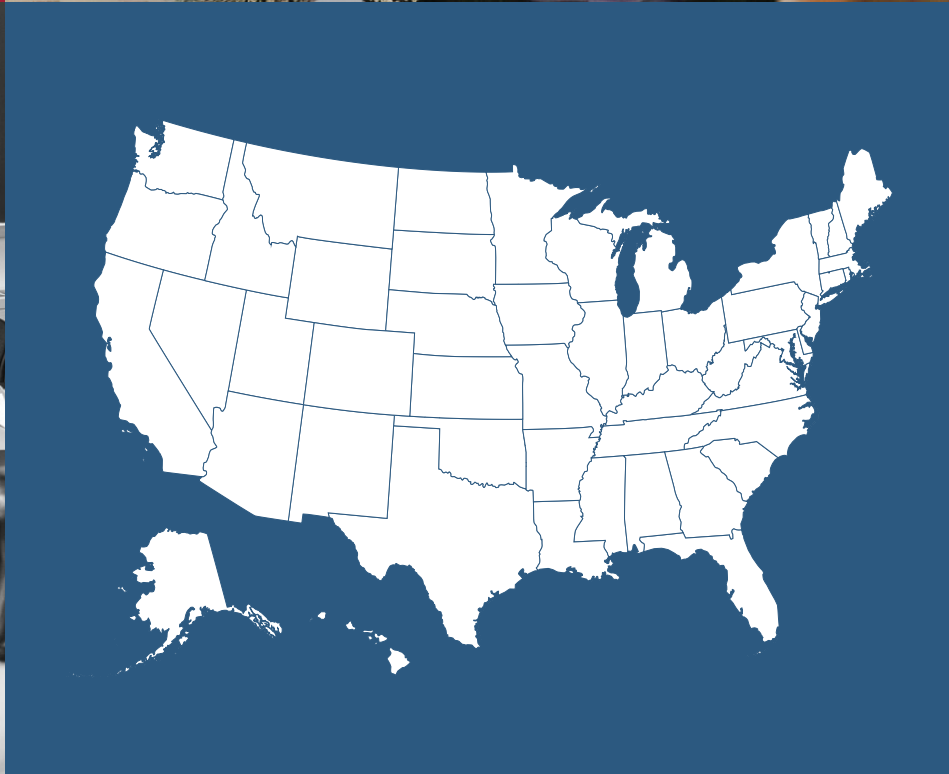


PENN GSE

Fall 2021

Education and Democracy

page 6



Diversity, Equity, Inclusion

page 12



THE GRADUATE SCHOOL OF EDUCATION MAGAZINE | UNIVERSITY OF PENNSYLVANIA

PENN GSE

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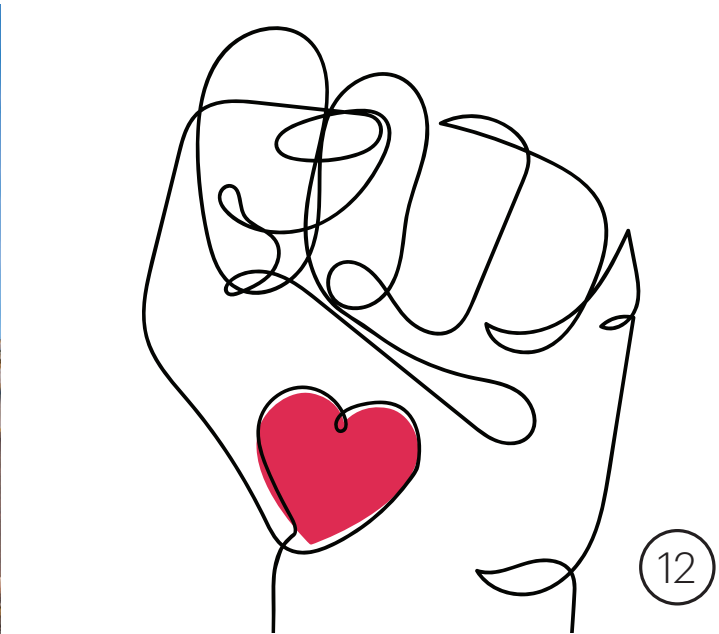
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Photo by Goldenberg Photography



Letter from the Dean

Dear Alumni and Friends,

This fall has been a time of renewal and reconnection at Penn GSE thanks to our return to in-person operations. I am so pleased that we have successfully

welcomed faculty, staff, and students to campus after seventeen months of remote learning and work. Whether you are in circumstances similar to or very different from these, I hope recent months have brought you the opportunity for interactions and experiences you value.

An important part of our transition back has been to aid in the transitions of our neighboring schools. Our Office of School and Community Engagement and several of our faculty contributed to a wonderful summer program that blended learning and fun to help five public schools in Philadelphia welcome back students and teachers, in collaboration with Penn's Netter Center for Community Partnerships. Given the disruptions and inequities of our times, there has truly never been a more important time for preparing and supporting teachers, and I am so proud of how our teacher education programs featured on page 22 address this crucial need.

While there has been much to celebrate this fall, it remains a very challenging time in our world. A stirring lecture in September by best-selling author Dr. Jill Lepore, who gave the Steven S. Goldberg and Jolley Bruce Christman Lecture in Education Law, addressed deep divisions and a constitutional crisis in our nation. As you will read in our cover story on page 6, Penn GSE faculty and students have been doing incredible work to address our nation's civic challenges by reimagining how to engage young people in the ideals of a democratic society.

This fall has also been a time of loss at Penn GSE. In August, exemplary staff member Betty Deane passed away after a truly remarkable tenure of nearly fifty-five years at the School. I hope

that the tribute on page 11 will bring back fond memories for the very many alumni whose lives she touched. I was grateful that we could gather in person to remember Betty on campus as a community after so many months apart.

I have also been grateful to get to know the new members of our community in person, from students, to staff, to faculty. Our several new faculty, whom you can read about on page 4, include Professor of Practice Andrea Kane, a former superintendent with strong record of building professional capacity and supporting educational leaders; and Richard Perry University Professor Roberto Gonzales, first Penn Integrates Knowledge professor to hold an appointment at GSE. A world-renowned scholar of the lives of immigrants in the United States, Dr. Gonzales is also featured on page 18.

We have been thrilled to welcome Raquel M. Arredondo as Penn GSE's inaugural assistant dean for diversity, equity, and inclusion. Arredondo is leading schoolwide efforts with the goal of promoting an inclusive learning and working environment. Diversity, equity, and inclusion work could not be more important or resonant today, as the stories of four alumni on page 12 illustrate.

We have also begun to celebrate on campus the great success of the *Extraordinary Impact Campaign*, highlighted on page 16, which concluded as part of the University-wide *Power of Penn Campaign*. Far surpassing its goal, the campaign raised funds for priorities across the School, including our building expansion, for which we will hold a groundbreaking in the spring.

Of course, our community extends far beyond our campus to you, our alumni and friends. Through your commitment to education and your support of the School, you make our mission a reality no matter the challenges and opportunities of the landscape. As always, thank you for being a part of Penn GSE.

Pam Grossman
Dean, Penn Graduate School of Education
George and Diane Weiss Professor of Education

Editor's note: This issue of The Penn GSE Magazine went to print on October 28, 2021.

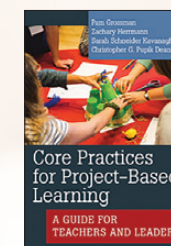
FACULTY BOOKSHELF

Core Practices for Project-Based Learning: A Guide for Teachers and Leaders

by Pam Grossman, Zachary Herrmann, Sarah Schneider Kavanagh, Christopher G. Pupik Dean

Published June 2021 by Harvard Education Press

Dean Grossman and Penn GSE colleagues draw on their research with teachers, educational leaders, and curriculum designers to offer a framework and set of strategies for implementing project-based learning. Centering on teaching practice, this work moves beyond project planning to focus on the complex instructional demands of a student-centered approach.



