We've come in, done a lot of research on

Costa Rica, a neighbor and economic competitor of Panama, has roughly the same GDP per capita. Of that GDP, however, less is spent on education, and the results are better. How is this achieved, both financially and pedagogically?

tional time is greater. Some changes are that simple—we actually observed these practices and could say, "Here are some things you can do relatively quickly, that will make a real difference."

Our interviews with many teachers also suggested that teacher education students in both countries—but particularly in Panama—are not adequately prepared to teach in remote areas and in multi-grade classes. Addressing this issue will not be as easy as changing how instructional time is allocated, but it is essential to making real and lasting improvements to the state of education in Panama.

Because half of all Panamanian elementary school teachers are trained at the same college, the Normal de Santiago, the point of intervention is obvious and makes change look fairly easy—at least in theory. Change practices at that single national institution and the impact on future cohorts of teachers would be significant.

But given the weaknesses in the system, should the Normal de Santiago even continue to train teachers? The answer is a definite yes, but with some conditions. The school must prepare new teachers at much higher levels of content and pedagogical content knowledge if Panamanian students are to succeed in higher education and in the world economy. Both at the Normal de Santiago and at



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a very compressed timeline, and made our recommendations. Naturally, we hope that the government will implement many, if not all, of them and that public education in Panama will improve markedly over the coming years.

There are complicating factors, political change chief among them. Since the end of our study, a presidential election has been held and the new President was sworn in at the beginning of July. The Minister of Education has also changed. The new President—and his advisors—have been briefed, fully and frankly. Emanuel Gonzalez-Revilla is laying the groundwork for further work toward strengthening the teacher education system.

Meanwhile, the country is grappling with other pressing issues—the widening of the Panama Canal and the current state of world trade among others—and, as important as our work may be to the country's future, education reform may fall off the radar screen. In Panama, as in the rest of the world, the immediate often gets in the way of the strategic.

But our questions aren't limited to those of implementation. Our work in Panama has raised a number of other, more philosophical issues as well—issues with implications for the development and funding of such projects.

Independent researchers, hired by a private citizen of Panama, developed and completed this study. What role should independent researchers play in shaping public understanding of these issues? Should a nation's business community have a role? If so, what should it be?

As independent researchers, we came into Panama without an agenda, and being impartial, were in some ways ideally placed to be effective advocates. We're not

beholden, so we can say exactly what we think—although we are practical in our approach. On the other hand, it is difficult for outside researchers to fully understand the context and nuances of another culture. How can we quantify these differences, and how much do they matter?

By the same token, our study would not have been possible without the full and willing cooperation of the Panamanian government. We don't want to risk reducing the chances of government action by simply pointing to short comings. We were concerned to create what Ben Franklin called "useful knowledge" that would do some good in the world. But we did not want to just pass a polite report to officials and hope for action. But what would be the line between creating knowledge, suggesting action, and advocacy?

As the new government takes shape—and as new policies take shape—we're keeping a close eye on developments in Panama. We're staying in touch with Emanuel Gonzalez-Revilla and with our colleagues in Panama and Costa Rica, both inside and outside the Ministry of Education. We're grateful for—and impressed by—the level of access we were given to all aspects of the education system. And we're optimistic that the government's willingness to allow us into the Ministry, and into the schools, bodes well for the future of education in Panama. ■

A senior fellow for international education at Penn GSE, Alan Ruby has held positions in The Atlantic Philanthropies, the World Bank, the Organisation for Economic Co-operation and Development, and the Australian department of education and employment.

A student at the Montezuma Elementary School in Costa Rica. With roughly the same GDP per capita as Panama, Costa Rica spends less on education—with higher levels of student achievement.

Penn GSE Leads Major International Research Initiative

Five-year study focuses on science and math teacher preparation around the globe.

In its latest and perhaps most wide-reaching example of global engagement under the Penn Compact, Penn GSE has recently taken the lead in a major research initiative focused on secondary school mathematics and science teacher preparation.

