

# PENN GSE

Fall 2013

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OF THE  
TEACHING  
FORCE  
and Six Other Trends

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Black and Latino  
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THE GRADUATE SCHOOL OF EDUCATION ALUMNI MAGAZINE | UNIVERSITY OF PENNSYLVANIA

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Cover photo and photo below by Darryl W. Moran Photography



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What would you cut from the school budget?

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# Letter from the Dean



Photo by Darryl W. Moran Photography

Dear Alumni and Friends,

This fall marks the beginning of my seventh and final year as dean of the Graduate School of Education. For six years I have watched as each new cohort of students grows and flourishes under the tutelage of our excellent faculty. I have met with our students while they studied at GSE, marched with them at Commencement, and visited with them after they graduated. Our students and alumni have grown near to my heart, so much so that they were on my mind one sunny Saturday afternoon this past August.

I was standing in a church foyer, getting ready to walk my daughter Katie down the aisle at her wedding. Looking at the young woman beside me, I realized that she shares a trait I see among GSE students and alumni day in and day out. An accomplished doctor of osteopathy in Silicon Valley, Katie isn't content simply to succeed in her field. She is about to depart for Panama, where she will provide much-needed health care services to children in need.

The desire to both excel and do good in the world connects us all throughout the GSE community. As students, faculty, staff, alumni, and friends of the School, we do what we do—from teaching children, to shaping policy, to leading institutions, and more—because we believe in the power of education to benefit the world.

You can see the results throughout this magazine. From Richard Ingersoll's research on the changing face of the teaching force to GSE's fourth annual Milken-Penn GSE Education Business Plan Competition, GSE is asking tough questions that are breaking new ground and generating solutions that improve lives through learning.

During my tenure as dean, the passion we all share for our work has generated considerable momentum and success for the School. The milestones include our rise in the national rankings as well as our influx of applications from smart, passionate, and committed candidates. In 2013, we climbed in the *U.S. News & World Report* rankings from a three-way, ninth-place tie in 2012 to become the sole occupant of the seventh-place spot. In August, we welcomed our newest cohort of master's students. They are an amazing array of talented, passionate, and diverse individuals. We also welcomed more than thirty outstanding Ph.D. and Ed.D. candidates. I am impressed by each and every one of them, and I look forward to seeing what they accomplish through their time at GSE.

As alumni and friends of the School, you exemplify our passion and further our mission through your involvement and support. I greatly appreciate your commitment, and I hope you enjoy the Fall 2013 issue of *The Penn GSE Alumni Magazine*.

Andrew C. Porter  
Dean, Penn Graduate School of Education  
George and Diane Weiss Professor of Education



*Varieties of Sovereignty and Citizenship*  
Edited by **Sigal R. Ben-Porath** and Rogers M. Smith  
Published November 2012  
by University of Pennsylvania Press

*Financing American Higher Education in the Era of Globalization*  
William Zumeta, David W. Breneman, Patrick M. Callan, and **Joni E. Finney**  
Published February 2012  
by Harvard Education Press

*The Morehouse Mystique: Becoming a Doctor at the Nation's Newest African American Medical School*  
**Marybeth Gasman** with Louis W. Sullivan  
Published February 2012  
by The Johns Hopkins University Press

*Engaging Diverse College Alumni: The Essential Guide to Fundraising*  
**Marybeth Gasman** and Nelson Bowman III  
Published February 2013  
by Routledge: Taylor & Francis Group

*Booker T. Washington Rediscovered*  
Edited by Michael Scott Bieze and **Marybeth Gasman**  
Published March 2012  
by The Johns Hopkins University Press

*Fostering Success of Ethnic and Racial Minorities in STEM: The Role of Minority Serving Institutions*  
Edited by Robert T. Palmer, Dina C. Maramba, and **Marybeth Gasman**  
Published November 2012  
by Routledge: Taylor & Francis Group

*Refugees, Immigrants, and Education in the Global South*  
Edited by Lesley Bartlett and **Ameena Ghaffar-Kucher**  
Published June 2013  
by Routledge: Taylor & Francis Group

*"To Serve a Larger Purpose": Engagement for Democracy and the Transformation of Higher Education*  
Edited by John Saltmarsh and **Matthew Hartley**  
Published March 2012  
by Temple University Press

*Knowledge, Organization, and Management: Building on the Work of Max Boisot*  
Edited by John Child and **Martin Ihrig**  
Published June 2013  
by Oxford University Press

*Management: A Focus on Leaders, Second Edition*  
**Annie McKee**  
Published January 2013  
by Pearson Higher Education

*Primal Leadership: Unleashing the Power of Emotional Intelligence* (with a new preface by the authors)  
Daniel Goleman, Richard Boyatzis, and **Annie McKee**  
Published August 2013  
by Harvard Business Publishing

*The State of College Access and Completion*  
Edited by **Laura W. Perna** and Anthony Jones  
Published June 2013  
by Routledge: Taylor & Francis Group

*Reading African American Experiences in the Obama Era*  
Edited by **Ebony Elizabeth Thomas** and Shaneshia Brooks-Tatum  
Published February 2012  
by Peter Lang International Academic Publishers

*Checklist for Change: Making American Higher Education a Sustainable Enterprise*  
**Robert Zemsky**  
Published August 2013  
by Rutgers University Press

*Names in bold are members of the Penn GSE faculty or Penn faculty with secondary appointments to GSE.*

## Bookshelf Spotlight

*Preparing Today's Students for Tomorrow's Jobs in Metropolitan America*  
Edited by **Laura W. Perna**  
Published November 2012  
by University of Pennsylvania Press



Though education has become essential to earning a living in the United States, it appears unattainable to a large segment of the population, including a disproportionate number of ethnic and racial minorities. As part of the City in the Twenty-First Century series produced by Penn Institute for Urban Research (Penn IUR) and Penn Press, this volume examines ways to connect urban workers with the education they need for real-world jobs.

A professor in GSE's Higher Education division, Dr. Perna studies educational attainment—both the forces that limit it, and the ways to promote it, particularly among students from traditionally underrepresented groups.

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## FACULTY BOOKSHELF



# Faculty Awards & Honors



**Nelson Flores (1)** received a 2013 American Association of Hispanics in Higher Education/Educational Testing Service Outstanding Dissertation Award, Second Place, and the 2013 National Association for Bilingual Education Outstanding Dissertation Award, Third Place.

**Marybeth Gasman (2)** was named a 2013 American Educational Research Association (AERA) Fellow. She received the 2012 Garcia Senior Exemplary Scholarship Award from the Association for the Study of Higher Education's Council on Ethnic Participation, as well as the 2013 Stellar Speaker Designation from the Council for the Advancement and Support of Education. In addition, she was named to the board of trustees of both Paul Quinn College in Dallas, Texas, and St. Augustine's University in Raleigh, North Carolina.

**Ameena Ghaffar-Kucher (3)** was honored for the Best Published Paper—South Asia Special Interest Group at the 57th Annual Conference of the Comparative and International Education Society in New Orleans for her article “The Religification of Pakistani-American Youth,” published in the *American Educational Research Journal* in February 2012.

**Shaun Harper (4)** was named a 2013 Pillar of the Profession by the National Association of Student Personnel Administrators.

**Rebecca Maynard (5)** received an Outstanding Publication Award, Division H of AERA, in April 2013. She was re-elected to the Board of Directors, Society for Research on Educational Effectiveness in 2013, and named to the Academic Hall of Fame of Foxcroft Academy in May 2013.

**Laura W. Perna (6)** received a Presidential Fellowship in October 2012 from the Salzburg Global Seminar “Optimizing Talent—Closing Education and Social Mobility Gaps Worldwide: Higher Education and Lifelong Learning.” In addition, the AERA Journal Publications Committee named her a 2012 Outstanding Reviewer for the journal *Educational Researcher*.

**Sharon Ravitch (7)** was nominated for the 2013 AERA Qualitative Research SIG Book Award.

**Janine Remillard (8)** was appointed to a two-year term beginning in January 2013 as Chair of the U.S. National Commission on Mathematics Instruction, a commission within the National Academy of Sciences.

**Ebony Elizabeth Thomas (9)** was named a finalist in the 2012 National Council of Teachers of English Promising Researcher Award Competition.

News headshots courtesy of Candace DiCarlo, Jill DiSanto, and Stuart Goldenberg.



## NEWS BRIEFS

Photo © iStockphoto.com/davex8

After a grand jury indicted thirty-five Atlanta educators in March 2013 in an alleged cheating conspiracy including fifty-eight schools, Penn GSE **Dean Andy Porter** weighed in on the news in a *Huffington Post* opinion piece and a live-streaming web interview with the Education Writers Association. Dean Porter shared his unique perspective as a researcher hired by the Atlanta Education Fund to independently analyze the test results in question.

**Stanton Wortham (1)** received a Christian R. and Mary F. Lindback Award for Distinguished Teaching, one of the highest accolades a Penn faculty member can receive. Dr. Wortham was one of only seven 2012–2013 Lindback awardees, drawn from a pool of more than 2,500 eligible faculty from across the University. He is the Judy and Howard Berkowitz Professor of Education and Associate Dean for Academic Affairs at GSE, and has taught at Penn since 1998.

GSE named **Richard Ingersoll (2)** Board of Overseers Professor of Education. Dr. Ingersoll joined GSE in 2000 and holds a secondary appointment in Penn's Department of Sociology. His research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees, and teaching as a job.

GSE promoted **Howard Stevenson (3)** to Professor of Education in the Applied Psychology and Human Development division. Dr. Stevenson's research and consultation work identify cultural strengths that exist within families and seek to integrate those strengths into interventions to

improve the psychological adjustment of children, adolescents, and families.