Pam Grossman



Zachary Herrmann



Sarah Schneider Kavanagh



Christopher G. Pupik Dean



Free Speech and Why You Should Give a Damn
by Jonathan Zimmerman, with cartoons by Signe Wilkinson

Published April 2021 by City of Light Publishing

See the cover story on page 6 to learn more about Dr. Zimmerman's work.



Sport Finance: Where the Money Comes from, Where the Money Goes
by Karen Weaver

Published August 2021 by Kendall Hunt Publishing

Names in **bold** are members of the Penn GSE faculty.

★ FACULTY AWARDS & HONORS ★

Catherine DiFelice Box (1) was selected by the U.S. Department of State's English Language Specialist Program to conduct a virtual project focusing on training professorial faculty to design and implement English Medium Instruction at Brazil's Universidade Federal Fluminense in Rio de Janeiro state. **Manuel S. González Canché** (2) was selected to offer a course in qualitative data analysis and dynamic visualizations as part of the American Educational Research Association (AERA) 2021 Virtual Research Learning Series. He has also been named to the editorial board of *Sociology of Education*. **Caroline B. Ebby** (3) and a team have been awarded a grant of \$199,947 from the Heising-Simons Foundation to study impacts of professional development and support for the Ongoing Assessment Project, a formative assessment system for mathematics. **Vivian L. Gadsden** (4) delivered a Distinguished Lecture about the educational and social imperative for responsibility and partnerships for the 2021 Annual Meeting of AERA. **Ameena Ghaffar-Kucher** (5) was awarded support from the Penn Global Engagement Fund to develop "The 9/11 20/20 Project: Twenty Lessons for Twenty Years Post-9/11," a multimodal curriculum. (See the cover story on page 6 to learn more about this project.) **Charlotte Jacobs** (6) was awarded a Diversity Traction Grant from Cleveland State University for work promoting diversity, equity, and inclusion. She also received a Division G Mini-Research Grant from AERA for a project about understanding the experiences of BIPOC youth in girls' schools. **Howard Stevenson** (7) was invited to appear as a racial literacy professional development speaker for the Philadelphia Eagles in August 2021 on the topic of how to manage a racially stressful conversation.



Faculty headshots on pages 3–5 courtesy of Goldenberg Photography, Lora Reehling, Ginger Fox, and Candace diCarlo

News Briefs

Photo by Eric Sucar, University Communications



Penn GSE Supports Philadelphia School Reopenings

This summer, Penn GSE contributed to a collaboration serving five schools in The School District of Philadelphia as they prepared to resume in-person schooling. Penn GSE's Office of School and Community Engagement (OSCE), led by Dr. Caroline L. Watts, OSCE director and senior lecturer, oversaw the School's efforts, which added academic and mental health support to the annual summer program of Penn's Netter Center for Community Partnerships. The program responded to needs identified by principals, reaching more than two hundred students entering grades 1 through 8 at schools in West and Southwest Philadelphia (1). Penn GSE helped prepare students and teachers by providing professional development, coaching, and curricula in math, literacy, counseling, and project-based learning. This work was led by Penn GSE's Dr. Diane Waff, professor of practice and director of the Philadelphia Writing Project; Dr. Zachary Herrmann, executive director of the Center for Professional Learning; and Dr. Marsha Richardson, senior lecturer, in partnership with the Netter Center's Regina Bynum, director of teaching and learning for University-assisted community school programs. Funding from Penn Projects for Progress and the William Penn Foundation allowed Penn GSE to provide transportation and classroom supplies. The program will continue to offer professional learning supports throughout the 2021-2022 academic year.

Penn GSE Raises \$98.3M in Extraordinary Impact Campaign

Penn GSE had raised \$98.3 million, surpassing the \$75 million goal of the *Extraordinary Impact Campaign* by more than 30 percent, when the campaign concluded on June 30, 2021, as part of the University-wide *Power of Penn Campaign*. A multi-year campaign and the largest fundraising effort in the School's history, *Extraordinary Impact* has dramatically increased support for priorities across Penn GSE, including facilities and technology, scholarship and fellowship, programs and research, faculty, and the Penn GSE Annual Fund. See page 16 to learn more about the campaign's accomplishments.

EXTRAORDINARY IMPACT

THE CAMPAIGN FOR  PENN GSE

Penn GSE Welcomes New Faculty in 2021:

Penn GSE welcomed the following new faculty in 2021:

Dr. Matthew Duvall (3) is a lecturer in the Teaching, Learning, and Leadership division. Dr. Duvall researches technology-enhanced learning, game-based learning, computational thinking, teacher professional development, and corporate training.

Walter G. Ecton (4) is visiting assistant professor in the Education Policy division. His research focuses on the pathways students take as they navigate high school, higher education, and the workforce.

Dr. Roberto Gonzales (5) is the first Penn Integrates Knowledge (PIK) professor to hold an appointment at Penn GSE. Gonzales's award-winning scholarship assesses how immigration policy shapes the ways that immigrant youth adapt, come of age, and experience life in their receiving countries. As Richard Perry University Professor, he holds joint appointments in the Literacy, Culture, and International Education division of GSE and in the Department of Sociology of the School of Arts & Sciences. See page 18 for a feature article about Gonzales.

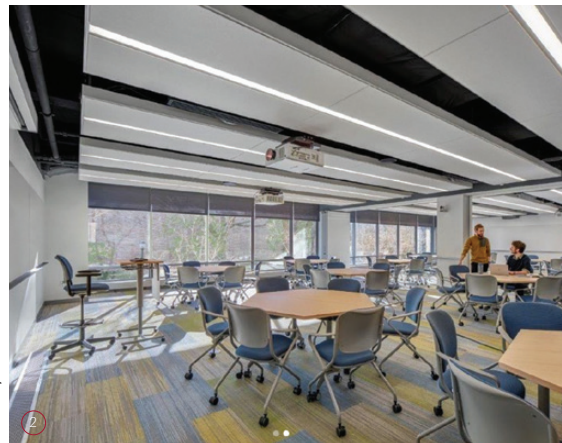
Dr. Andrea M. Kane (6) is professor of practice in the Teaching, Learning, and Leadership division. Formerly superintendent of schools for Queen Anne's County Public Schools in Maryland, Kane earned the Governor's Citation for instructional leadership, recognition for the first fully virtual learning program for public elementary and middle

school students in Maryland, and many other accolades. Her research interests include a practitioner-centered approach to solving problems of practice and addressing critical issues in education.

Dr. Michelle Neuman (7) is a lecturer in educational practice in the Literacy, Culture, and International Education division. Her research takes a comparative and multi-disciplinary approach to study policies and programs for young children around the world.

In addition, Dr. Rachel Baker, currently assistant professor of education policy at the University of California, Irvine School of Education, will join Penn GSE in January of 2022.

Courtesy of Atkin Olshin Schade Architects



Classroom Renovations Support Active Learning

Penn GSE recently completed a joint project to renovate two classrooms into flexible, interactive learning spaces in collaboration with the Office of the Provost, the Division of the Vice Provost for University Life, the Office of the University Registrar, and Penn Information Systems and Computing. The tiered-floor classrooms were converted by Atkin Olshin Schade Architects into a SAIL (Structured, Active, In-class Learning) design meant to support structured, in-class activities in which students engage in real practices of their disciplines. The renovated classrooms (2) are rooms B25 and B26 in Stiteler Hall, which will connect to Penn GSE's main building at 3700 Walnut Street through the School's building expansion project.

Penn GSE and McGraw Family Foundation Award 2021 Prizes

The Harold W. McGraw, Jr. Family Foundation and Penn GSE announced the 2021 winners of the prestigious Harold W. McGraw, Jr. Prize in Education and honored them in a virtual celebration on November 10. The winners are revolutionary education entrepreneur and researcher Dr. Richard Baraniuk (2021 McGraw Prize in Higher Education); special education trailblazers



Photo by Jane Lindahl

Dr. Lynn Fuchs and Dr. Doug Fuchs (2021 McGraw Prize in PreK-12 Education); and transformative scholar and leader Dr. Carol D. Lee (2021 McGraw Prize in Learning Science Research). Since 1988, the McGraw Prize has celebrated innovation in education by recognizing outstanding individuals who have dedicated themselves to improving education and whose accomplishments are making a significant impact. Learn more at www.mcgrawprize.com.