The five-year collaborative project will strive to understand math and science teacher preparation in each participating country, so that the practices of any one country may be improved based upon best practices discovered elsewhere. The study's primary audience is policymakers and research institutions across the study group.

Penn GSE is leading this multi-phase international effort in collaboration with the Asia-Pacific Economic Cooperation Forum (APEC). Composed of 21 countries, APEC works to promote sustainable economic growth throughout the Asia Pacific region. Its Education Network has identified four priority areas for study—math and science learning among them. (The others are information

technology, language learning, and education governance and systemic reform.)

The current science and math teacher preparation study began to take shape in October 2008, when Penn GSE hosted international delegations of senior education researchers and policymakers at a two-day summit. Among the APEC member countries taking part in the project are Australia, China, Chinese Taipei (Taiwan), Japan, Korea, New Zealand, Peru, the Philippines, Russia, Singapore, Thailand, Vietnam, and the United States. The study has support from the U.S. Department of Education and ministries of education in many of the participating countries.

The U.S. research team is composed of faculty from four of the nation's top education schools: Penn GSE, Michigan State University's College of Education, Harvard University's Graduate School of Education, and Teachers College of Columbia University. In addition, national research centers and various governmental policymakers will be key collaborators. At Penn, GSE Dean Andy Porter and Professor Rebecca Maynard have been involved in the initiative from its inception, with the Office of International



Programs, led by Vice Dean Cheng Davis, coordinating the initiative development and launch. Other Penn GSE faculty members involved in the development phase have included Ed Boe, John DeFlaminis, Laura Desimone, Peg Goertz, Richard Ingersoll, Janine Remillard, Alan Ruby, Kathy Schultz, and Elliot Weinbaum.

For well over a decade, the U.S. has been focusing on math and science education—in part as a response to studies that have shown U.S. students underperforming when compared to many of their international counterparts, particularly those in Asia. For the American researchers, this study is a further attempt to understand that phenomenon—but benefits are envisioned for participation on all sides. As Davis noted in a recent *Daily Pennsylvanian* interview, “Countries in Asia place too much emphasis on memorization and testing. . . . Like us, they are looking for change and we can provide that kind of instruction.”

The study will build on previous international comparative studies, including TIMSS (Third International Mathematics and Science Study), released in 2007 by the International Association for the Evaluation of Education Achievement, and PISA (Programme for International Student Assessment), sponsored by the Organisation for Economic Co-operation and Development. Both of these studies focused on student outcomes at the middle-school level, whereas the APEC study will examine teacher preparation at the upper secondary level. Nonetheless, researchers hope to address student outcomes in a correlational way in the new study.

Findings more directly related to the APEC project come from the Teacher Education Study–Mathematics (TEDS-M), produced in 2007 by Michigan State University. This study suggested that, when comparing higher- and lower-performing countries, differences in middle-school math achievement are likely related not only to a “curriculum gap” but also to a “preparation gap.” That is, teachers in higher- and lower-performing countries had very different experiences as part of their teacher preparation. Although focused exclusively on middle schools, TEDS-M is closely related to the APEC study; therefore, Michigan State University has become part of the U.S. research team for the current initiative.

This study builds on Penn GSE’s deep commitment to national and international teacher preparation, both in terms of research and practice. Both Porter and Maynard have strong experience in international comparative research and in research focused on teacher preparation in math and science. Additionally, Ingersoll is one of the nation’s leading authorities on teacher quality, particularly the impact of teacher shortages and turnover. He was also a lead researcher in the “Comparative Study of Teacher Preparation and Qualifications in Six Nations” project undertaken by the Consortium for Policy Research in

Education. On the practitioner level, the School has been unwavering in its commitment to high-quality teacher education through such innovative programs as a masters program for Teach for America Corps members and the Ninth Semester Scholar program that offers a minor in urban education for gifted Penn undergraduates.

Penn’s international experience and strong commitment to research and practice positions GSE well to take the lead in the APEC research project. Furthermore, such leadership provides an outstanding learning opportunity.