GSE welcomed five new faculty members in July 2012. **Nelson Flores (page 4, 1)** joined the Educational Linguistics division as Assistant Professor. Dr. Flores received his doctorate in Urban Education from

the CUNY Graduate Center. His research attempts to bridge theory and practice in ways that transform educational programming for language-minoritized students.

**Rand Quinn (4)** joined the Teaching, Learning, and Leadership division as Assistant Professor. Dr. Quinn received his doctorate in Education (Policy Analysis)

from Stanford University. His research interests include the origins and political consequences of private sector engagement in public education, the politics of race and ethnicity in urban school reform, and the impact of community-based institutions, organizations, and action in education.

**Matthew P. Steinberg (5)** joined the Education Policy division as Assistant Professor. Dr. Steinberg received his doctorate in Public Policy from the University of Chicago. His research looks broadly at urban education policy and the impact of school organization on student and school outcomes, with a focus on underserved student populations. **Amy Stornaiuolo (6)** joined the Reading/Writing/Literacy division as Assistant Professor. Dr. Stornaiuolo received her doctorate in Language, Literacy, and Culture from the University of California at Berkeley. Her research examines adolescents' multimodal composing practices, teachers' uses of digital technologies, and shifting relationships between authors and audiences in online, networked spaces.

**Ebony Elizabeth Thomas (page 4, 9)** also joined the Reading/Writing/Literacy division as Assistant Professor. Dr. Thomas received her doctorate from the Joint Program in English and Education at the University of Michigan. Her research is most keenly focused on children's and adolescents' texts, broadly construed; the teaching of African American literature; and the role of race in classroom discourse and interaction.



## Congratulations to the Recipients of...

### The 2013 Penn GSE Education Alumni Association Alumni Awards

Penn GSE Educator of the Year Award:

*Janine Remillard*

Helen C. Bailey Award:

*Ann M. Dapice, NU'74, GR'80*

William B. Castetter Alumni Award of Merit:

*Lionel Anderson, C'04, GED'07*

Ethel and Allen “Buddy” Carruth Sustained Leadership in Education Award:

*Scott Reikofski, GED'01, GRD'08*

The Penn GSE Alumni Recent Alumni/Early Career Award of Merit:

*Tryan McMickens, GRD'11*

### Penn GSE's 2013 Annual Awards

Excellence in Teaching Award:

*Janine Remillard*

William E. Arnold Award for Outstanding Contributions by a Doctoral Student:

*Carolyn Chernoff, GED'03, GR'13*

William E. Arnold Award for Outstanding Contributions by a Master's Student:

*Danielle Wolfe, GED'13, G'13*

Outstanding Service to Students Award:

*Cindy Rossley*

Dell H. Hymes-Nessa Wolfson Award for Excellence in Educational Linguistics:

*Sarah Gallo, GR'13*

Educational Linguistics Faculty Award for Leadership in Educational Linguistics:

*Elaine Allard, GED'10, GR'13*

Educational Linguistics International Award:

*Bridget Goodman: GED'01, GR'13*

### The University of Pennsylvania's 2013 President's and Provost's Citation for Exceptional Commitment to Graduate and Professional Student Life

*Evan Black, GED'13*

*Colleen Daley, G'12, GED'13*

*Akeasha Washington, GED'13*

“The teaching force is changing in very big ways with very big implications.”



# THE CHANGING FACE OF THE TEACHING FORCE

## Greening and Six Other Trends

Photo © iStockphoto.com/John Shepherd

**Picture** a school classroom in 1987. Who do you expect to see standing in front of the chalkboard? How would you describe the person, neon fashion statements aside? Now picture a classroom today. Does your description of the teacher change?

**There** is surprising evidence that it should, according to Penn GSE’s Professor Richard Ingersoll, GR’92, and doctoral student Lisa Merrill. Their study, based on the largest and most comprehensive available source of data on teachers, reveals that the teaching force in the United States has undergone a dramatic transformation in recent decades.

“**The** teaching force is changing in very big ways with very big implications,” says Dr. Ingersoll, Professor of Education and Sociology and Board of Overseers Chair of Education at GSE. Considered the nation’s premier expert on teacher supply, demand, and retention, Dr. Ingersoll has produced work that has been cited in speeches by President Clinton, influenced the No Child Left Behind Act, and appeared in major reports by organizations such as President Obama’s Council of Advisors on Science and Technology. As a senior researcher at the Consortium for Policy Research in Education (CPRE), he brings his findings directly to the hands of policy makers.

**Now**, the startling changes that he and Merrill have exposed in their report, “Seven Trends: The Transformation of the Teaching Force,” are prompting key questions about impact on students, school district budgets, and more. Featured in *USA Today*, *The Huffington Post*, and elsewhere, the trends challenge assumptions about the age, gender, and racial and academic backgrounds of teachers, and show major shifts in the overall size and stability of the teaching profession.

“**If** you’re thinking about doing reform on any level in public education, understanding these national trends is crucial,” says Merrill, a doctoral student in GSE’s Education Policy program who cowrote the study and continues to work with CPRE as a research associate at the Research Alliance for New York City Schools. “Initiatives at the local level could have unintended consequences if the national context isn’t taken into account.”

**The** trends, first published by Penn GSE and CPRE in the 2012 report by Dr. Ingersoll and Merrill and here updated with new data, are like clues to a mystery. For each, Dr. Ingersoll notes, future research must answer two chief questions. “There’s the ‘Why?’ question—why is this happening?” he says. “Then there’s the ‘So what?’ question—what are the implications and the consequences?”



↑ Considered the nation’s premier expert on teacher supply, demand, and retention, Professor Richard Ingersoll obtained a Ph.D. in sociology from Penn in 1992 after teaching in both public and private schools. Photo by Darryl W. Moran Photography

## Greening and Graying: Two Opposite Trends

Education experts have long predicted that a teacher shortage would result from the “graying” of the teaching force as the baby boom generation approached retirement. Such warnings continue today, but the report’s data show that the graying process has nearly run its course. Overtaking it is an opposite and previously unrecognized trend—“greening,” a vast increase in the proportion of teachers who are beginners.

“In the late 1980s, the modal, or most common, teacher was a fifteen-year veteran,” says Dr. Ingersoll. “Flash forward two decades, and the most common teacher is someone in their first year of teaching.”

He and Merrill analyzed data from the U.S. Department of Education’s Schools and Staffing Survey and Teacher Follow-Up Survey to unmask this greening and the other trends. They considered data from 1987 to 2008 for their report, and have now incorporated more recent data that is newly available in some areas.

Greening raises important questions about how teachers’ experience levels impact learning. “There are certain pros and cons that we’d like to weigh,” says Dr. Ingersoll. “Some people might say greening is good because you have more fresh blood and youthful energy in teaching. On the other hand, you need some veterans to provide mentoring and leadership.” While seasoned teachers still accounted for a quarter of the teaching force in 2007-2008, many schools had few.

Greening is surprising because of not only the proportion of new teachers, but also the sheer number. In the late 1980s, each year brought 65,000 newcomers to the teaching force; by the late 2000s, that number was 200,000—a massive shift caused by another major development, an overall ballooning of the teaching force.

Greening is surprising because of not only the proportion of new teachers, but also the sheer number.

### Ballooning: A Ticking Time Bomb

The largest occupation in the nation, pre-K–12 teaching saw a staggering increase between 1987 and 2008 that has yet to be fully explained despite numerous theories. The profession grew by 48 percent, far outpacing a 19 percent growth in student enrollment.

Reduced class sizes explain only a small piece of the growth, according to Dr. Ingersoll. New hiring in a few content areas accounts for more, approximately half of the increase. These areas include elementary enrichment, special education, and middle and secondary mathematics and science.

Dr. Ingersoll believes that of all the trends in the report, ballooning most urgently calls to be better understood. “In any school district, the biggest budget item is teacher salaries. Increasing the number of teachers at two and a half times the client base is

simply not sustainable,” he says. “I see this as a ticking time bomb.”

Though the ballooning did level off between 2008 and 2012 as a result of the economic downturn, its financial impact and that of greening have not gone away, and could intensify as the economy improves. There are now more teachers to pay, but the typical salary is lower since so many are beginners. “We need to understand what has been the total bill to the education system of these two different trends,” says Dr. Ingersoll.

### More Racial Diversity: An Unheralded Success

Defying conventional wisdom, a hidden success story about minority teacher recruitment has emerged from the teaching force study.

“There’s been a lament that the teaching force doesn’t look like America and it doesn’t look like the students,” says Dr. Ingersoll. “And that’s true, but it’s decreasingly true.” While the proportion of minority students in schools is still far greater than that of minority teachers, between 1987 and 2012 the percentage of minority teachers increased faster than that of minority students, from 12.4 percent to 17.3 percent. The ballooning of the teaching force makes the increase even more notable—in those decades, the number of minority teachers more than doubled, jumping from 325,000 to 666,000.

The data show that minority teacher recruitment efforts have made real progress. “It’s an unheralded success,” says Dr. Ingersoll.

Yet that success is threatened by the turnover rates of minority teachers, which are much higher than those of white teachers, and have also increased. “If those could be slowed down, then the gap between the proportions of minority teachers and students could really close much faster,” says Dr. Ingersoll, who believes that new retention efforts could be the answer.



↑ GSE doctoral student Lisa Merrill cowrote the teaching force study and is now a research associate at the Research Alliance for New York City Schools.



Photo © Fancy Photography/Veer

### Less Gender Diversity: A Blast from the Past

Another unexpected finding is that teaching is more than ever before a female-dominated occupation, with the proportion of women surging from two-thirds to more than three-quarters between 1987 and 2012.

“It’s seemingly puzzling because so many other lines of work have opened up for women in the last few decades,” says Dr. Ingersoll. The cause of the trend is unknown, but one possible reason is that new opportunities for women have become available within education, including positions in educational administration and academic subjects such as high school math and science that were once primarily held by men. Another cause could be the large increase in the overall number of women in the workforce. In addition, shortened workdays and summers off may be particularly compatible with the demands of working mothers’ lives.