Milken-Penn GSE Education Business Plan Competition Announces Winners

The 12th anniversary Milken-Penn GSE Education Business Plan Competition (EBPC) held its virtual finals on October 5, 2021. For the first time, the judging criteria included a venture's ability to support underserved communities and potential to increase equitable outcomes. Readlee captured the Michael & Lori Milken Family Foundation's Grand Prize of \$40,000; HomeWorks Trenton won the \$25,000 American Public University System Prize; Weird Enough Productions earned the \$10,000 Sage Scholars Prize; and 9jakids Educational Games collected the \$5,000 Osage Venture Partners Audience Choice Prize. All nine finalists received \$1,000 in cash and \$5,000 in Amazon Web Services Promotional credits. Considered the most prestigious and well-funded competition of its kind, the EBPC attracts innovative education ventures from around the world.

Best-selling Author Jill Lepore Discusses Teaching the U.S. Constitution

The guest speaker for the Steven S. Goldberg and Jolley Bruce Christman Lecture in Education Law, best-selling author **Dr. Jill Lepore**, argued that modern interpretation of the U.S. Constitution should include opinions of people who were living but disenfranchised when the document was created, such as women, African Americans, and immigrants.

Lepore (8, center), a Harvard University history professor and staff writer at *The New Yorker*, spoke to an audience both live and live-streamed on September 23, 2021, for her talk, "Amend: Teaching the U.S. Constitution in an Era of Constitutional Crisis." The event included a Q&A with Penn GSE Dean Pam Grossman and Carey Law School Dean Theodore Ruger.

"I do really believe that we are at an urgent moment in thinking about education and, in particular, the intersections between education and the law," said Lepore, who received an honorary degree from Penn in 2020. "I think the nation as a whole right now really is suffering from an impoverished political imagination and from the underdevelopment of our Constitution."

Lepore's new long-term research project is focused on collecting and building an online archive of the texts of thousands of proposed constitutional amendments from 1787 to the present, especially those advocated by people who were excluded from the official discourse.



Celebrating Commencement

Penn GSE celebrated the Class of 2021 in a virtual Commencement ceremony led by Dean **Pam Grossman (9)** on May 15, 2021. Dr. Michael Sorrell, president of Paul Quinn College in Dallas, Texas, and a member of Penn GSE's Board of Advisors, delivered the keynote address. The 2021 recipients (below) of annual awards from GSE and Penn were announced this spring:

The 2021 Penn GSE Annual Awards Honoring students, staff, and faculty for their dedication

The William E. Arnold Award for Outstanding Contributions by a Student
Haisheng Yang, GED'14, GRW'20, GR'21

Penn GSE Student Award for Excellence in Promoting Diversity & Inclusion
Rosybell Maria, GED'21, LPS'21
Leland McGee, GED'18, doctoral student
Jennifer Phuong, C'09, GR'21

Laurie Wagman Award for Visual and Performing Arts in Education
Jasmine Blanks Jones, GR'21

The Jolley Bruce Christman and Steven S. Goldberg Annual Award for Best Dissertation in Urban Education
Nora Miriam Nass Gross, GR'20

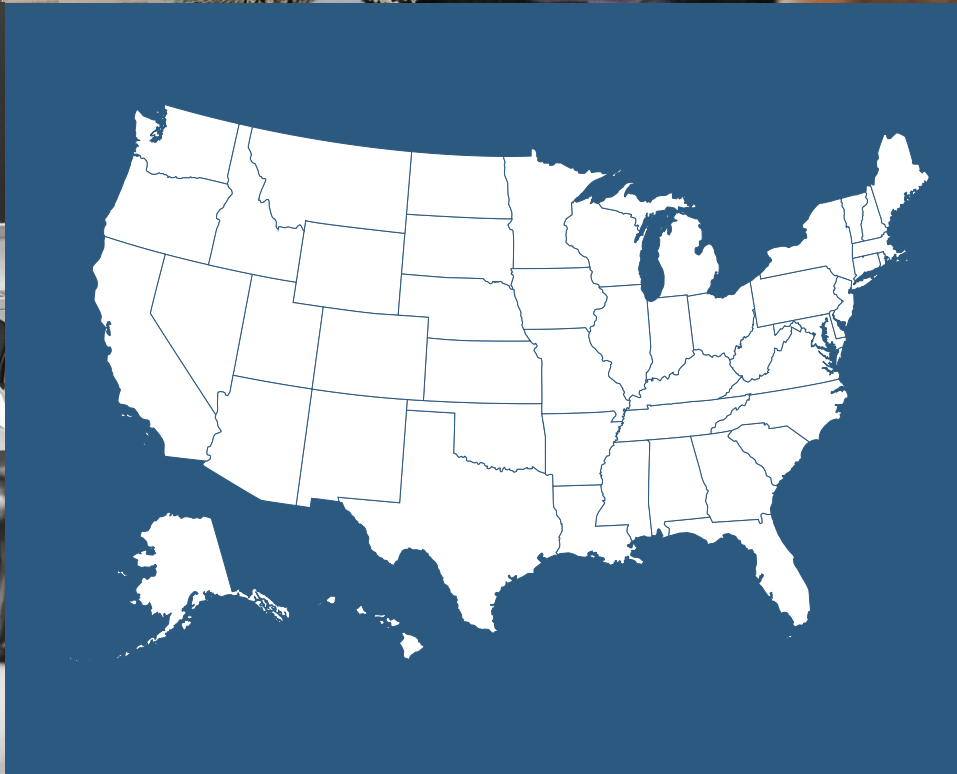
Staff Recognition of Service Award
Janeen Chavis, Student Records
Joyce Cook, Business Office
Jessica Lundeen, Higher Education
Taryn Ortlip, Teaching, Learning, and Leadership
Frank Wenger, School and Mental Health Counseling

Faculty Recognition of Service Award
Yumi Matsumoto, Educational Linguistics
Rand Quinn, Teaching, Learning, and Leadership
Sharon M. Ravitch, Teaching, Learning, and Leadership
Amy Stornaiuolo, Literacy, Culture, and International Education
Krystal Strong, Literacy, Culture, and International Education

The 2021 Penn Prize for Excellence in Teaching by Graduate Students Recognizing the profound impact of graduate students on education at Penn
Tsai-Hsuan (Angel) Chung, GED'21
Janay Mae Garrett, doctoral student



Penn GSE faculty including Assistant Professor Krystal Strong (top row, right), Associate Professor Abby Reisman (middle row, left), and Professor Sigal Ben-Porath (bottom row, left) are advancing education for citizenship and democracy in a variety of ways. Photos by (clockwise from top right) Penn GSE, iStock.com/Andrii Tokarchuk, Maskot/Maskot/Getty Images, Ginger Fox, Lora Reehling, iStock.com/f11photo



What do young people need to learn to become informed, active citizens who can engage productively with those whose views differ from their own? What approaches can foster this learning?

EDUCATION *and* DEMOCRACY

Penn GSE Faculty and Students Work to Advance Civic Life

by Juliana Rosati

Photo by TamPisessith/Shutterstock.com

Along with related subjects such as history and social studies, civics has generally been deemphasized in U.S. schools in recent decades as standards and testing have focused on math, writing, and reading. Now, as an era of political polarization, a historic civil rights movement, and the wake of the January 6 insurrection fuel urgent questions about the state of American democracy, increased attention has come to the role of education in imparting the ideals of civic life. Recently, teaching in an era of constitutional crisis was the topic of the Steven S. Goldberg and Jolley Bruce Christman Lecture in Education Law, given at Penn by best-selling author Dr. Jill Lepore (see [page 5 to learn more](#)).

Penn GSE faculty, students, and alumni have long been exploring and strengthening the ways that education can prepare students to understand and exercise their rights and responsibilities as citizens of a nation governed by the people. The Spring 2021 issue of *The Penn GSE Magazine* offered a glimpse of how Penn GSE alumni are educating and nurturing the next generation of citizens through their teaching and leadership. Here, we focus on the contributions of Penn GSE faculty and students in the areas of civic dialogue, classroom practices and curricula, and learning beyond the classroom.