“Understanding how our APEC partners prepare, assist, and reward teachers in science and math is important to educational improvement in the U.S. and worldwide,” Porter observes. “We have much to learn from one another. For example, in Japan and China, teachers observe their peers and comment on their performances to develop a broad understanding of which techniques are most effective in the classroom, just by observing other good teachers. What’s particularly interesting about this study is that countries like Russia, China, and the U.S. will be studying teacher preparation together—nothing like this has been done before in a serious way.”

Phase I of the project will be launched in November 2009, when the international research team convenes in Moscow. The goal for this phase is to build a solid research partnership among participating scholars, as the team works to gather descriptive information about teacher preparation practices and student outcomes in each country. This phase will also include development of an inventory of available databases in each country so that a strong foundational knowledge base can be created across the entire project.

Phase II will entail in-depth research within each country, based on a common research protocol that also allows for some targeted questioning to capture information unique to smaller subsets of the study group. Instruments will attempt to measure teachers in terms of both their subject content knowledge and pedagogical content knowledge. Finally, Phase III will focus on cross-national comparative analysis in order to identify the transnational qualities of teacher preparation programs that are most effective for both teachers and students.

Penn GSE’s stewardship of the APEC research initiative is further testament to the School’s enactment of the Penn Compact. It builds on the deep local knowledge that faculty have developed in their work on teacher preparation in the United States, and it endeavors to expand that knowledge by collaborating with education researchers and practitioners around the world. It demonstrates, too, how Penn GSE is striving to be the most intellectually exciting place in education anywhere in the world—a place that others look to for ideas. ■

“What’s particularly interesting about this study is that countries like Russia, China, and the U.S. will be studying teacher preparation together—nothing like this has been done before in a serious way.”

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Ivia W. Greene GEd'64
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John W. Kinnikin GEd'64
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Thank You

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 Dr. Sally Schwer Canning GEd'88
 Gr'94
 Robert E. Lane Gr'94 CGS'05
 Christina M. Mecca GEd'94
 Diane P. Monteleone GEd'94
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 Jonathan R. Nebeker, MD
 GEd'94 M'94
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 Dr. Lori Beth Stauffer Gr'94
 Dr. Flora Naomi Taylor Gr'94

Dr. Steven B. Taylor Gr'94 GEd'01
 Dr. Michael Keith Townsley Gr'94
 Michelle L. Ulmer-Parker GEd'94
 Dr. Edwin L. Woolley III Gr'94
 Elizabeth Cheryl Zack GEd'94

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 Gr'99
 Dr. Martha B. Bryans GEd'99
 GrEd'00
 Kimberly Y. Erwin GEd'99
 Aimee Ferguson GEd'99
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 Carl Paul Steidel GEd'04
 Shuhan C. Wang Gr'04
 Elliot H. Weinbaum Gr'04

Class of 2009

Katherine L. Ross GEd'09

1950s

Lorraine Wincor Ed'57 GEd'61 has published her first book, *The Marriage Circus*. The 100-page self-help book addresses the increased pressures that the economic recession is putting on marriages and relationships. A psychologist who has been helping married couples for 30 years, Lorraine sets out to shatter the delusions of marriage and help couples avoid the pitfalls of poor communication. She explains, "A high percentage of committed couples—whether they are married, living together, straight or gay—either cannot afford professional help or are reluctant to do so, which is why I wrote *The Marriage Circus*." The book is available at Amazon and at www.lorrainewincor.com. All proceeds go to the Jonathan Tonelli Raylove Fund, to help support a brain-damaged victim of near-drowning.

1960s

Maxine Weisman Greenberg Ed'61 writes, "My son Erik Greenberg Anjou wrote, directed, and produced the new film 8: *Ivy League Football and America*, which features a lot about Penn. I am a real-estate agent with Prudential Fox and Roach; my area is Margate, Longport, Ventnor, and AC [in New Jersey]."

Nelson B. Heller Gr'69 is president of EdNet at MDR, in Solana Beach, California, and founding publisher of the *Heller Reports*. This coming December he will be inducted into the Hall of Fame of the Association of Educational Publishers for his contributions to the industry of supplemental educational materials.