“Are the implications good or bad? We can’t yet say,” says Dr. Ingersoll. One potential concern is the unknown effect of providing fewer male role models for students. Another is that the teaching profession could become more susceptible to gender-based perceptions that historically have devalued women’s work and fostered under-compensation.

### Consistent Academic Ability: Still Drawing the “Best and Brightest”

Countless political speeches have addressed the widespread belief that teaching is less attractive to the “best and brightest” students than other career paths. But this piece of conventional wisdom too has undergone a reality check.

“There was the sense that, historically, since women didn’t have other options, the country had gotten a relatively well educated, talented group of women for a relatively low wage—that essentially women had subsidized the education system for a century,” says Dr. Ingersoll. “The argument is that because women now have other options, the academic ability of women going into teaching has declined.”

While there are no standard criteria that define the “best and brightest” teaching candidates, measures of the selectivity of colleges attended by teachers tell a different story than one might

← Since 1987, the proportion of women in the teaching force has surged despite opportunities in other professions, and recruitment efforts have increased the percentage of minority teachers.

expect. Based on the rankings in *Barron’s Profiles of American Colleges*, the overall proportion of female teachers who graduated from top colleges did not change meaningfully between 1987 and 2008.

When the data are separated by gender, it is male teachers who are less likely than before to have graduated from top institutions.

“Not only has the quantity of teachers who are women gone up; the quality, given these measures of quality, hasn’t gone down,” says Dr. Ingersoll.

### Less Stable: Troubling Turnover

Already a profession with relatively high turnover rates, teaching saw a 41 percent increase in the rate of attrition, or departures from the field, from the late 1980s to 2009. That number is even more concerning when greening and ballooning are factored in. Beginners have the highest attrition rate of all, with 40 to 50 percent leaving the field within five years. And there are more beginners today than ever before.

“In plain terms, the largest portion, beginners, of the largest occupation in the nation, schoolteachers, is decreasingly stable,” says Dr. Ingersoll.

The research shows that this new instability is a significant cause of shortages of qualified mathematics and science teachers, and of minority teachers, especially in disadvantaged schools. In addition, the departures may signal underlying problems in the working conditions of schools, and result in significant costs to the educational system.

“There’s nothing wrong with some people quitting—that happens in all occupations. And there’s nothing wrong with getting some fresh blood in,” says Dr. Ingersoll. “But the increasing instability of teachers is certainly a concern.”

### Looking Ahead: An Important Opportunity

The seven trends above contain both troubling and promising signs. But this study of the teaching force is exploratory in nature, and the jury is still out on what the findings truly mean.

“Nothing in our data analyses so far can be considered conclusive evidence that the teaching force is, or will be, ‘better’ or ‘worse’ in one way or another,” say Dr. Ingersoll and Merrill at the conclusion of their report. While the causes and implications of the changes are not yet fully known, the authors know one thing is certain—the transformation of the teaching force represents an important moment for education. “These data suggest a very large opportunity,” they write. “The largest occupation in the nation is being expanded, replaced, and re-made.” ■

Visit [www.gse.upenn.edu/teaching\\_force](http://www.gse.upenn.edu/teaching_force) to download the full report by Richard Ingersoll and Lisa Merrill, “Seven Trends: The Transformation of the Teaching Force,” and learn more about their research.

# NAVIGATING the NETWORK

**Lauren Davis, GED'10, on Learning for Life**



↑ Lauren Davis, GED'10 (fourth from left) joined fellow Education Alumni Association (EAA) Board members at an event welcoming the Class of 2013 to the Penn GSE alumni community. From left to right: EAA Board members Eleanor Fogarty, GRD'08, Dominique Aubry, GED'07, Graham Miller, GED'11, Davis, Joseph Sass, GED'11, and Jordan Tegtmeyer, GED'08.

**“The best thing you can do for yourself is to find people who are where you want to be, and listen to how they got there.”**

*When she's not helping to recruit executives for consulting firm Spencer Stuart, Lauren Davis, GED'10, mentors Penn GSE students and alumni, and whips up education-themed brunches for fellow graduates of the Penn GSE/Teach for America (TFA) Urban Teacher Master's and Certification Program. She sat down with us to discuss her path from teaching math and science to her current pursuits, and the passion that propelled her journey.*

**Members of the Penn GSE/TFA Urban Teacher Program teach for two years in low-income communities while earning their teaching certification at GSE. What brought you to the program, and what prompted you to pursue the optional master's degree?** Teach for America's mission of closing the achievement gap is near to my heart, and once I made it through the national organization's application process I was offered the chance to stay in Philadelphia, my first-choice city. I wanted to grow as much as I could from my teaching experience, and the master's program at GSE provided an opportunity to do research, create a thesis, take summer electives, and really gain a well-rounded perspective on education. I found it a pretty easy decision to pursue the degree. It was challenging to balance the course work with a full teaching load every day, but I'm 100 percent glad I did it—my Penn master's degree has gotten me a lot more than I bargained for.

**What doors did the master's program open for you?**

One of the things I love about GSE and Penn in general is the incredible network. I don't think I would have ended up in the position I'm in now without it. So many fascinating people come through GSE and have so many different reasons for doing it. And you can find someone in any field through Penn. In addition, corporations nowadays are very interested in people who can think strategically and outside of the box, so coming from GSE can leverage a lot of opportunities.

**Tell us about what you do now.**

I work as an analyst for an executive leadership consulting firm. We help our clients find the right people for the right positions from the managing director level up to the C-suite. I'm in the financial services practice, so I work with banks, securities, private equity firms, and things of that nature.

**How did your experience with GSE and TFA prepare you for this line of work?**

Overall, it taught me to manage my time well, to think strategically, and to reflect on leadership. More specifically, my research at GSE prepared me to take lots of information and synthesize it into something readable for our clients. And thanks to teaching math, I can do mental math quickly, which is important because I'm constantly looking at huge numbers, billions and trillions, and trying to make sense of the data.

The main theme that carries through my career path is mentoring. I have a huge passion for helping others figure things out, because I know it wasn't always easy for



↑ As an analyst, Davis draws on her experience teaching math and science. Photos © iStockphoto.com/blackred and © iStockphoto.com/ColeVineyard

me to decide what to do next. As a teacher, I mentored adolescents and new faculty members. As a recruiter, I work with individuals to understand their strengths and interests, and either pass them forward to a client or provide some advice about what their next steps should be. And as a member of GSE's Education Alumni Association Board, I network with both students and alumni.

**How did you get involved with GSE as an alumna, and why is that important to you?**

After I started working in the private sector, I wanted to be involved in education again in some way. I participated in an alumni panel for GSE students, and I had an awesome time. I realized that was how I wanted to stay involved with education—by helping GSE students and alumni navigate the waters out there. When I was invited to join the board, I jumped at the opportunity.

**What advice do you have for new GSE graduates who are facing the job market?**

It's not pretty right now, and you have to be persistent. Every day in my job I meet candidates who are overqualified and extremely brilliant. The best thing you can do for yourself is to find people who are where you want to be, and listen to how they got there. Also be sure to create a thoughtful LinkedIn profile, and have a very compelling story about what your goals are and why, and how your background sets you up for them—especially if you are trying to apply your education degree to a different field. And always be well prepared for interviews.

**What have you observed about today's career trajectories?**

Back in, say, the 1950s, people tended to follow a set career path. Today, people are a lot more willing to try new things; they're career changing at forty. It's a whole different world. I think we're allowing ourselves to realize that we're always learning and we always want to be learners, and we may not want to do the same thing for the rest of our lives.

**Outside of working and mentoring, how do you spend your time?**

I'm very into food and dining out, and I have a group of friends from the GSE/TFA program who are, too. We actually will travel just to go to restaurants—we took a trip to Atlanta together. And every year we have something called “Brunch for America.” A friend and I do all the cooking, and we make up funny, education-related names for everything on the menu. ■

**PENN GSE AND TEACH FOR AMERICA**

*A national organization dedicated to eliminating educational inequity, Teach for America (TFA) enlists high-achieving recent college graduates and professionals to teach for at least two years in low-income communities across the United States. Penn GSE is one of two top-ten schools of education offering a program specifically for TFA members, and the only Ivy League institution partnered with TFA.*



# MEETING THEMSELVES

**13 GSE RESEARCHERS  
STUDY MINORITY MALE  
ACHIEVEMENT IN NYC  
HIGH SCHOOLS**



Students at Penn GSE often say that the journey of research is just as much of a learning opportunity as the research findings themselves. On Thursday mornings this past spring, eleven GSE students, one postdoctoral scholar, and Associate Professor Shaun Harper undertook such a journey. Convening at Philadelphia's 30th Street Station, they embarked on what was in many ways a trip through time—both backward to visit their former selves, and forward to consider how their work could foster change in urban education.

The team members, all Black and Latino men, departed for New York City to uncover stories seldom told about high school and college students not unlike the young men they once were. Those stories go against the grain of the narratives most often repeated about young men of color. “When people think of Black and Latino males in urban schools, they think of guys who are apathetic, who are seduced by the pressure to join gangs,” says Dr. Harper, director of the Center for the Study of Race and Equity in Education. “And when they think of urban high schools, they see hopeless places with metal detectors and teachers struggling to manage rowdy, overcrowded classrooms.”

Taking Dr. Harper's anti-deficit approach to examining achievement and race, the team members—most of them now GSE alumni—investigated not failure, but success, in a study funded by the Open Society Foundations. At forty New York public schools they interviewed 325 college-bound Black and Latino male students, asking them how they triumphed over the obstacles in their paths. Then, the team talked with 90 recent graduates of those high schools, young men enrolled in a range of colleges, to learn about their transitions to higher education.