"I am proud of the ways in which our faculty and students are creating opportunities to learn about democracy and engage in deliberation," says Penn GSE Dean Pam Grossman. "This work is essential to our future, as our country grapples with deep divisions during a time of constitutional crisis."

Examining Freedom, Voice, and Dialogue

Education for citizenship in a democracy must involve opportunities for students to develop their voices while engaging with perspectives different from their own, according to Professors Sigal Ben-Porath and Jonathan Zimmerman, both of Penn GSE's Literacy, Culture, and International Education division. Each has produced decades of scholarship relevant to the current moment. Dr. Ben-Porath examines the subject from a philosophical perspective, while Dr. Zimmerman considers it from a historical one.

"As a democratic citizen, you ought to be able to develop, change, and express your opinions," says Ben-Porath, whose work focuses on how educational institutions can sustain and advance democracy. In *Free Speech on Campus*, published in 2017 by University of Pennsylvania Press, she responds to controversies in which inclusion and freedom of speech are characterized as opposing values. For instance, arguments have been made about whether colleges should promote free speech by hosting a speaker with views that are offensive to some constituencies, or promote inclusion by banning the speaker. Ben-Porath sees this approach as a false dichotomy that distracts from a larger picture.

"I see freedom of speech and inclusion as not actually juxtaposed, but as mutually reinforcing," she says. Ben-Porath proposes that institutions should focus on creating "inclusive freedom"—conditions in which freedom of speech and inclusion go hand in hand. "What

is key is not just the formal regulation of speech that preserves the possibility for people to speak,” she says. “What matters in K–12 and higher education is that people, in fact, are speaking and listening to each other.”

How to create such conditions is a complex question. Zimmerman, whose work examines how educational practices and policies have developed over time, is troubled by evidence that many individuals may be choosing not to express their views. He points to survey results such as those of the Foundation for Individual Rights in Education.

“Across political parties, both students and faculty are reporting that they’re not raising their voices,” says Zimmerman, who is the Judy and Howard Berkowitz Professor in Education. “I think the biggest inhibitor now on all kinds of education is self-censorship.” Zimmerman calls for educational institutions to model exchange across difference. For example, an initiative he and Penn GSE’s Dr. Harris Sokoloff created after the 2016 election brought together students from Penn and Cairn University, a Christian institution near Philadelphia, for conversations that began with the prompt, “Tell me who you voted for and why.”

College, however, is too late to begin fostering respectful dialogue, according to Zimmerman; students may already have spent years “watching people screaming at each other on cable TV and thinking that’s what politics is.” He envisions exchange beginning at the earliest grades, with predominantly “blue” communities hosting classroom speakers with “red” views, and vice versa. “If there is going to be an answer to polarization, it has to start in our public schools,” he says. “That’s our major public institution for

Penn GSE’s Dr. Jonathan Zimmerman, the Judy and Howard Berkowitz Professor in Education, calls for educational institutions to model respectful dialogue across political differences. Photo by Ryan Collerd



schooling our young and for making citizens.” Ben-Porath sees in the current landscape an opportunity to rebuild trust. “The environment is a challenging context for education for citizenship, but also a very clarifying one in terms of the need to engage in conversations across ideological and other differences, so that people learn again to trust each other,” she says.

Fostering Discussion and Exchange in the Classroom

Ben-Porath says class discussions—whether in civics, history, social studies, or another subject altogether—are vital to helping students practice and develop their voices as citizens, both in K–12 and higher education. “It’s important to preserve some class time for discussion and collaboration, for students to try out ideas and make the best argument that they can for different positions,” she says. Penn GSE faculty and students are advancing discussion in the classroom through innovative approaches and curricula.

Discussion is a prominent part of the award-winning “Reading Like a Historian” curriculum, which Penn GSE Associate Professor Abby Reisman helped develop to foster critical thinking in history and social studies classes. Through “document-based” inquiries, students read multiple perspectives on a single event, use them to investigate a central question posed by the teacher, and share their reasoning with the class.

“In a traditional classroom, historical knowledge exists in fixed narratives held by the teacher and the textbook. In an inquiry classroom, students construct the knowledge,” says Dr. Reisman. For example, a lesson on the Battle of Little Bighorn asks students to analyze accounts that depict the 1876 event differently. The goal is for students to be able to answer not only “What happened?” but also “How do you know?” and “Why do you believe your interpretation is valid?”

Because the skills of facilitating such discussions are complex, and professional development specifically for social studies teachers is rare, Reisman’s current research focuses on how to help social studies teachers learn to lead productive discussions. “Often, teachers have to rethink their role—to make teaching a space of listening and connecting rather than of monologue,” says Lightning Jay, a doctoral candidate in Penn GSE’s Teaching, Learning, and Leadership program, who has contributed to Reisman’s research.

Reisman and colleagues are studying the learning of novice social studies teachers in Philadelphia schools with a \$2.46 million grant from the James S. McDonnell Foundation. Reisman is also working with a school district in Virginia with support from the Spencer Foundation to create a coaching program in document-based history instruction, a project with the potential to produce a scalable model of professional development. Aware that historical material pertaining to race can easily bring up students’ responses to current

events, Reisman, Jay, and Lisette Enumah, GR’19, developed a framework to help teachers navigate such moments, published in *Theory & Research in Social Education* (Volume 48, 2020).

The stakes of discussing race and other charged topics in the classroom have dramatically increased in recent times, with laws in many states banning teachers from taking on material including the 1619 Project and critical race theory. The trend threatens teachers’ ability to prepare students effectively for civic life, according to Zimmerman. In *The Case for Contention: Teaching Controversial Issues in American Schools* (The University of Chicago Press, 2017), he and coauthor Emily Robertson advocate for teachers to tackle hot-button issues so that students can learn to discuss them respectfully. “In case you haven’t gotten the memo, Americans disagree about America. The problem is we still don’t have a consensus about addressing those disagreements in our schools,” says Zimmerman.

The 2020 election and a course taught by Zimmerman prompted Elizabeth Reynolds, GED’21, to research how teachers discuss politics in the classroom for a project she undertook as a student in Penn GSE’s Teaching, Learning, and Leadership program. “Often teachers simply don’t talk about controversial issues—for lots of reasons, including not having the support or pedagogical tools to do so,” she says. Now enrolled in a doctoral program at the University of Maryland, Reynolds is working to develop such tools. At the same time, she says, teacher preparation is only part of the solution. “There also needs to be a commitment on the part of communities to the messiness that is teaching for democracy and deliberation,” she says.

Support for teachers to address a host of sensitive issues and often-marginalized perspectives is the core of “Teaching beyond September 11,” a new curriculum about the years from 2001 to 2021, developed by Penn GSE Senior Lecturer Ameena Ghaffar-Kucher with support from the Penn Global Engagement Fund, Penn GSE, the Penn Libraries, Penn’s Middle East Center, and Penn’s South Asia Center. From the human costs of the Iraq and Afghan wars, to the impact of security measures on civil liberties, to the rise of anti-Muslim sentiment in both media and policies, the topics of the twenty modules, available at www.gse.upenn.edu/academics/research/september-11-curriculum, are complex and challenging. “September 11 was an awful day. But what is never talked about in schools is the aftermath,” says Dr. Ghaffar-Kucher, whose work is also exploring civic engagement among American youth from Muslim immigrant communities in the years since September 11, 2001.

As an Afghan-American and a former New York City public school teacher, Madina Wahab, GED’20, appreciates both the curriculum’s content and the fact that its authors are members of Muslim communities and people of color. “I think it’s really important to be teaching about the aftermath of September 11 in a way that is nuanced, in a way that is complex, and in a way that highlights voices of Muslims,” says Wahab, who contributed to the curriculum. A graduate of Penn GSE’s International Educational Development Program, she is now a curriculum development associate at Girl Up, a United Nations Foundation program.