1970s

Barbara P. Barnett GEd'71 is head of modern languages at the Agnes Irwin School in Rosemont, Pennsylvania. She recently received the 2009 Dorothy S. Ludwig Excellence in Teaching Award (secondary level) from the American Association of Teachers of French, at whose conference she presented a session on Women in the Resistance.

Joan Zimmerman Azarva GEd'74 writes, "To help increase the college success rates of students with learning differences, I started an online course called 'Conquer College with LD/ADD' for high school students and their parents. I also do online coaching and consulting." Joan can be reached at info@conquercollegewithld.com.

1980s

Elaine Samans GrEd'83 writes, "Forty years ago, I began a new career as an elementary school counselor. I also developed the first summer migrant program and was the center supervisor for the Kennett Consolidated School District, Chester County, Pennsylvania. The program for 75 migrant children was a precursor of today's efforts to help students with diverse backgrounds."

Leslie Nicholas GEd'85 was inducted into the National Teachers Hall of Fame in Kansas in June.

1990s

Laurie Bieber C'93 GrEd'95 writes, "Great article about TFA in Penn's GSE magazine. I want to share some more fun facts. I graduated from the College in 1993 and the GSE in 1994 with a masters in Secondary Ed. In 1995, I moved to Houston to help open the first of two KIPP schools after the pilot program in 1994. KIPP was co-founded by two TFA folks—Mike Feinberg, who graduated from Penn, and Dave Levin, who graduated from Yale. In 1995, I helped Mike open the first school in Houston while Dave opened a school in the Bronx."

Michael K. Townsley Gr'94 has developed a significant reputation in the finance of private colleges and universities. He is currently the special assistant to the president of Becker College in Worcester, Massachusetts. Michael has written extensively on financial strategies in higher education. His most recent book, *Weathering Turbulent Times*, was published this year by the National Association of College and University Business Officers.

Emily Nichols Grossi GEd'99 and Tom Grossi are thrilled to announce the birth of their second son, Oliver Nichols Grossi, on March 17. He joined big brother Jack, who will be three this month.

Joshua Stern GEd'99 has been named dean of students at Arcadia University in Glenside, Pennsylvania. He served previously as associate dean of students and director of residence life, a position he has held since 2005. He joined Arcadia in 2002, coming from the Art Institute of Philadelphia, where he served as director of housing. He also has worked in various residence-life positions at Nichols College in Dudley, Massachusetts; Bentley College in Waltham, Massachusetts; and the University of Pennsylvania. Joshua and his wife, Kim, live in Abington with their two children, Noah and Ava.

2000s

Gregory Mena GrEd'00 has started in a doctoral program at California State University, Northridge. Greg is in the first cohort of Ed.D. students in CSU's new doctoral program focusing on community college leadership.

Carolyn Faulkner-Beitzel GEd'01

<cfaulkner_beitzel@comcast.net> received a Ph.D. in professional-studies education (specializing in K-16 online teaching and learning) from Capella University in November 2008. She found that teachers, without training in online pedagogy, struggle to transform their practices from the brick-and-mortar to the online classroom. Currently an instructional coach at Academy Park High School in Folcroft, Pennsylvania, she is pursuing a K-12 principal certificate from Neumann College. She also teaches education and social-science courses at several colleges and universities, both traditional and online, and is a distance-learning consultant through her company, DLC.

John Kucia GrEd'04 writes, "For the past three years I have partnered with Dr. Linda Gravett to write a book that flows from my

Penn dissertation. We have a completed our manuscript, titled *Leadership in Balance: A New Brand of Leader for a Global Society*. Our agent is in the process of finding a publisher.”

Rob Muller GrEd’04 joined CNA as associate director of their education group and director of the Regional Educational Laboratory Appalachia, one of the ten U.S. Department of Education research centers. Rob also continues to teach education policy at Georgetown University.