“Anyone who is concerned about success for young men of color has much to learn from young men of color who have been successful,” says Dr. Harper. “But very rarely are these students consulted in a systematic way to reflect on and identify the enablers of their achievement.”

By documenting effective programs and practices, and other positive factors in the interviewees' lives, the report released this September by Dr. Harper and his team aims to show parents, teachers, policy makers, and others how the success of the young men in the study can be replicated.

The report, as well as a forthcoming book and journal articles, will bring the team's findings and the interviewees' powerful stories to the wider world. But there is another success story to be told about the study—that of the research team itself.

## Experts Hiding in Plain Sight

The team's mission was born when Dr. Harper gave the keynote address at the launch of the Expanded Success Initiative, a program of the New York City Department of Education that aims to significantly increase the number of college-ready Black and Latino young men. In his speech, Dr. Harper described his national study of Black men in college, which introduced his approach of interviewing successful students.

“I made the point that I made in my report—that there are some achievers who are hiding in plain sight; be sure to ask them how

they have been able to succeed,” says Dr. Harper. When his address inspired the New York City Department of Education to commission a similar study centered on the forty public high schools chosen for its Expanded Success Initiative, Dr. Harper turned to GSE students to help make it a reality. “I wanted to create an experience for students whom I knew had a serious interest in and commitment to these particular populations,” he says.

Once the team was assembled, it was time to find the achievers, whom Dr. Harper terms “the *real* experts on minority male student success.” He and his team asked school administrators to identify male Black and Latino students fitting a profile of academic achievement—including juniors who had taken a college-preparatory sequence of courses, seniors who had been accepted to college, and recent graduates of the schools who are now enrolled in college. Next, the team spent three months designing interview protocols and instruments to learn the personal, familial, communal, and educational factors that had supported the students' achievement in urban schools.

“If you're talking about what's useful for advancing the condition of disadvantaged peoples, why not look at those who are making it through and being successful?” says William Morris, GED'13. “Not just for the story's sake, but for the utility of the story.”

## Meeting Themselves

As the researchers interviewed the New York students, they found histories that resonated with their own trajectories of achievement as Black and Latino men in a variety of ways.

“It tapped into many of our lives personally,” says Maurice Williams, GED'13. “For me, it hits close to home. Being a Southern guy, I grew up around this ideology that as a Black kid you're supposed to be a certain way.”

Andrew Martinez, GED'13, couldn't help picturing himself as an interviewee in the study. “When I was a student I knew I was successful, but I think the experience of having someone ask me my story would have reaffirmed me and given me more confidence,” he says.

Alan Garcia, GED'13, drew on his background as an immigrant from Mexico to build rapport with the students, and remembered confronting some of the same problematic expectations they faced. But what struck him the most was the strength the young men demonstrated in response to setbacks he and his peers at a private school never had to think about. “One of the things that I hope this study shows people is the amount of resilience that these kids have,” he says. “Some had been homeless at one point or another and still found a way to become college-bound.”

Such reflections inspired Nathan Castillo, a doctoral student at GSE, to begin his own research about the study itself. “I decided to conduct some deeper-layer research looking at how our backgrounds and experiences shaped the research that we did,” he says.

In addition, the compelling intersections between the researchers' personal stories and the students' lives prompted the entire team to build a book around the concept, with the working title “Meeting Myself.” In the book, which is due out next year, each researcher is set to juxtapose his own educational history with the histories of several of the students.

## A Formative Collaboration

For the researchers, just as significant as the impact of metaphorically meeting themselves was the effect of discovering more about each other during their long hours together as a team. Fellowship and collaboration flourished during train rides, meals, hotel stays, and the days spent working in sub-teams at different schools.

“The dynamic on the team was always positive, and I thought it was extremely powerful for thirteen men from various backgrounds and cultures to bond without any negativity,” says Williams.

Martinez credits Dr. Harper with taking opportunities like the team dinners to foster a collegial atmosphere. “It felt like we were



“Anyone who is concerned about success for young men of color has much to learn from young men of color who have been successful,” says Dr. Harper.

just having dinner with our peers,” says Martinez. “Other than when we discussed logistics for the project, I didn’t feel like I was working with Professor Shaun Harper; I was working with Shaun.”

For Dr. Harper, who worked without a team on his previous study, the project offered a welcome chance to share his research methods. “In addition to being a research project, the whole experience felt like a teaching opportunity, and it has been the highlight of my teaching career,” he says.

From their affirming and rigorous learning experience, the team members have emerged with advanced research skills and a strengthened resolve to continue impacting students of color, particularly in urban educational contexts.

Martinez and Williams, graduates of GSE’s Higher Education M.S.Ed. program, both plan to pursue administrative positions involving support of students, and later to embark upon doctoral study. “Being a part of this study is definitely going to influence my approach,” says Martinez, who will work with identity-based organizations and lead an initiative on retention of Black and Latino men in his new role as an assistant dean of students at Cornell University. Williams will supervise initiatives to support

students at Bard College as an area coordinator in the Office of Residence Life.

For Castillo, now in his second year as a doctoral student in Interdisciplinary Studies in Human Development at GSE, the study provided a chance to practice qualitative research methods while simultaneously examining their theoretical basis in a course with Senior Lecturer Sharon Ravitch. Now, as he aims for a professorial career focused on education attainment among marginalized populations around the world, he feels ready to add qualitative research to his repertoire. “I’m much more comfortable looking at a more mixed methods approach, bringing in that qualitative aspect of research and complementing the quantitative side. Before, I wasn’t considering that,” he says.

Garcia and Morris foresee that the study will bolster and inspire their efforts as they work to improve conditions for underserved communities. “Part of my work could involve explaining why I feel certain kids, schools, and communities are worth investing in,” says Garcia, who plans to bring his M.S.Ed. from GSE’s Education, Culture, and Society program to the nonprofit sector. “A study like ours could be my evidence because it shows that these successful students exist in under-resourced communities.”

Morris, a graduate of GSE’s Education Policy M.S.Ed. program, is now a budding entrepreneur. His recently launched company, Ed Connective, is designed to increase student achievement through

cost-effective distance training for teachers. “I’m trying to uplift people with the same background as myself,” he says. “I can now move forward in this space having an extraordinary depth of perspective that I didn’t have before I entered this project. Now I may analyze a problem or solution with not just myself in mind, but in the context of twenty-four other students whose lives I know well.” ■

↑ Dr. Harper founded the Center for the Study of Race and Equity in Education at GSE to publish cutting-edge implications for education policy and practice.

Page 12: The researchers bonded while traveling to interview students. Clockwise from top left are doctoral student Nathan Castillo, Associate Professor Shaun Harper, William Morris, GED’13, master’s student Quinton Stroud, Devon Miner, GED’13, and doctoral student Keon McGuire. The team also included Alan Garcia, GED’13, Andrew Martinez, GED’13, Matthew Nelson, GED’13, Phillip Scotton, GED’13, postdoctoral research fellow Chezare Warren, doctoral student Collin Williams, C’10, and Maurice Williams, GED’13.

Photos by JPG Photography

To download the report by Dr. Harper and his team, visit [www.gse.upenn.edu/equity/NYCreport](http://www.gse.upenn.edu/equity/NYCreport).

# VIRTUAL AND VERSATILE

## Wally Boston, GRD’10, Reflects on Online Education

Two decades ago, online universities were new. Today, speculation abounds about their potential to supplant the traditional college experience. As president and CEO of the online American Public University System, Penn GSE Board of Overseers member Wally Boston, GRD’10, knows the industry inside and out. He sat down with us to discuss how his GSE degree helps him provide the very real benefits of virtual learning.

**What prompted you to pursue Penn GSE’s Executive Doctorate in Higher Education while serving as president and CEO of American Public University System (APUS)?**

I entered higher education with a lengthy career in health care, which transferred well. But as APUS grew, I felt the need for formal training in student services, public policy, marketing, admissions, and enrollment management. The Exec Doc program provided all that and more.

**Your GSE dissertation about student retention in online education has taken on a life of its own. How did the project evolve?**

When I began, very little had been written about institutional retention specifically in online education. My dissertation was a study of 20,000 APUS students. Over time, I was able to expand my data set as APUS’s enrollments continued to grow. A colleague and I have presented papers with APUS retention data approximately sixteen times, including at the American Educational Research Association Annual Meeting and Oxford University. Eventually, we met with the WICHE Cooperative for Educational Technologies and successfully pitched a multi-institutional study to the Gates Foundation. That project will include data from sixteen institutions with substantial online student populations.

**Did your research at GSE impact your approach to retention at APUS?**

Absolutely. Even as I wrote my dissertation, we started making changes to how we collected data and measured retention. And today we’re much more committed to an ongoing study of the best practices in retention.

**Who are APUS’s typical students, and how does an online education meet their needs?**

The majority of our students are active duty military, law enforcement, and emergency management professionals. They need flexible class schedules, which we offer through asynchronous instruction—meaning that the student and faculty member are not in the virtual classroom at the same time—as well as monthly semester start dates. Affordability is also a priority for our students, and we’re very proud that we haven’t increased our undergraduate tuition in almost twelve years. Our tuition and fees are approximately 20 percent less than the average in-state cost at public institutions.



← Wally Boston, GRD’10, has served as a judge of the Milken-Penn GSE Education Business Plan Competition and a member of the Exec Doc Alumni Advisory Board.

“Even as I wrote my dissertation, we started making changes to how we collected data and measured retention.”

**Online institutions have been so innovative that their potential to draw students away from traditional higher education is a hot topic. Where do you stand on this?**

Some people predict that thousands of traditional institutions will disappear in the future and online education will be the primary reason for that disruption; I’m not so sure. The elite institutions are not going to go away. But I believe those ranked outside of the top two hundred or so will have to adjust their cost structures. Online education can be very affordable because it doesn’t involve the expenses of maintaining a campus.