“The continuity of our nation depends upon each generation’s capacity to further the ideals of a democratic society,” says Penn GSE Dean Pam Grossman. “At Penn GSE, we are strengthening the future of our nation through our efforts to prepare young people to engage in democratic deliberation and civic participation.”

Engaging beyond the Classroom

Powerful experience in citizenship and democracy can happen when students engage and raise their voices outside the classroom through community involvement and extracurricular activities. Ben-Porath sees this as an area of recent growth in K–12 and higher education. “Education for citizenship is becoming more robust outside of the classroom in pedagogical practices and in the steps that young people are taking,” she says. Penn GSE faculty and students are advancing this kind of learning through innovative opportunities.

Learning by effecting change is the topic of research by doctoral student Abigail Dym. “When people are actively working on a problem that they think matters in their environment or to their community, they are able to make change in the world and often learn deeply about themselves and their community in the process,” says Dym, who is pursuing a joint degree in education and political science at Penn GSE and Penn Arts and Sciences, with Ben-Porath as her advisor.

Dym’s research is exploring how student-driven learning with a local emphasis could increase students’ political knowledge and motivation to be civically engaged. In focus groups that she led, Philadelphia high school students voiced an interest in learning about local elections, saying that these may have a bigger impact on their daily lives than presidential races, but are rarely discussed in school. “My hope is to co-create knowledge about politics with young people in ways that are locally and personally relevant,” she says.

Dym recently applied this approach to support a Penn undergraduate course in election politics and law taught by Associate Professor Marc Meredith. As a 2020–2022 Provost’s Graduate Academic Engagement Fellow for Penn’s Netter Center for Community Partnerships, Dym adapted the course into the Netter Center’s Academically Based Community Service (ABCS) format, which engages students in real-world problem solving on campus and in the local community.

Penn GSE's Dr. Ameena Ghaffar-Kucher, senior lecturer and director of the International Educational Development Program, creates curricula that support teachers in addressing sensitive issues and often-marginalized perspectives. Photo by Penn GSE



Students identified an issue to address—how to simplify the process of voting for undergraduates on campus—and partnered with the student organization Penn Leads the Vote as well as the Office of the Philadelphia City Commissioners to conduct research.

Graduate-level opportunities to collaborate with community organizations are the basis of another ABCS course, “Activism beyond the Classroom,” developed by Penn GSE Assistant Professor Krystal Strong. “I wanted to create a classroom that could be a bridge between the campus and local communities and movements,” says Dr. Strong. In a recent iteration of the course, students engaged with local teacher organizing, as well as efforts by communities and youth of color to reclaim and memorialize particular city sites. “The class tends to attract people who want to make change in the world as educators or simply as human beings,” says Strong. “This class is not giving them a blueprint, but it is really seriously thinking about the praxis of effecting change.”

Much of the course content is student-driven, and multimedia resources created by students have brought visitors from around the world to the course website, www.activismbeyondtheclassroom.com. “Producing podcasts, writing editorials, and contributing to the social media account for the class—all of those things really put into practice the idea of building a bridge between academia and communities,” says Rehana Odendaal, a doctoral student in Penn GSE’s Education, Culture, and Society program who is assisting with Strong’s research on youth leadership in Africa. Jimil Ataman, GED’18, another doctoral student in the program who took the course, drew inspiration from it for her dissertation about learning among U.S. consumer activists. “I really appreciated learning

about the many forms that activism can take,” says Ataman, who is contributing to Strong’s research on student movements in Africa.

Extracurricular activities can also offer valuable opportunities for civic learning outside of the classroom. To bring a mission of building “the virtues central to democratic citizenship” to students in Philadelphia schools, Dustin Webster, a doctoral student in Penn GSE’s Education, Culture, and Society program, initiated a Philadelphia regional competition of the National High School Ethics Bowl. Teams are rewarded not for arguing a single position, but for presenting multiple positions in response to an ethical question and collaborating with their competitors. Local students take part annually in the Philadelphia competition, based at Penn, and the winning team goes on to compete nationally. “Students are working together to learn and understand. That requires and develops traits that are very important for civic life in general—intellectual humility, open-mindedness, civic trust,” says Webster, who has studied with both Ben-Porath and Zimmerman.

For Penn GSE, perhaps the greatest source of hope for democracy and civic life is the School’s students, who are becoming the transformative educators, scholars, and leaders that the nation and world need.

“The continuity of our nation depends upon each generation’s capacity to further the ideals of a democratic society,” says Dean Pam Grossman. “At Penn GSE, we are strengthening the future of our nation through our efforts to prepare young people to engage in democratic deliberation and civic participation.” ■

Photo by Jacey Hallock

Decades of Outstanding Service

Betty Deane’s tremendous commitment to Penn GSE is reflected in the Spring 1987 issue of the *GSE Newsletter*, a publication that preceded *The Penn GSE Magazine*. The article shown here (above, right) commemorates Deane’s twentieth anniversary at the School, noting that Deane planned to spend another twenty years at Penn GSE. It is Penn GSE’s good fortune that she surpassed this goal by more than fourteen years.

“Betty Deane was the first person I met in 1972 when I came to begin my work at Penn GSE,” recalls Professor Emerita Susan Lytle, GR’82. “She was so important to everyone in the teacher education program and such a knowledgeable, competent, and always helpful person who, over time, became indispensable to many functions of the School. The work of Penn GSE is complex and, by necessity, collaborative, and Betty was an impressive and generous contributor.”

In 1997, Deane received Penn GSE’s Outstanding Service Award. At the time, the School’s publication, *GSE News*, described her as “the mainstay of the Teacher Education Program for over thirty years” and stated, “Betty is considered one of the most professional and community-minded individuals at GSE; she is committed to education, to students, and to the faculty and staff with whom she works.”

For the past fifteen years, Deane served as the faculty affairs coordinator, offering invaluable support with numerous faculty

Deane joined Penn GSE in 1966, moving into the building at 3700 Walnut Street shortly after its construction. During her extraordinary tenure of more than five decades, she held multiple positions across the School and was known for her “meticulous, exacting, and absolutely fair-minded” approach to her work, in the words of Professor Emeritus of Education Nancy Hornberger. In addition to working with faculty members Jim Larkin and Harris Sokoloff in support of teacher certification, Deane worked alongside faculty in various academic divisions, and in service to students across programs.

“Betty was an exemplary professional for nearly fifty-five years at Penn GSE,” says Dean Pam Grossman. “Many in our community have had rich and meaningful relationships with Betty. She was a dedicated employee, a tireless worker, and a great colleague.”

The Penn GSE community mourns the loss of longtime staff member Betty Deane, who passed away on August 2, 2021.

PENN GSE REMEMBERS



BETTY

DEANE

appointments, reappointments, and promotions. She was well known to Penn GSE students through not only her support of the School’s teacher education programs, but also her oversight of the editorial review and submission of dissertations. “Many doctoral students saw her as the final stop in a long dissertation marathon and were joyous at receiving a green-light email from her indicating that their dissertation met all requirements for final submission,” says Dean Grossman.

Members of the Penn GSE community gathered on August 26 in the courtyard of 3700 Walnut Street and shared heartfelt recollections of Deane with members of her family. “I am grateful that we can be here together—in community—at the place that Betty worked for so long, to remember her and share our memories,” said Dean Grossman at the gathering. Surviving Deane is her loving family, including her husband, Raymond D. Deane; step-son, Robert T. (Margaret) Deane; granddaughter, Sophia Deane; sister, Pamela Camarda; and nephews and nieces Robert Stiles, Christopher Camarda, Leslie Valenteen, Denise Stiles-Kaufman, and Michael Stiles.

GSE Celebrates Twenty Years with Betty Deane

On October 9, faculty, staff and students gave a party for Betty Deane honoring her valuable presence at the School. Betty says that she moved into the new building, “along with the furniture,” in September 1966. Since then she has worked for four deans, a total of ten directors, associate directors, and assistant directors of the Teacher Education Program, and forty supervisors of student teachers.

Many alumni will remember Betty’s white, miniature Maltese Terrier, Rhea, given to her by Allan Glatthorn in 1975, while he was Director of the Teacher Education Program. Betty notes that Rhea came to work with her for eight years, missing only an occasional day during inclement weather.