Regina Vella GEd’04 reports from Georgia, “I’ve been elected to be a Board Director/Secretary of a nonprofit, Kingdom Kids, and am starting a new term on the Board of Directors with the Georgia Microboard Association (state supported nonprofit organization). I’m still at Georgia Gwinnett College and have successfully increased student recruitment (we’ve gone from 800 to hitting 3,000 this fall). I’m coming into year 3 as director of Career Development and Advising—although there is talk of changing my role to Community Relations/Student Engagement/Service Learning and, of course, Fundraising. I can’t walk down through the Square in Lawrenceville without being noticed/recognized by someone—I’m getting a kick out of that. Georgia is being very good to me. Now I’m getting to understand the whole Georgia on My Mind mindset.” Regina was also one of 28 people recently selected for the Gwinnett Neighborhood Leadership Institute for 2009/10. The program is an eight-month intensive community leadership institute that focuses on promoting civic change by addressing identified needs within Gwinnett County in six areas: Community Engagement, Education, Safety, Health & Human Services, Basic Needs, and Economic & Financial Stability. Regina’s sub-group is working on a project to address the critical need of economic and financial stability in the county. Regina writes, “I’m very excited to represent Gwinnett County in this way since our community encourages positive change and civic engagement. This is a wonderful opportunity to be one of many leaders representing our county.”

Pam Felder GrEd’05 contributed a commen-

tary to the *Teachers College Record* this summer. “Exploring Work-Life Balance for the Female Doctoral Student” appeared in the June 25 issue.

Clifford L. Stanley GrEd’05 has been nominated by President Obama to serve as Under Secretary of Defense for Personnel and Readiness in the Department of Defense. Cliff recently served as the president of Scholarship America, the nation’s largest nonprofit, private-sector scholarship organization. Prior to assuming this position, he served as Penn’s Executive Vice President. Cliff retired from the United States Marine Corps in 2002, with the rank of Major General.

Megan Carlson GEd’06 married Bennett Langman on June 27, 2009. They reside in Cherry Hill, New Jersey. Megan teaches 9th and 11th grade English at Cherry Hill West. Ben is an attorney with Mayfield, Turner, O’Mara, Donnelly, & McBride in Philadelphia.

Claire Kolman GEd’06 and **Lou Kolman EAS’00** are proud to announce the birth of their daughter, Makena Natalie Kolman, on December 30 in Ann Arbor, Michigan.

Francis M. Hult Gr’07 has been appointed to the editorial board of the *International Journal of the Sociology of Language*.

Pat Hunt GrEd’07 is now the chief administrative officer with the West Virginia Council for Community and Technical College.

Lea Johnson GrEd’07 is the new dean of the School of Business Administration at American International College.

William P. Kiehl GrEd’07 was recently named editor of *American Diplomacy*. In addition, William serves as the president and CEO of PDWorldwide International Consulting. You can follow his blog at <http://pdworldwide.blogspot.com>.

Ben Aiken GEd’08 was one of five GSE/TFA students to receive a Lindback Distinguished High School Teacher Award, given annually to

an outstanding teacher in each of Philadelphia’s high schools. Also receiving the award were fellow TFA grads **Shavonne McMillan GEd’07**, **Joanna Stone GEd’08**, **Molly Thacker GEd’07**, and **Jennilyn Thiboult GEd’09**.

Lisa DiGangi GEd’08 writes, “The U.S. Department of Education recruited ‘reviewers’ for the Teaching American History (TAH) grants (million-dollar grants) to serve as readers and panel members to evaluate TAH grant application. I applied and was selected (so excited—it’s a seasonal job).” Lisa credits what she learned from Judy Brody and her fellow professors in the ELPAP program for “preparing me to evaluate and give both ‘warm’ and ‘cool’ feedback as part of the score sessions, written feedback, and panel discussions. The internship coupled with the readings and assignments empowered me to take the ‘balcony view’ while reading and assessing the grant applications. Consequently, the panel monitor often referred the panel members to my evaluative feedback and asked them to reconsider their scores and comments based on my support statements (the Readings Synthesis and Capstone enabled me to hone those skills and put them into practice). ELPAP was a rewarding experience (although challenging) with many lessons that I continue to employ.”