**APUS is a sponsor of the Milken-Penn GSE Education Business Plan Competition (EBPC), and you have contributed to GSE philanthropically through scholarship support and the Annual Fund. You have also served as a judge of the EBPC and a member of the Exec Doc Alumni Advisory Board. What inspired you to support the school in so many different ways?**

GSE is a dynamic and entrepreneurial place. I believe in its mission, its faculty, and its response to the education market through its work across multiple areas, some of which I’ve never studied. The school values my contributions as an alumnus, as a colleague in higher education, and as a philanthropist. It seemed natural to get involved in as many ways as I could. ■

# CATALYZING INNOVATION

The 2013 Milken-Penn GSE Education Business Plan Competition

What if students started earning college scholarships in ninth grade, and once they got to college, their smartphones helped them stay in school? What if an online learning system led to greater independence for adolescents with autism, and a social network connected children with the power of reading?

At the final phase of the 2013 Milken-Penn GSE Education Business Plan Competition (EBPC) on May 7 and 8 at Penn, entrepreneurs convinced a panel of industry leaders that these visions could become realities on a large scale and, in the process, gained a total of \$145,000 in prize money. But the four winning ventures and six other finalists accomplished something even more important, according to Penn GSE's Dr. Barbara "Bobbi" Kurshan, Executive Director of Academic Innovation and Senior Fellow. They took part in a rare conversation between academic researchers, education practitioners, and investors—professionals whose paths might not otherwise intersect.

"The competition is changing how the world thinks about edtech, entrepreneurs, and education," says Dr. Kurshan, who joined GSE in October 2012 to lead a series of entrepreneurial initiatives, including the EBPC. "We are building a new ecosystem of entrepreneurs, researchers, practitioners, and investors so they can have a conversation they aren't used to having. When there isn't a catalyst to bring them together, the demands of their separate fields typically keep them apart."

The first-ever funded business plan competition specifically for education, the EBPC was cofounded in 2010 by the Milken Family Foundation and GSE as part of Networking Entrepreneurs for Social Transformation (NEST), a larger effort to spark innovations that improve education. In 2013, three of the previous finalists landed spots on *Forbes Magazine's* list of "30 Under 30" thought leaders who are reinventing education. In addition, the 2013 EBPC drew the largest pool of applicants yet—250 from seventeen countries, narrowed down to ten finalists by a panel of 140 experts in the months before the live competition in May.

The 2013 EBPC also boasted record attendance at the live event, more than three times the prize money offered in the first year, and new involvement by GSE faculty. Now, the EBPC's future looks brighter than ever as a new initiative is launched to increase the competition's year-round impact.

"The competition has grown tremendously over its four years, and it has come to exemplify the School's leadership in education innovation," says Penn GSE Dean Andy Porter. "I could not have been prouder to see the passion, creativity, determination, and high caliber of this year's finalists."



← The judges awarded seven prizes to the ventures represented by (clockwise from left) Michele McKeone of Autism Expressed, Preston Silverman and George Kirkland of Raise Labs, Marjan Ghara of BiblioNasium, and Jill Frankfort of Persistence Plus.



## Bringing Research to Practice

Too often, teachers find that new educational products do not meet their needs. For Dr. Kurshan, who has had a career as both an academic and an award-winning entrepreneur, an important goal of the 2013 competition was to show how education research can be used to make innovations pedagogically sound.

Two new panel discussions at the live competition brought the point home, giving both finalists and GSE professors insight into their projects.

In the first panel, "Applying Research to Practice," three researchers commented on the finalists' presentations, explaining how existing research and new studies could enhance each venture. Next, in "We Flip the Classroom: Scholarly Research and the Entrepreneur," past competition participants brainstormed ways to turn three GSE professors' research into new products.

Such new approaches to improving the efficacy of education are urgently needed, according to education advocate and award-winning film producer Lord David Puttnam, Chancellor of the Open University. "We have got to dramatically improve the productivity of education," he said to the competition audience via live video from London just days before speaking in person at GSE's commencement. "We need to turn out smarter, brighter, more adaptable, more interested, and more engaged young people, because if we don't, frankly, Western democracies are going to find themselves floundering five, ten, fifteen, or twenty years from now."

## Recognizing Innovation

The pressure was on as the ten finalists strode onstage and gave seven-minute pitches for their products during the morning and early afternoon of May 7. Much remarked upon was the strong showing of women entrepreneurs, who led eight out of the ten companies. Suspense became the name of the game as the competitors and attendees anticipated the judges' decisions, which would not be announced until the conclusion of the conference the next day. As the seven judges considered the presentations, they weighed three main aspects of each venture—the importance of the education problem addressed, the creativity and feasibility of the proposed solution, and the potential for widespread impact.

San Francisco-based Raise Labs proved the competition's big winner, bringing college financial aid to the spotlight and earning the most prize money ever given to a single company at the competition. CEO Preston Silverman and cofounder George Kirkland took away a total of \$75,000 for their platform enabling students to earn college "micro-scholarships" throughout high school for achievements in and outside of the classroom. The team won the \$25,000 Milken Family Foundation First Prize, the \$25,000 Start! Prize for Open Educational Resources, and the \$25,000 K12 Prize for Online Learning in Grades K-12.

"I appreciate the fact that Raise is reaching back to ninth graders, incentivizing them to think about what they need to accomplish to get into a good college," says Milken Family Foundation Trustee Gregory A. Milken, C'95, a member of the GSE Board of Overseers. "Through my work with the Milken Family Foundation, I've consistently seen that students in high school need help understanding the importance of college early enough to put themselves on the right path."



## THE COMPETITION IN 10 Tweets

More than fifty participants, attendees, and observers took to the Twitterverse during the live competition on May 7 and 8, generating over four hundred tweets with the hashtag #milkenpenngse. Here's a taste of what they had to say:

Bethany Silva @betny802  
Dean Porter says #penngse aims to produce the future leaders of leaders. @NESTCentral #milkenpenngse #edtech #edbizcomp

PhillyCORE Leaders @PhillyCORELead  
Here at the #MilkenPennGSE education business plan competition. Less than an hour in, & have already heard several great pitches.

Aron Solomon @aronsolomon  
It makes my heart sing when I hear #Edupreneurs begin a sentence with "Based on feedback from our users..." #milkenPennGSE

Katrina Stevens @KatrinaStevens1  
Torch Lytle argues that higher ed will need to accept credits from courses such as @coursera #MilkenPennGSE

Milken Family Fdn @Milken  
@educationweek covers #MilkenPennGSE #Education #Business Plan Competition and Conference: <http://bit.ly/170s7nJ>

Joe Mazza @Joe\_Mazza  
4 Things to Look for in Ed-Entrepreneurs 1) Passion, 2) Idea/Solution, 3) Impact (human & financial), 4) Execution #MilkenPennGSE

Jeanne Allen @JeanneAllen  
Cutting edge research on #teacherevaluation part of research panel at #milkenpenngse. Much interest by #PENNGSE profs 2 talk 2 entrepreneurs

Penn GSE @PennGSE  
Winners of the 2013 #MilkenPennGSE Ed Business Plan Competition Announced [bit.ly/18YWWFS](http://bit.ly/18YWWFS)

EdSurge @EdSurge  
#MilkenPennGSE 2013 Competition roundup, moderated by EdSurge's @betsy\_ <http://ow.ly/kPZS1> @PennGSE

Shayna S Israel @ShaynaSIsrael  
What a stunning 2 days! My mind & heart were opened by efforts of the brave finalists. You're all winners in my book. Cheers! #milkenpenngse

## GSE Students Find Inspiration at the Competition



↑ From left to right: Doctoral student Bethany Silva, Lauren Wink, GED'13, and Christopher Rogers, GED'13, were among the GSE student volunteers.

Greeting guests, passing microphones, and pitching in behind the scenes, eight Penn GSE student volunteers helped to organize the 2013 Milken-Penn GSE Education Business Plan Competition (EBPC). In return, they gained inspiration and insight to feed their futures as educators and leaders committed to innovation.

"As an emerging classroom and community educator, I seek to know what ideas are out there, what new innovations are being created, and how I can add them to my teaching toolkit," said volunteer Christopher Rogers, GED'13, of GSE's Reading/Writing/Literacy M.S.Ed. program.

The EBPC helped volunteer Lauren Wink, GED'13, also of the Reading/Writing/Literacy M.S.Ed. program, think about how to combine her passions for business and education. "One quote that resonated with me was, 'Ask the students what they want... the product comes later,'" said Wink, who began an elementary classroom teaching position at Mastery Charter Schools this fall.

A head start on her own education venture was an outcome for volunteer Keisha Parker. She emerged from the competition with a new meeting on her calendar—a chance to discuss her business plan with an executive who attended the EBPC. "I learned that even small ideas have big possibilities," she said of the competition. "I also learned that having good feedback can help create a good product." An M.S.Ed. student in GSE's Teaching, Learning, and Leadership program, Parker plans to pursue a research career that will help improve financial literacy in young children.

Women entrepreneurs came to the forefront again as three more winners were announced. Jill Frankfort and Dr. Kenny Salim's Boston-based Persistence Plus garnered the \$15,000 Milken Family Foundation Second Prize as well as the \$25,000 American Public University System Prize for Innovation in Online Education. Offering targeted technology to motivate today's college students, the mobile platform gives "digital nudges" grounded in behavioral research to help students stay on track toward earning their degrees.

As founder of interactive online curriculum Autism Expressed, special education teacher Michele McKeone earned the \$20,000 Educational Services of America Prize for Innovation in the Fields of Special Education and At-Risk Students. Based in Philadelphia, Autism Expressed is designed to empower students with autism—a population McKeone teaches every day—by helping them learn marketable digital skills that will support their path to independence.