On behalf of the School, Jim Larkin presented Betty with an University of Pennsylvania rocking chair. In her remarks following the presentation, Betty commented that she was planning another twenty years with GSE. We are grateful that she is!



Betty Deane with Dr. James Larkin

Professor Emeritus of Education Nancy Hornberger had been working at Penn GSE for a year at the time of Deane’s twentieth anniversary, marked in this 1987 article. “I already knew her as a much-appreciated, loyal, and knowledgeable member of the Penn GSE community,” says Dr. Hornberger, who would remain a faculty member for the next thirty-four years. “Over the years, I was able to observe and experience Betty’s unfailingly expert efficiency and equitable execution in all she did.”

Article courtesy of the University of Pennsylvania Archives



Diversity, Equity, and Inclusion

Penn GSE Alumni Work to Support Students and Employees

by Lini S. Kadaba

In this time of a national awakening and reckoning about race, inequality, and long-overdue social justice, efforts to value diversity, promote equity, and foster inclusive environments have gained renewed attention. Here, four Penn GSE alumni share how they are striving to advance these areas through their roles at an education nonprofit, a middle school, a state university, and a tech company. These leaders report drawing upon their life experiences and insights gained at Penn GSE as they undertake the complex work of cultivating opportunity and support for students and employees.

Creating Paths to College and Career Success

In the nearly ten years that **Sean E. Vereen, GED’00, LGRD’05**, has led Philadelphia-based Steppingstone Scholars as president, the organization has expanded its mission from providing academic enrichment and school placement to creating multiple routes to success in college and the workforce. The aim of the educational social mobility organization remains the same—to overcome systemic barriers and change outcomes for low-income and racially minoritized Philadelphia students.

“If we’re going to move people out of poverty in the city, we’ve got to tie the education piece and the career piece together,” says Dr. Vereen, who previously spent a decade at Penn in diversity and minority affairs roles, including associate dean for opportunity and access.

Over his tenure at Steppingstone, he reports, the nonprofit has grown to serve 2,500 students, up from about two hundred, and has quadrupled its budget. In addition, Steppingstone has added two new initiatives for college and workforce preparation: Steppingstone Pathways, which places staff at Philadelphia public, charter, and magnet schools; and Steppingstone Ventures, an innovation hub. As part of Ventures, a five-year collaboration called Inveniam launched between Steppingstone and Penn’s School of Engineering and Applied Science this fall. The STEM equity and innovation program will offer Penn-developed online modules to supplement high school classroom instruction for an Advanced Placement computer science course. Inveniam aims to enroll three thousand Philadelphia students in the course and later to provide similar support for advanced math and physics courses.

“There is a financial cost to not serving the kids in this city,” Vereen argues. “We’re not just doing this because it’s morally right—which it is—but also because it’s going to make a better city and better opportunities for all of us.”

Central to Vereen’s vision is a commitment to providing advising and academic preparation to help Black and Brown students access and navigate high-performing high schools and colleges. Despite institutional commitments to inclusion for underrepresented groups, he notes, student access and experiences continue to vary in relation to demographic factors. Vereen’s dissertation in Penn GSE’s Higher Education Ed.D. program focused on how leaders of college resource centers for minoritized students navigated racial and class biases on campus. He continues to examine issues of inclusion at Penn GSE, where he teaches the course “Access and Choice in Higher Education.”

Illustration by iStock.com/svetolk

As calls for social justice resound across the nation, Vereen’s response is to reach higher, by expanding the number of students Steppingstone serves and boosting internship and scholarship opportunities. He also places trust in the importance of persistence. “Everything in education takes a long time,” says Vereen. “Making change is about focusing and being nimble enough to respond to what’s happening in the world by bringing our ideas into different spaces.”

“There is a financial cost to not serving the kids in this city. We’re not just doing this because it’s morally right—which it is—but also because it’s going to make a better city and better opportunities for all of us.”



Sean E. Vereen
GED’00, GRD’05

Laura Peynado Castro
GRD’21



“I have become more intentional about my role as a co-creator and co-facilitator of spaces and opportunities that celebrate differences, embrace our humanity, and disrupt systems of inequity.”

Collaborating to Celebrate Differences and Disrupt Systems

As principal since 2008 of University Neighborhood Middle School (UNMS) on the Lower East Side of Manhattan, **Laura Peynado Castro, GRD’21**, has long focused not on student deficits, but on student assets—a philosophy at the core of her commitment to educational equity.

“I’ve always been curious about what spaces we are creating to build on the strengths and the knowledge that students bring

to our community,” says Dr. Peynado Castro. She is grateful for teachers who did the same for her. At age twelve, Peynado Castro emigrated with her family from the Dominican Republic to New York City and attended public schools. “I had teachers who saw what I brought to the table,” she says.

Of the nearly two-thirds of UNMS students who are Hispanic or Latinx, many are Dominican immigrants. “The practices of Dominican youth, like those of many other immigrant groups, remain invisible in the field of research,” says Peynado Castro. Working with UNMS alumni, Peynado Castro aimed to address this gap with a dissertation about literacy development for Penn GSE’s Mid-Career Doctoral Program in Educational Leadership. Her project documented the value of the transnational and bilingual perspectives that Dominican students bring to the analysis of a text’s language, biases, and power dynamics.

Through the project, she says, “I have become more intentional about my role as a co-creator and co-facilitator of spaces and opportunities that celebrate differences, embrace our humanity, and disrupt systems of inequity, within and outside our school community.” Her efforts include a multitude of avenues for “courageous conversations” at UNMS about race and social justice: community forums; reflection time and professional development for teachers; weekly small-group meetings that invite students to inform decision making; and a family book club that recently discussed Bettina L. Love’s book *We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* and met virtually with the author.

Peynado Castro describes her approach to leadership as reflective, collaborative, and rooted in her experience at Penn GSE. She has bolstered the quality of education at UNMS by partnering with local community organizations and institutions like New York University for academic and summer enrichment and Hunter College for teacher training. Always, she says, she strives to remain grounded in the realities of students’ lives. To her, equity means making sure students have the conditions and resources to learn; inclusion means offering learning experiences that put students’ perspectives at the center while embracing difference and humanity.

“Penn GSE affirmed some of the beliefs I had about my role as a leader, to lead by example,” she adds. “I have to constantly check my biases, seek feedback, challenge myself, get to know people, not make assumptions. It’s not about me, but the work—what we’re trying to do together with love.”

Advocating to Strengthen a Workforce

Becci Menghini, GRD’14, wrote her doctoral dissertation at Penn GSE on crisis management at public universities. Seven years later, she says she could “write a few more chapters. I think I’m living my dissertation day in and day out.”

In January 2020, Dr. Menghini became the vice chancellor for human resources and equal opportunity and compliance at the 25,000-employee University of North Carolina-Chapel after serving in an interim capacity. Typically, her office manages human resources policies and handles related complaints. She says the issues of the

times—a pandemic, a social justice movement, and a nation divided—have added to the challenges of her role. Events at UNC-Chapel Hill concerning a Confederate statue, campus reopening plans, and an attempt to hire Pulitzer Prize-winning journalist Nikole Hannah-Jones have made headlines and prompted many alumni, faculty, staff, and students to raise concerns about the state legislature’s role in university governance.

“People in positions of leadership sit in a very delicate and precarious spot in thinking about how they respond to national events in this moment,” she says. While Menghini notes that taking action is complicated by the fact that UNC is a public university beholden to its state legislature, she reports she is making headway in addressing pressing concerns. “Diversity is an enormous part of my job,” she says. “We depend on a diverse workforce, and only when we are fully diverse—not just in numbers, but when everybody has the ability to be fully themselves and fully present—can we benefit wholly and do our best work.”

“People in positions of leadership sit in a very delicate and precarious spot in thinking about how they respond to national events in this moment.”