Ellie Fogarty GrEd’08 made a competitively-selected presentation at the 2009 Mid-Atlantic Regional Conference of the Society for College and University Planning. Her session, “Strategic Planning as Though Student Learning Matters,” was presented to a standing-room-only crowd of architects, facilities planners, and assessment professionals seeking to understand the role of facilities in creating a learning environment. She enjoyed getting back to her dissertation topic and focusing on one segment of her research.

Anne Herron GrEd’08 has been very busy this summer. She presented “Connecting Students Who Are Connected to Everything: Best Practices in Advising Millennial Students” to St. Joseph’s College of Nursing and “Legal & Ethical Decision Making—Law or Gut

Alumni Profile

Sister Rose Gr'00

Partnering for Hope

A veteran of urban schools, Sister Rose Martin Gr'00 loved graduate school. "I'd been a principal in Catholic Schools for 14 years—in Miami and West Philadelphia—and went to graduate school because I felt the need to think more and analyze more and learn more," she explains.

But she still had a passion for helping children who don't have the educational opportunities that every child should have.

As executive director of Hope Partnership for Education, Sister Rose gets the chance to act on her passion—and apply what she learned in GSE's Education, Culture, and Society doctoral program.

Aiming to break the cycle of poverty through education, Hope Partnership operates an educational center in one of Philadelphia's poorest communities—a place where 50 percent of the residents live below the poverty line. The center includes a middle school, ongoing support for graduates, and adult education.

Says Sister Rose, "What we're offering is what every Philadelphia public school can't afford to offer—small classrooms in extended-day and extended-year schools."

A joint effort of the Society of the Holy Child Jesus and the Sisters of Mercy, Hope Partnership is not, however, religious in focus. As Sister Rose explains, "We're not interested in proselytizing. We wanted to offer the best education possible to students who need it most."

To that end, Hope Partnership offers small classes, an extended school day, and an extended school year. Class size is limited to 15, and the school day begins at 7:30 and doesn't end until five. The school year runs from September through mid-June with a July summer session.

"We're still in our infancy," she says, "but we offer adult education as well. We have monthly family nights when we offer a variety of programs. We offer GED and basic education classes, and we have a part-time social worker who helps connect families with resources."

This focus on families is critical, explains Sister Rose. All too many of the neighborhood's adults have been short-changed by the educational system—the functional literacy rate hovers at 50 percent—and they often don't



know how to help their children take the next steps in school. So among the offerings for adults are monthly sessions on parenting skills like helping children with homework and coping with adolescents.

Another of Hope Partnership's important features is the continuing support it provides to its graduates. The Class of 2008 was the school's first graduating class so last year Sister Rose and her colleagues launched their high school support program. The program's scope is broad, helping students choose the high school that's right for them and then helping them navigate new academic and social challenges. The program is designed to continue throughout the students' high school career, with Hope Partnership staff helping with SATs and college applications or with the move into the workforce.

"We have a monthly pizza party/study night," says Sister Rose, "and they come back for that. We have tutoring available after school as well. Last summer, we had two students who had to go to summer school," she continues, "and we stayed in touch with them to make sure they were attending."

It's that kind of day-to-day, intensive involvement in the lives of students and their families that distinguishes Hope Partnership's—and Sister Rose's—philosophy.

For more about Hope Partnership, visit <http://www.hopepartnershipforeducation.org/>

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 it 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 2010 issue of the Penn GSE Magazine is March 30, 2010.

Feeling” to the New York Graduate Admission Professionals Conference.

Stephen D. Immerman GrEd’08 has been appointed president of Montserrat College of Art in Beverly, Massachusetts. Steve previously worked in fundraising, fiscal management, construction, student life, and alumni affairs through MIT’s Resource Development, Academics, and Student Affairs Divisions. He is also chair of the State University of New York (SUNY) at Potsdam Foundation Board of Directors where he helped to lead a successful \$12 million fundraising campaign for his undergraduate alma mater.