For their literacy-promoting social network with international promise, BiblioNasium founder and CEO Marjan Ghara and Chief Education Advocate Adele Schwartz won the \$10,000 Erudient Education Prize for Innovation in Borderless Education. The New York-based BiblioNasium was created to help children ages six to twelve discover reading in a peer community.

In commendation of their runner-up project, Kathleen Schindler and Lisa Mohr, cofounders of Upskill Capital in Boston, Massachusetts, received a surprise offer of investment of \$10,000 from Madan Padaki, sponsor of the Erudient Prize. Upskill Capital is a private-equity fund designed to make vocational education more accessible to low-income young adults in India.

### Incubating the Future

The list of winners was not the only big news coming out of the live competition.

GSE also announced the launch of the Education Design Studio, Inc. (EDSi), a hybrid incubator, design studio, seed fund, and social impact company built specifically for education ventures. A one-of-a-kind collaboration between GSE and other partners, EDSi will give the competition a greater year-round reach by supporting the finalists through their critical next steps toward the marketplace.

All ten finalists were invited to participate in the Design Studio. To help entrepreneurs hone their innovations and attract investors, EDSi will offer early and intensive contact with the expertise of GSE faculty and students, as well as user feedback from practitioners at beta testing sites facilitated through the School. The first cohort of participants began their six-month EDSi curriculum this fall and will travel to Penn for five weeklong intensive courses at key intervals between virtual components of the Design Studio program.

While the rewards of sustained innovation will no doubt be great for the entrepreneurs, the benefits will ultimately be greatest for the students who experience true improvements in education. "Education has a tremendous impact on how an individual approaches the future and what paths are open to success," says Milken. "What can be more important in any young person's life?" ■

Photos by Darryl W. Moran Photography

Alumni are encouraged to participate in the Milken-Penn GSE Education Business Plan Competition and the Education Design Studio, Inc. as applicants, sponsors, mentors, consultants, and more. The application period for the 2014 competition is scheduled to open later this fall. Visit [www.nestcentral.org](http://www.nestcentral.org) for more information.



↑ From left to right: Gregory A. Milken, C'95, Dean Andy Porter, and Dr. Bobbi Kurshan welcomed an audience of entrepreneurs, researchers, practitioners, investors, and others committed to innovation in education.



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### Look Below After Taking the School District Budget Quiz on Page 27.

ACTION	Upper Darby Group Votes	1	2	3	4	5	6	7	8	9	10	14
YES	8	1	1	3	1	1	1	0	1	1	4	0
NO	2	1	1	0	0	0	0	0	0	0	0	0

Did you reach 60 points and balance the budget? If your experience was anything like that of the Upper Darby community, you quickly found there were no easy answers. None of the groups accumulated enough points across their thirty-seven choices to close the budget gap. But the priorities they communicated to the district—preserving kindergarten, art, music, and sports programs, and avoiding layoffs—helped the district to take actions in keeping with the community's values.

For each action on the quiz, the chart on the right shows how many of the Upper Darby groups reached enough agreement to vote it into a category. How do your priorities match up?

To learn more about how the Upper Darby School District balanced its budget, visit [www.gse.upenn.edu/pce/programs/pce/projects](http://www.gse.upenn.edu/pce/programs/pce/projects).

### BUDGET QUIZ OUTCOMES

# Penn GSE Honor Roll:

PARTNERS IN EXCELLENCE



Photo by Darryl W. Moran Photography

The University of Pennsylvania Graduate School of Education is deeply appreciative of the School's many benefactors and friends. Their support enables us to provide the most talented students with access to a GSE education while furthering critical research and innovation.

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Douglas E. Clark, GRD'11

Timothy D. Cross, G'81, GED'81, GR'83

Eleanor Fogarty, GRD'08

Lisa K. Forman, C'98

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The following donors have generously included us in their estate plans.

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Have you included Penn GSE as a beneficiary of your will? If so, please let us know by calling 215.573.6623.

To find out more about joining the Caster Circle, visit [www.gse.upenn.edu/support\\_gse/gift\\_planning](http://www.gse.upenn.edu/support_gse/gift_planning). Thank you!



## 1940s

**Dee (Doris) Longaker, ED'42**, retired from teaching at New Gulph Children's Center in 2010 and now presents a monthly nature program there, featuring animals through discussions, pictures, songs, stories, and art.

## 1960s

**Marjorie S. DelBello, GED'69**, a retired assistant superintendent of schools for Garnet Valley School District, recently published her book, *Parents of Happy High Achievers: What They Know That You May Not*.

**Mary Ingalls Waddell, GED'62**, a retiree, is currently working on fund-raisers that will help to build a new library in Tiverton, RI.

**Joseph M. Wilson, GED'66**, has served in a variety of capacities since leaving GSE. Most recently, he was a Race to the Top state application reviewer and consultant for the U.S. Department of Education, and principal at Ithaca High School.

## 1970s

**Myrna Agris, CW'63, GED'73, GRD'79**, is a financial advisor in wealth management in Houston, TX. Formerly, she practiced law in estate planning.

**Barbara P. Barnett, GED'71**, teaches French and is head of Modern Languages at The Agnes Irwin School. With her former student Alexandra Pew, she recently completed a documentary film, *Hommage aux Justes de France*, about Christian rescue in Nazi-occupied France.

# Alumni Notes

**Judy Dischell Lalli, CW'71, GED'71**, has followed her classroom career with a second career as coordinator of online learning for PLS 3rd Learning, a company that provides graduate classes and professional development for teachers.

**Irving Pressley McPhail, GRD'76**, has been visiting and speaking to students, teachers, administrators, and professionals as president and CEO of the National Action Council for Minorities in Engineering (NACME). Most recently, he addressed a STEM leadership forum held by Hewlett-Packard and NACME, and visited several Academies of Engineering in Charlotte, NC, and Milwaukee, WI.

**Gwen T. Samuels, C'77, GED'79**, has retired after twenty-seven years. She taught ESL in New Jersey public schools, as well as at Seton Hall University and Centenary College. She plans to pursue opportunities in freelance court interpretation and ESL.

## 1980s

**Jane L. Brydon, GED'83**, is a certified professional dog trainer offering group and in-home classes that teach families and their dogs to understand each other. She owns The Cottage Small Dog Daycare and Boarding Kennel in Chadds Ford, PA.

**Richard Carney, GED'89**, retired in June 2013 after forty-four years of teaching, including twenty-eight at Camden County College in Blackwood, NJ, where he was a professor of computer science. He has authored or co-authored seventeen textbooks and manuals.

**Susan Davenport, GED'88**, recently joined The Richard Stockton College of New Jersey as vice provost for e-learning. She will work with the faculty and deans at Stockton to grow e-learning as a complement to existing degree-earning and non-credit programs.

**G. Michael Davis, GRD'83**, completed his fiftieth year of teaching in May. He currently teaches in the Writing Center of Widener University in Chester, PA.

**Cecelia Gartrell Evans, GED'76, GRD'85**, recently published a poetry book, *When Turtles Whisper*, which highlights some of her life experiences. She retired from the School District of Philadelphia after serving for twenty-five years.

**Lisa S. Hoffstein, C'81, GED'81, WG'88**, is the president and founder of The Katie At The Bat Team, a nonprofit that helps kids hit home runs in life through school-year and summer programs that focus on the needs of the whole child.

**Ronn Jenkins, GRD'81**, was inducted into the Pennsylvania Swimming Hall of Fame during the PIAA-AA Boys' Finals at Bucknell University in recognition of his longtime service as West Chester University's head diving coach.

**Mae Agnes Pasquariello, CW'53, GRD'85**, is grandmother of Alexandra Fuchs, C'13, who plans to teach at KIPP Renaissance High School in New Orleans, LA, through Teach for America.

**Sudee Sanders, GED'83**, retired in 2009, concluding a long career with the Cherry Hill School District, and moved from Had-donfield, NJ, to Hilton Head Island, SC.

**Kathleen Rooney Silage, NU'73, GED'85**, is an associate professor of Nursing at Delaware County Community College, where she teaches first-year students in the classroom, simulation laboratory, and clinical setting.

**Mona Weissmark GR'87**, is director of the Global Mental Health Studies Program at the Buffett Center for International and Comparative Studies at Northwestern University and a visiting professor teaching Psychology of Diversity at Harvard University.

## 1990s

**Courtney Allison, GED'96**, is a senior director in the Office of Achievement Resources in the New York City Department of Education, where she leads curriculum professional development for teachers learning about the Common Core Standards.

**Barbara Ann Caruso, GR'94**, is starting a nonprofit to help support her film *The Guest Speaker*, which she plans to film at Penn. It is based on her time as a graduate student teaching human sexuality, and focuses on one man's battle with HIV/AIDS.

**Catherine Koons Hubbard, GED'97**, recently published *Rain Clouds over Zuni Station*, a novel about a group of quirky environmental educators living and working at a field station in northwestern New Mexico.

**Kimberly A. James, GED'91**, recently became the assistant dean of graduate life at Stanford University and was selected as the Northern California contact for the Administrators in Graduate and Professional Student Services (AGAPSS) Knowledge Community for NASPA: Student Affairs Administrators in Higher Education.

**Althier M. Lazar, GR'93**, and Claire Rachko received an outstanding article award from the Organization of Teacher Educators in Reading for "Addressing Structural Racism in Picture Books," published in the Fall 2012 *Journal of Reading Education*.

**Bill O'Flanagan, GRD'97**, is entering his fourth year heading The Liberty School in Durango, CO. Liberty is a private elementary and middle school for dyslexic and gifted students.

**Ludo Scheffer, GED'93, GR'95**, was elected chair of the Faculty Senate at Drexel University for the 2013–2014 academic year.

**Akiko Shirabe, GED'98**, has been studying Swedish since moving to Sweden three years ago. She now works as a Japanese teacher at a high school in Stockholm.