Becci Menghini
GRD’14



Photo by UNC Communications

To build trust, Menghini spends time listening to campus constituencies, including affinity groups such as the Carolina Black Caucus. She also has shifted diversity and inclusion from her division to the Provost’s Office, where a new chief diversity officer was recently hired. “The notion that the diversity office sat in the same place as compliance didn’t sit well,” she says. “It didn’t say what we wanted it to say.”

Menghini credits the cohort model of Penn GSE’s Executive Doctorate in Higher Education Management program with giving her a lasting peer network and inspiring her approach to workplace trainings and orientations. “There are benefits to being treated like a cohort—employees can gain built-in mentorship and a sounding board,” she says.

Currently, she is grappling with equity around flexible work schedules. A pilot is allowing some departments to work remotely. But, she asks, is that equitable—especially when housekeeping or dining room staff, among the lowest-paid employees, must come to campus? Will remote workers, often women, miss out on mentorship or promotion? For these reasons, Menghini places importance on assessment structures to gauge the effect on equity. Ultimately, she says, “I see my role as one of advocacy, looking at the broad impact.”

Shaking Up Approaches to Move the Needle

Over her career, **Jessica Guerrero, GED’09**, has held multiple roles at higher education institutions while maintaining a single goal—to provide access to people of color. Now global head of diversity, equity, and inclusion for Google’s Cloud Go-to-Market (GTM) division, she works from a New York office to manage a bevy of teams that drive strategy and share best practices with client companies.

“My heart lies in this work,” says Guerrero. Her passion springs not only from her lived experiences, but also from her first job at Penn’s Netter Center for Community Partnerships, where she worked for a college access program while pursuing her master’s degree in higher education at Penn GSE.

“I grew up believing that education was the great equalizer,” she says. Through her work at the Netter Center, however, she saw the hurdles marginalized communities faced in gaining access to college—from obtaining college preparation and advising, to meeting financial requirements, to finding a sense of belonging on campus. In class at Penn GSE, her eyes were further opened to inequities even as she learned about alternative models and envisioned “what could be possible if universities and even K–12 institutions were redesigned to be places where everyone could thrive.”

After working in diversity roles at Princeton University and New York University, she returned to Penn as senior associate director of diversity at the Wharton School. There she served on the MBA admissions committee, advocating for students she had recruited. Having joined Google in 2020, she aims to effect change for the 14,000 employees of Google Cloud GTM, which offers an array of computing services in areas such as storage, data, security, and communication.

Jessica Guerrero
GED’09



“What could be possible if universities and even K–12 institutions were redesigned to be places where everyone could thrive?”

“Google is a pioneer that is shaking up the workplace and shaking up diversity,” Guerrero says. One innovation she rolled out offers micro training modules—30- to 45-minute sessions—that use virtual reality in partnership with Praxis Labs to explore workplace scenarios pertaining to diversity, equity, and inclusion. Already, she says, employee interest is high and behavioral changes have occurred within teams. Guerrero also is changing up the content of training to include what she calls the how—“how to be allies, how to run inclusive hiring practices, how to think about culture when putting a team together.”

In her role, she focuses on “opening different thinking pathways”—for instance, arguing that the company could increase the number of women hired as engineers by recruiting from a wider range of colleges. It’s a case she makes with data, grateful for time spent at Penn GSE learning “to look at data, make sense of it, and construct strong arguments.”

For Guerrero, that focus on data makes her target clear: she strives for documented impact, to produce “actionable items that can be measured over time that move the needle.” ■

EXTRAORDINARY IMPACT

THE CAMPAIGN FOR  **PENN GSE**



\$98,318,378 Raised
Thank You!

On June 30, 2021, Penn GSE successfully concluded the multi-year *Extraordinary Impact Campaign*, part of the University-wide *Power of Penn Campaign*. The largest fundraising effort in the School’s history, *Extraordinary Impact* surpassed a \$75 million fundraising goal by more than 30 percent, dramatically increasing support for priorities across Penn GSE.

“I want to thank you, our alumni and friends, for all that you have done to support education and Penn GSE during the campaign,” says Penn GSE Dean Pam Grossman. “Without your incredible dedication, our success would not have been possible.”



Facilities and Technology **\$13.4M Raised**

A dramatic building expansion—the School’s first new construction in more than fifty years—will fulfill the dean’s vision of “One Penn GSE,” bringing the majority of the School’s programs, students, faculty, and staff into one state-of-the-art campus location.

Scholarship and Fellowship **\$9.6M Raised**

To advance the evergreen priority of recruiting the strongest and most diverse student body possible, the School initiated need-based aid for the first time and significantly increased financial aid offerings to master’s students.

Programs **\$15.7 Raised** Research **\$51.1 Raised**

The campaign has fueled Penn GSE’s programs in university–community partnerships and educational innovation and propelled the School’s research in teacher learning, educational policy, race and racial literacy, and the learning sciences.

Faculty Support **\$5.8M Raised**

Faculty represent the very heart of the School. They drive research, draw prospective students, and mentor the next generation of education professionals. The School makes it a top priority to recruit and retain the strongest and most diverse faculty that it can.

The Penn GSE Annual Fund **\$2.7M Raised**

Throughout each year, gifts of all sizes to the Annual Fund are directed to areas of greatest need as opportunities arise. The result is an ongoing impact on scholarship aid, partnerships in Philadelphia, research, and faculty support.

To learn more about funding priorities at Penn GSE, or to contribute, visit www.gse.upenn.edu/support or contact us at 215.573.6623 or alumni@gse.upenn.edu.

Image credits clockwise from top right: Lisa Godfrey, Krista Patton, Ginger Fox, Lora Reehling, Jay Gorodetzer, Greg Benson, Lisa Godfrey, and (center) Chris Kendig



Immigration, Education, and Coming of Age

PENN GSE WELCOMES DR. ROBERTO GONZALES

interview by Juliana Rosati

Penn GSE is welcoming Dr. Roberto Gonzales, a world-renowned scholar of the lives of immigrants in the United States, as the first Penn Integrates Knowledge (PIK) professor to hold an appointment at Penn GSE. Gonzales's award-winning scholarship assesses how immigration policy shapes the ways that immigrant youth adapt, come of age, and experience life in their receiving countries. His work has been featured across leading scholarly and news publications and widely supported by foundations.

Selected for research and teaching that exemplify the integration of knowledge across disciplines, PIK professors hold appointments in more than one Penn school. Gonzales, formerly professor of education at Harvard Graduate School of Education, was named Penn's 25th PIK University Professor effective July 1, 2021. As Richard Perry University Professor, he holds joint appointments in the Literacy, Culture, and International Education division of GSE and in the Department of Sociology of the School of Arts & Sciences.

We sat down with Gonzales to discuss the circumstances facing undocumented youth, the role of education in their lives, and how he plans to continue his research at Penn.

Photo by Adam Glanzman Photography

Your groundbreaking book, *Lives in Limbo: Undocumented and Coming of Age in America* (University of California Press, 2015), has won eight major book awards and been adopted as a common reading text by universities and school districts across the country. What was the genesis of the book?

Lives in Limbo was a labor of love, born out of what I perceived to be a problem of practice as a youth worker in Chicago in the 1990s. A very significant segment of the children and teenagers in our community were undocumented, and I saw the barriers they faced as they came of age. Their friends were reaching important milestones—taking after-school jobs, obtaining driver's licenses, seeking financial aid for college, launching careers. And the undocumented youth were instead finding out that their undocumented status meant they couldn't do these things. I say it was a problem of practice because a host of adults—teachers, counselors, youth workers, social workers, and healthcare professionals—were struggling to understand how to support this very significant demographic.

Several years later when I was in graduate school, I realized there weren't really any studies about this population. I launched the project that became *Lives in Limbo* for my dissertation and spent twelve years studying 150 undocumented young adults in Los Angeles. I had no intention of carrying out the project for so many years, but due to the unpredictability of our immigration policy, every time I was ready to finish, there was a new policy development to consider.

Part of what *Lives in Limbo* illustrates is a trajectory in which undocumented young people have access to K–12 and even higher education, but without legal status they are unable to be hired for jobs that match their qualifications. How do you see the role of education in the lives of these young people, given the barriers they face as adults?