Paul Marthers GrEd’08 joined Rensselaer Polytechnic Institute as vice president for Enrollment and dean of Undergraduate and Graduate Admissions.

Celeste Rodriguez GEd’08 helped secure a \$50,000 grant from the Cole Hamels Foundation for the Stetson Middle School, where she did her student-teaching while enrolled in GSE’s TFA Urban Teacher program.

Katherine Ross GEd’08 writes, “I’m working as the Learning Skills Specialist in the Academic Resource Center at Georgetown University, which is under the Student Affairs division. I’m working with students who have disabilities and helping them receive the accommodations they need in order to succeed in college. I will also be presenting workshops throughout the year to students who want to improve their study skills, test-taking strategies, and time management. I work two floors below Jeanne Lord, who is the associate vice president of Student Affairs here and also a student in the Exec Doc program at GSE.”

Kelly Thompson GrEd’08 has been selected as a member of Leadership North Carolina’s Class XVII by the Leadership North Carolina Board of Directors.

Jackie Adam GEd’09 and **Elizabeth Humphries GEd’09**, both recent graduates of the GSE/TFA Urban Teacher program, landed a multi-million-dollar Department of Labor

grant to fund a Summer Bridge Program for incoming ninth-graders at Bartram High School

Carol Bonner GrEd’09 was appointed deputy provost at Simmons College after serving as special assistant to the President.

David Hanson GrEd’09 has accepted the position of senior vice president of Finance and Administration at the Wilderness Society in Washington D.C. David previously served as associate vice president for Administration and Special Assistant at Emory University.

Michael Redding GrEd’09 was named Vice President of University Relations at the University of Oregon.

DeAngela Burns Wallace GrEd’09 joined the University of Missouri at Columbia as director of Urban Access and Outreach.

Karen Weaver GrEd’09 presented her dissertation at the First European Conference in Sports Economics, held in Paris in September. Karen was selected to present from among 31 finalists. Karen was also interviewed about the Big Ten Network for an August 31 article in *The Chronicle of Higher Education*. “The Big Ten Network posted its first profitable quarter last year,” she says, “and the trend has continued into 2009. Market analysts expect the network to turn a \$57-million profit this year—giving member universities some \$29-million in addition to what their other TV contracts earn.”

Todd Wolfson Gr’07 Gr’09 gives Penn high marks for help with academic job search in a recent article in *The Chronicle of Higher Education*. Just after graduating, Todd landed a tenure-track job in journalism and media studies at Rutgers University. “You might think he’s the embodiment of the academic dream, in which the struggle to earn a Ph.D. has long provided an entree to a fulfilling academic career” according to the article. But Mr. Wolfson is not typical. He earned two doctorates, in anthropology and education, at an Ivy League university. He took advantage of a strong career-services department.

And he even helped start a nonprofit group. In short, he was an exceptional candidate.”

OBITUARIES 1920s

Minerva Apple Waldbaum Ed’28,

Huddleston, Virginia, December 12, 2008.

Born in 1907, Minerva was a week away from her 101st birthday at the time of her death. A graduate of William Penn High School, Minerva also attended the Sorbonne in Paris. She taught in private school and at Central High School and the Philadelphia High School for Girls. In addition, she helped her husband, the late Saul Waldbaum, in his career in labor law, negligence law, workers’ rights, and help for farmers.

She is survived by daughter Elsa Waldbaum Stern; sons Eric Waldbaum and Marc Waldbaum; and three grandchildren.

2000s

Joseph Cytrynbaum Gr’04, Chicago, July 11, 2009.

Joe Cytrynbaum died in Advocate Illinois Masonic Medical Center, two days after suffering a cerebral aneurysm.

Raised in Evanston, Illinois, Joe received his Ph.D. in GSE’s Education, Society, and Culture program in 2004. His dissertation focused on the life of an inner-city Philadelphia high school.

After Penn, he returned to Chicago to work with Umoja Student Development Corp. (Umoja means unity in Swahili.) As a model for school community partnership, Umoja provides intensive services in underserved schools.