**Rachel Skerritt, C'98, GED'99**, is principal of Eastern Senior High School, an International Baccalaureate public high school in Washington, DC.

**Noriko Asai Suda, GED'92**, works at Keio University, Tokyo, teaching English, intercultural communication, and intercultural conflict. She earned a Ph.D. at International Christian University in 2010.

## 2000s

**Michael Beazley, GED'08**, defended his doctoral dissertation in December 2012 and was awarded Staff Member of the Year, both at Loyola University Chicago.

**Marc Brasof, GED'03**, has been appointed an assistant professor of Education Leadership at Arcadia University. He is a doctoral candidate in educational leadership and policy studies at Temple University.

**DeAngela Burns-Wallace, GRD'09**, has been named a 2013–2014 American Council on Education fellow. She is the assistant vice provost for enrollment management and director of access initiatives at the University of Missouri.

**Lou Canelli, GED'08**, finished his first full year at the Putney School in Vermont, a progressive education boarding school, after four years at Saint James School. In the summer he worked for Putney Student Travel's Excel program at Amherst College.

**Jacquelynn Cunliffe, GR'06**, opened Integrative Psychotherapy, LLC, a private psychotherapy practice focusing on treating psychological trauma, eating disorders, and relationship issues. She is currently a psychoanalytic candidate at the Psychoanalytic Center of Philadelphia.

**Ginny Davis, DH'80, CGS'98, GED'06, LPS'12**, serves as a community partnership advisory board member for the College Access Center of Delaware County. Located in Chester, PA, the center provides free college preparation services.

**Sandra Dean, W'59, GRD'06**, completed *The Great Experiment, 1787: A Musical Dramatization of the Constitutional Convention*, a musical developed to help middle school and high school students learn the origin and content of the U.S. Constitution.

**Alexine Fleck, GED'95, GR'07**, holds a tenure-track position at the Community College of Philadelphia. She previously taught at Bucks County Community College after earning degrees in English—an M.A. at UMass Amherst, and a Ph.D. at Penn.

**Ellie Fogarty, GRD'08**, was among the Exec Doc alumni who served as coordinators and instructors at a May 2013 professional development event hosted by Penn GSE for two teachers and ten librarians from Kazakhstan, part of GSE's partnership with the Nazarbayev Intellectual Schools and Nazarbayev University.

**Emily Foote, C'02, GED'05**, co-founded an education technology company, ApprenNet, with her former law professor, Karl Okamoto, and technologist Paul Tzen. ApprenNet aims to bridge theory and practice in legal, nursing, and teacher education, as well as corporate training.

**Kate (Ziemer) Gerbode-Grant, GED'07**, and her husband, Jonathan Gerbode-Grant, wed on September 22, 2012.

**Stacy S. Kim, GED'95, GR'00**, is applying her research inquiry skills and knowledge of work-life research in new ways through Life Junctions LLC, a company she founded to help high-achieving, deeply caring parents and women balance their ambitions and passions with their energy for people they love.

**Matt Kinnich, GRD'10**, continues to lead international operations at Becker Professional Education, which recently established partnerships with two Chinese universities, Nanjing Audit University and Xi'an University of Finance and Economics.

**T.J. Locke, GRD'05**, was recently appointed head of school at The Episcopal Academy in Newtown Square, PA. Additionally, he will work with graduate students at the Klingenstein Center as a practicum professor for Teachers College in the fall.

**Rose Martin, GR'00**, is co-founder of Hope Partnership for Education, a private middle school and adult education center, which recently moved to a new location in North Philadelphia.

**John McKinstry, GED'93, GED'09**, was appointed head of Lansdowne Friends School in Lansdowne, PA.

**Julian A. McNeil, WEV'11, GED'09**, helped to found Boston Green Academy, where he leads the mathematics department and oversees the Historically Black College and University Ambassador Program, as well as the Gay-Straight Alliance.

**Corrie Jae Mercer, GED'04**, and her husband, Mark, welcomed their first child, son Grayson Phillip, on August 17, 2012.

**Alexis S. Montevirgen, GED'03**, received an Ed.D. in Educational Leadership from San Francisco State University in January 2011, and was recently appointed interim vice president of student services at College of Alameda in Alameda, CA.

**Turgut Mustafayev, GED'04**, has been selected to serve as a member of the International Advisory Board of NASPA: Student Affairs Administrators in Higher Education.

**Paul Perry, GED'09**, is a fellow in the Expanded Success Initiative School Design Fellowship through the New York City Department of Education. The fellowship brings together school leaders to create a high school model whose outcomes will be measured by college and career success for Black and Latino students.

**Joe Petrosino, GRD'07**, is director of pupil services at Somerset County Vocational and Technical High School in Bridgewater, NJ. He is currently working on projects about humor in education and student motivation.

**Mark J. Raivetz, GRD'84, GED'05**, retired in June 2012 after thirteen years as superintendent of the Haddon Township Public Schools in Westmont, NJ, and was appointed assistant professor of Educational Leadership at Rowan University.

**Rika Saito, GED'99, GR'05**, received tenure and was promoted to associate professor, Department of World Languages and Literatures, at Western Michigan University.

**Laura Sicola, GR'08**, launched Vocal Impact Productions, which empowers people to be more effective, persuasive speakers. She prepares people with skills and strategies to use the voice as a strategic tool for delivering messages.

**Jing Sun, GED'06**, is associate professor at the School of Foreign Languages, Yunnan University of Nationalities in China, and is invited to serve as a translation expert and member of the editorial board for the journal *China Media Research Overseas*.

**Steven T. Szilagyi, GED'04**, is associate headmaster for institutional advancement at The Kiski School in Saltsburg, PA.

**Tanefa Wallace, GED'05**, is a professional school counselor in Baltimore City, with a degree from Loyola University Maryland. Previously, she taught English as a Teacher for America Philadelphia Charter Corps member before moving to Baltimore, MD, to teach.

**Nyeema C. Watson, GED'01**, is the director of public school partnerships at Rutgers University-Camden, where she works to build partnerships between the university and K-12 schools, and is also a doctoral candidate in childhood studies.

**Michael Steven Williams, GEN'07, GED'08**, cowrote "Sex Differences in Graduate School Choice for Black HBCU Bachelor's Degree Recipients: A National Analysis," published in the *Journal of African American Studies* in 2012, and wrote the chapter "Mentoring at the Intersections: A Doctoral Student's Narrative" in the 2013 book *Living at the Intersections: Social Identities and Black Collegians*.

**Stephanie Wujcik, GED'09**, is in her second year of teaching middle school social studies at The Baldwin School in Bryn Mawr, PA. She also coordinates K-12 community service, serves as dean of grade VIII, and coaches in a variety of settings.

## 2010s

**Nida Arafat, GED'11**, continues her work as an educational supervisor of math at the Directorate of Education in Nablus, Palestine. She has participated in two conferences at the university level, and has been chosen by the ministry of education to serve on committees for educational purposes.

**Joseph L. Boselovic, GED'12**, is director of research and evaluation, as well as literacy specialist, for the Homer A. Plessy Community School in New Orleans, LA. He works to understand and evaluate the experiences of students in pre-K through second grade.

**Frances Brandt, GED'13**, will be working for Mastery Charter Schools at a new school in South Philadelphia, Thomas Elementary.

**Daphne Charles, GED'10**, has obtained a new position as site coordinator for Communities in Schools of Northern Virginia. She will work to reduce the dropout rate and increase the graduation rate at a high school for nontraditional students.

**Timothy F. Fahey, GED'12**, published "Musicians and Cultural Identity: A Mutual Influence" in the 2011 *International Journal of Arts and Sciences* and is pursuing a master's degree in special education at Eastern University in St. Davids, PA.

**Elisabeth Flannagan, GED'12**, is a licensed associate counselor who works as a therapist at a specialized foster care agency in South Jersey. She plans to become a licensed professional counselor and pursue a counseling psychology Ph.D.

**Michael Gomez, GRD'12**, recently was chosen as one of the *Philadelphia Business Journal's* "40 under 40" young professionals in the Delaware Valley. He is the founding principal of Cristo Rey Philadelphia High School, a college prep school for underrepresented urban youth.

**Aman Goyal, GED'13**, recently joined Penn in the Office of Alcohol and Other Drug Program Initiatives as program coordinator.

**Kimberly Guyer, GED'05, GRD'13**, is the assistant dean for student affairs at Temple University's School of Media and Communication. She graduated from GSE in May with an Ed.D. in Higher Education Management.

**Yang Han, GED'11**, moved to Tongxiang City, China, where he started a training institution to teach children skills such as creative and critical thinking. The institution has partnered with two universities and is entering its second year.

**Valerie Lundy-Wagner, GR'10**, received the 2013 First-Year Programs Division First Place Best Paper Award from the American Society for Engineering Education for "Re-imagining Diversity: A Study of Academic Advisors' Perspectives on Socioeconomic Status," co-written with Noah Salzman and Matthew Ohland.

**David Majka, GRD'12**, was recently promoted from director of institutional research to the vice provost for strategic planning and quality assurance at Robert Morris University in Moon Township, PA.

**Donna Sabella Monheit, GR'10, GNU'12**, was recently named director of global studies at Drexel University's College of Nursing and Health Professions, a role in which she helps students spend time abroad in health-care settings.

**Dalyn Robert Montgomery, GED'12**, accepted a new position as the campus director of the University of Redlands, Rancho Cucamonga branch.

**Will Morris, GED'13**, is continuing his work with EdConnective, a new educational organization he created while at GSE to provide beginning teachers with one-on-one remote instructional coaching through shared recording of classroom instruction.

**Mike Quigley, GED'12**, was recently named dean of faculty for the San Diego Jewish Academy in San Diego, CA. He will lead professional development initiatives and faculty evaluation, assist the head of school in K-12 curriculum alignment, teach, and coach.

**Nina Siman, GED'12**, joined the Research Alliance for New York City Schools in September 2012. As a junior research analyst, she evaluates major initiatives of the New York City Department of Education.

**Melinda Stellaccio, GED'12**, currently works as assistant director of financial aid at Penn Law, and was recently elected to the Penn GSE Education Alumni Association Board.

**Michelle White, GED'12**, is an academic advisor for undergraduate mechanical engineering students at Oregon State University in Corvallis, OR.

**Healey Whitsett, GED'11**, begins an Ed.D. program at Harvard University in Quantitative Policy Analysis in Education this fall, studying with Dr. Bridget Terry Long.

*Submissions have been edited due to space constraints and magazine style guidelines.*

## Share your news.

Penn GSE wants to hear about all the different ways that passionate alumni like you are contributing to your communities and the world. Fill out our Alumni Notes form at <https://www.gse.upenn.edu/alumni/alumni-notes> to submit updates for a future issue of *The Penn GSE Alumni Magazine*.



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# Tight Times, Tough Choices:

## TAKE THE SCHOOL DISTRICT BUDGET QUIZ

How would you and your neighbors close a **\$9.7 MILLION** budget gap?

That's the question that more than 484 community members in Pennsylvania's Upper Darby School District gathered to tackle earlier this year at a series of forums led by GSE's Penn Project for Civic Engagement and its director and cofounder, Dr. Harris Sokoloff.

The quiz on the next page is inspired by the worksheet that guided the forums. Working in nineteen groups, citizens considered thirty-seven actions the district could take to balance its 2013-14 budget. They discussed their individual preferences, explained the reasons for them, and then voted on priorities.

What priorities would you set, and could you get others to agree with you? Consider each action listed on the quiz and mark how

you feel about it. Can you say yes to the action easily (as "Low Hanging Fruit"), with reservations (as "Shared Pain"), or with strong reservations (as a "Gut Wrencher")? On the other hand, is the action something you could never consider ("No Way No How")?

For each action, a "yes" response at any level—anything in the green columns—is worth the number of points indicated on the far right, a value based on how much the step would do to decrease spending or raise revenue. Add your points up to see if you can get to 60 and close the gap across just a few of the areas Upper Darby considered. Then, go to page 19 to see how your priorities match up with those of the Upper Darby groups.

To make your experience more like the forums, try taking the quiz and agreeing on each choice with someone whose needs and perspectives might differ from yours—for instance, a student, a parent with young children, or a senior citizen on a fixed income.

[QUIZ ON NEXT PAGE →]

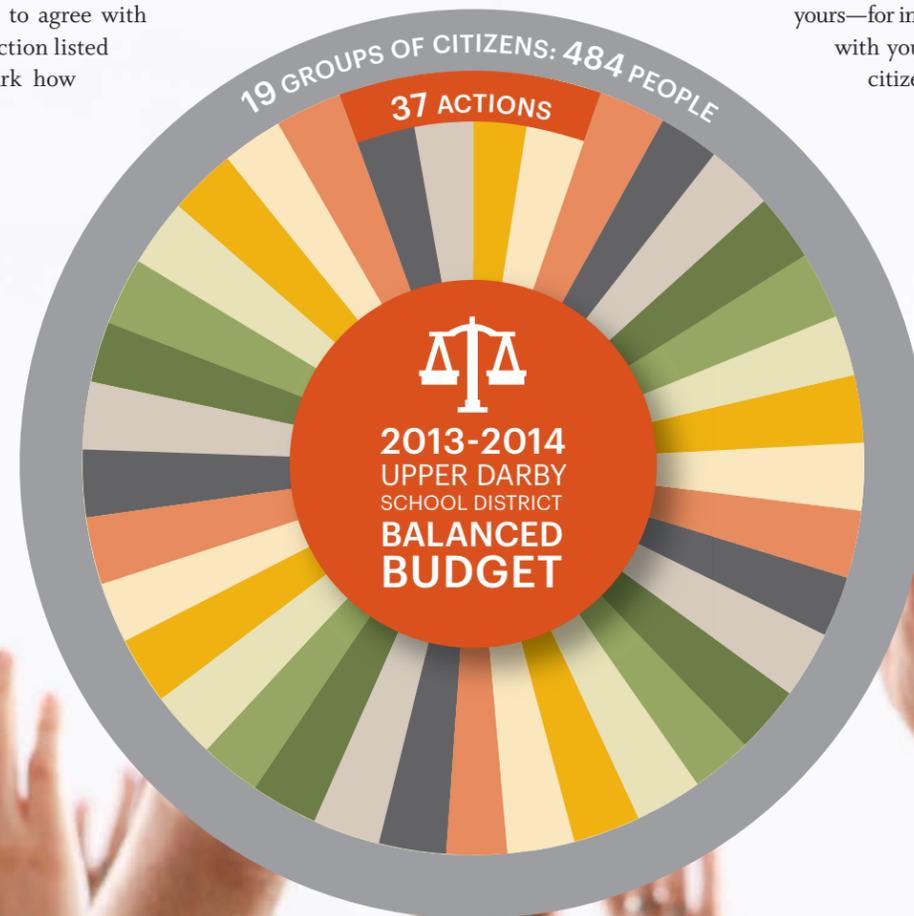


Photo © iStockphoto.com/Michael Jay

### TAKE THE SCHOOL DISTRICT BUDGET QUIZ



YES	NO
It's easy to approve this ("LOW HANGING FRUIT")	I would never consider this ("NO WAY NO HOW")
Let's do this if we have to ("SHARED PAIN")	
Let's do this only as a last resort ("GUT WRENCHER")	

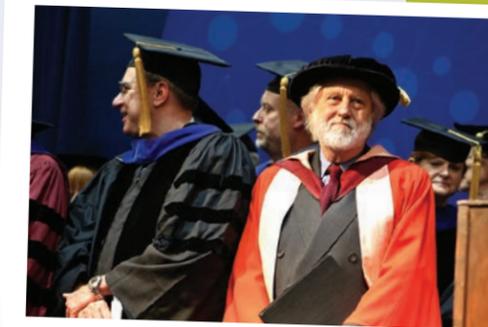
Circle Points For Any "YES" Response

AREA	ACTION/IMPACT	YOUR PRIORITY	POINTS
<b>Instruction</b>			
1 Elementary Classroom Teachers (Say yes to no more than one):	A. Reduce staff by 10 through attrition, increasing average class size from 21 to up to 24.		9
	B. Reduce staff by 10% (roughly 26 teachers), increasing average class size from 21 to up to 29.		23
2 Elementary Arts Teachers	Eliminate all staff, so that arts instruction is provided by regular classroom teachers.		34
3 Middle School Classroom Teachers	Reduce staff by 5 through attrition, increasing average class size from 27 to over 30.		4
4 Middle School Music Teachers	Eliminate instrumental music staff and program, creating a gap between the elementary and high school programs.		2
5 Middle School Technology and Computer Teachers	Reduce staff from 8 to 4, so that the two subjects are combined.		4
6 High School Elective Teachers	Reduce staff for art, business education, family and consumer science, health and phys ed, tech ed, world language, and music by 20% (from 45 to 36), increasing class sizes by 20-30% and enlarging some study halls.		8
<b>Support Services</b>			
7 Middle School Guidance	Reduce staff from 6 to 4, increasing average caseloads from 350 to over 700.		2
8 High School Guidance	Reduce staff from 12 to 8, increasing average caseloads from 300 to 450.		3
9 Social Workers	Reduce staff in elementary and secondary schools from 16 to 8, doubling caseloads and reducing mental health services and supports to students and families.		6
<b>Revenue</b>			
10 Property Taxes (Say yes to no more than one):	A. Increase up to the index of 2.4% (0.79 mills), raising taxes for the average taxpayer by \$79.		22
	B. Increase up to the index plus partial approved exceptions of 4% (up 1.31 mills), raising taxes for the average taxpayer by \$131.		37

Your Goal: 60

↑ Your Total

Turn to page 19 to see how your priorities match up with those of the Upper Darby groups.



Penn GSE  
2012-2013

576  
courses taught

15,760  
all-nighters pulled

684  
degrees conferred

6,840  
high-fives given

## Commencement 2013

On Saturday, May 11, at the historic Penn Palestra, approximately five hundred graduates and their families and friends attended Penn GSE's 2013 Commencement Ceremony, where education advocate and award-winning film producer Lord David Puttnam (top right) delivered the Commencement Remarks. (See page 17 to read about Lord Puttnam's address days earlier at the 2013 Milken-Penn GSE Education Business Plan Competition.)

Photos by Darryl W. Moran Photography



## Make a lasting impact on education. *Include the Graduate School of Education in your estate plans.*

Naming the Graduate School of Education as a beneficiary of your will, retirement plan or life insurance policy is easy and can be done at any age. Estate gifts provide critical scholarships for students and support groundbreaking faculty research. Most importantly, your bequest to Penn GSE is an investment in the future of education!

For specific bequest language or to learn more about the many ways to support Penn GSE, contact:

**Kelly K. McBride, Development Officer**  
215.573.6623 | [kmcbride@gse.upenn.edu](mailto:kmcbride@gse.upenn.edu)  
[www.gse.upenn.edu/support\\_gse/gift\\_planning](http://www.gse.upenn.edu/support_gse/gift_planning)

### **BENEFITS OF A BEQUEST:**

- » costs nothing now
- » can enable you to make a larger gift than you might have thought possible
- » offers substantial tax benefits
- » can be easily modified to address your changing needs
- » earns you membership in GSE's Castetter Circle of legacy donors
- » confirms your lasting commitment to educational excellence



**ALREADY INCLUDED GSE IN YOUR PLANS?**

Let us know so we can thank you and welcome you as a member of the *William B. Castetter Circle*.