In a *Chicago Tribune* obituary, Umoja founder Lila Leff had high praise for her colleague. “He was all about relationships, and that relationships drive every level of success in the work we’re doing,” she said. The children he worked with “weren’t his project or his job, they were his joy. Kids wanted to live up to Joe’s version of them.”

In 2008, Joe took a tenure-track position teaching social work at Northeastern Illinois University but remained at Umoja as a volunteer.

That year, he and his wife, Erin Flynn, welcomed their son, Rocky, named for the Philadelphia icon.

peace work

A conversation with ECS doctoral student Thomas Hill, recently back from a trip to Iraq—his 19th to date—where he’s working to promote peace



Tell me about the work you’ve been doing in Iraq.

My most exciting project is with a group called the Iraqi Peace Foundation, which is a network of about 70 people in Iraq, working to establish programs in peace and conflict studies at Iraqi universities and other informal community-based education programs throughout Iraq.

How did you become involved in this field? I have a bizarre background for this kind of work. I used to be a sports journalist, covering basketball and baseball for the New York Daily News. It was an exciting career for a guy in his 20s. But I found myself itching for assignments so far off the beat that my editors and I realized that my interests lay elsewhere. I actually went to Colombia and reported on how they were reviving their professional baseball league during a civil war.

That might have given you a clue! So I went to Columbia for a master’s in international public affairs, focusing on conflict resolution. There, I got involved with the Center for International Conflict Resolution and a project they were starting up with 25 Iraqi-Kurdish academics and government officials. That was in 2000.

Tell me more about what you were doing in May? I was there to teach conflict management to the first class of students in a new program at Dohuk University. Dohuk is in the Kurdistan Region of Iraq, and the university there just launched a master’s program in Peace and Conflict Studies—the first university to do so. The program is new and small and unclear about its future, but its mere existence is quite an amazing development.

What about the students? The initial four students will become the first Iraqis to earn degrees in this subject in their home country. These four trailblazers clearly understood that they’ll need to use what they learn in this program to help shift thinking in their communities away from violence as a response to conflict and toward peaceful approaches. Teaching this course gave me a greater insight into one possible role that Iraq’s higher education system could play in peacebuilding.

How so? So much of peacebuilding is about helping people shift their thinking in terms of what they consider normal

approaches to conflict. Universities are highly respected institutions in Iraq, so if they seriously begin to promote exploration of peaceful approaches to conflict, the impact could be enormous. Ali, a young Iraqi man and long-time colleague came to visit my class in May. He recently completed a master’s degree in peace and conflict studies in the UK and is considering pursuing a Ph.D. He explained to my students that their participation in their program was especially important because it represented a step toward sustainability for peace and conflict studies in Iraq. The workshops that my Columbia colleagues and I have conducted by the dozens over the past six years really have only limited impact, he argued, but standing university programs will have a much better chance to achieve long-term social change.

Is that your vision as well? Until now, most of this work has been ad hoc, with a couple of colleagues delivering short workshops. But having a few Americans parachuting in isn’t a sustainable model. Iraqis were resolving conflicts 6,000 years before the U.S. even existed, and this effort needs to build on that local capacity. Many of the professors I know in Iraq would like to see the Ministry of Higher Education establish Peace and Conflict Studies as a formal field of study.

Are there many such programs in the U.S.? Peace and Conflict Studies first emerged as an academic field in Europe after World War II. It finally gained some traction in the U.S. in the 1960s and 1970s. There are several hundred programs in the U.S. now—but mostly master’s degree programs, not doctoral ones. One of the problems is that this is an interdisciplinary field. At GSE, my studies [in the Education, Culture, and Society program] cut across sociology, anthropology, history, education—typical Ph.D. programs wouldn’t allow me to do that.

If it’s not too skeptical of me to ask, what difference can an academic program make? We’ve had conflict and war studies for a long time, and how far has that gotten us? This can’t be our only conception of conflict, and universities can play a huge role—not just as spaces for activism but to promote a new way of thinking internationally. ■



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