I've met so many K–12 teachers who have undocumented students in their classrooms, and they hold a very legitimate tension of wanting to do as much as they can for their students, but also understanding the limitations their students will face once they leave school. Many educators have asked, "Should I get their hopes up about preparing for a career, or should I have really tough conversations with them early on about a future that entails their working and living on the margins?" It's a difficult question—essentially it's about how to think ethically about one's responsibility to one's students. Although education alone can't remove the barriers that undocumented young people face, something that always comes back to me is how often my interviewees have told me they view education as something that can't be taken away from them. They've said very clearly that education is fundamentally important and one thing that really helps them stay motivated.

I'm working with some colleagues towards a set of best practices to help educators support undocumented students through our current study, "Educator Responses to Immigration Policies and Practices: Supporting Immigrant Students in a Changing Policy Environment," funded by the William T. Grant Foundation. We've learned a lot about what districts are doing and how that varies

UNITED STATES OF AMERICA



Photo by iStock.com/Stadtrate

"Many educators have asked, 'Should I get their hopes up about preparing for a career, or should I have really tough conversations with them early on about a future that entails their working and living on the margins?' It's a difficult question—essentially it's about how to think ethically about one's responsibility to one's students. Although education alone can't remove the barriers that undocumented young people face, something that always comes back to me is how often my interviewees have told me they view education as something that can't be taken away from them."

by location. In more progressive regions we see that districts are able to support undocumented students very visibly, for example, by launching resource and support centers for students and their parents. In communities where there is very intense anti-immigrant sentiment, we see that educators still find ways to support immigrant students through much more subtle, but ongoing, acts of affirmation. This may involve resources provided by individual families rather than by the district as a whole.

The circumstances of many undocumented young people changed after the Deferred Action for Childhood Arrivals (DACA) program was created in 2012, offering temporary and renewable protection to young people brought to the United States as children. What did that mean for your research?

I was excited to be able to study in real time the impact of a policy that promotes integration and provides increased access to work authorization and deportation relief. With funding from the Gates Foundation and the MacArthur Foundation, I undertook a longitudinal research project, "From Undocumented to DACamented: Understanding DACA Beneficiaries in a New Policy Context," from 2013 to 2019. It was quite a transition for me as an ethnographer used to working on my own to begin managing a very

“It’s an immense honor to join the community of esteemed scholars at Penn, and to be part of the University’s renowned PIK professors, and I’m thrilled to become the first PIK professor at Penn GSE. I’m looking forward to working with master’s and doctoral students and world-class faculty under the leadership of Dean Grossman at Penn GSE, as well as with the School’s Center for Urban Ethnography and its Ethnography in Education Research Forum.”

large team of up to ninety-six people. We carried out a national survey of 2,864 DACA-eligible young people to understand their hopes and desires, as well as the short-term impact of DACA for those who benefited from it. Then we selected sites in Arizona, California, Georgia, New York, Illinois, and South Carolina to conduct in-depth qualitative interviews with 481 DACA-eligible young adults and learn how local legislation was shaping their experiences.

What did you learn about DACA’s impact, and how do you view the policy in light of legal developments that have made its future uncertain?

The success stories of DACA really prop up the importance of providing this population with increased access. From our work, we understand very clearly that young people who have obtained DACA have made gigantic strides; they’ve been able to get driver’s licenses, take jobs that match their education and credentials, launch themselves into lives with much more breathing room, and extend those benefits to their family members. I argue that it would not be hyperbole to call DACA the most successful policy of immigrant integration in the last two to three decades.

But DACA has shortcomings. As a policy that was not passed through legislation, it is susceptible to presidential and legal challenges. It also doesn’t provide a pathway to citizenship, address exclusions from federal financial aid, or provide relief to recipients’ family members and other loved ones. These limitations really underscore the need for a much more enduring and impactful policy that provides real membership to its beneficiaries and their families. I think we’re closer than we’ve ever been before to federal immigration reform, and the experience of DACA has shown us that education helps prepare recipients for the day when more doors open to them.



World-renowned scholar Dr. Roberto Gonzales, the first Penn Integrates Knowledge professor to hold an appointment at Penn GSE, is working with colleagues to develop a set of best practices to help educators support undocumented students. Photo by Adam Glanzman Photography

What are you looking forward to about your role at Penn and at GSE?

It’s an immense honor to join the community of esteemed scholars at Penn, and to be part of the University’s renowned PIK professors, and I’m thrilled to become the first PIK professor at Penn GSE. I’m looking forward to working with master’s and doctoral students and world-class faculty under the leadership of Dean Grossman at Penn GSE, as well as with the School’s Center for Urban Ethnography and its Ethnography in Education Research Forum. I will teach immigration history, policy, and practice, and eventually a course on ethnography. I’ll also direct the Penn Migration Initiative, which will aim to train the next generation of immigration researchers and bring together scholars, policymakers, and practitioners to put research to use on the ground.

What’s next in terms of your research?

I have some resources to start a project about a Philadelphia community. I’m very interested in understanding Philadelphia’s diverse immigrant communities and learning about the important role of immigration in demographic change, as well as how those changes play out in schools and community organizations. As I have throughout my career, I want to spend a great deal of time gaining trust and establishing relationships before I begin. Much of how I carry myself as an academic is informed by my early experiences as a youth worker, and so it’s very important to me to learn collaboratively with community members and to ensure that the work can be used and shared in ways that are meaningful and important to them. ■

Supporting Educational Leaders

Penn GSE Launches Strategic Leadership Certificate Program

by Juliana Rosati



Dr. Zachary Hermann is executive director of Penn GSE’s Center for Professional Learning, which offers virtual programs to support educators at various levels in the face of changing educational environments. Photo by Ryan Collerd

For Wendy McCulley, WG’91, GED’16, entering the virtual classroom of Penn GSE’s Strategic Leadership in Education Certificate Program was a welcome opportunity to gain perspective on day-to-day challenges during the first half of 2021. By connecting with program director Dr. Zachary Herrmann and her fellow participants, who were all educational leaders grappling with an unpredictable landscape amidst a pandemic and tumultuous current events, McCulley found a professional learning environment where everyone’s voice would be heard.

“I enrolled because I needed the opportunity and the space for supported reflection,” says McCulley, who is interim chief of engagement and external partnerships at Fresno Unified School District in Fresno, California, and a member of Penn GSE’s Alumni Leadership Board. “It would have been rare in this year to get a balcony view of leadership practices, but the program afforded me that.”

Part of a slate of virtual offerings from Penn GSE’s Center for Professional Learning, the Strategic Leadership in Education Certificate Program is designed to help leaders strengthen their effectiveness and deepen their impact on schools, districts, colleges, universities, and other educational organizations. McCulley and her classmates, many of them Penn GSE alumni, were the program’s first cohort of participants.

Like McCulley, Sarah Jewett, GR’03, director of innovations in transfer research and practice at the University of Maryland, Baltimore County, values the perspective she gained from the experience. “I appreciated the multifaceted inquiry into leadership—reflective processes, collaborative strategies, and culturally responsive practices,” she says.

Waldo Alvarado, GED’90, director of equity and diversity at Reading School District in Reading, Pennsylvania, reports meaningful learning among classmates. “I found great opportunities to share challenges and promising practices, and to network with fellow educational leaders from around the country,” he says.

Practical learning in a community of peers is a hallmark of the Center for Professional Learning, according to Herrmann, the Center’s executive director. “Our programs help educators translate research and big ideas into tangible strategies and practices they can use daily,” he says. Another hallmark is the expertise of GSE and Penn faculty. The inaugural team for the strategic leadership program included Penn GSE Dean Pam Grossman and Penn psychology professor Angela Duckworth.

“I believe all educators can learn to use psychological science to help people thrive. Setting goals and pursuing them is one example,” says Dr. Duckworth, who is the Rosa Lee and Egbert Chang Professor at Penn with a secondary appointment at Penn GSE. “In the Strategic Leadership in Education Certificate Program, I worked directly with educators and leaders to explore and apply cutting-edge, research-based goal setting and planning strategies.”

Across its programs, the Center aims to bring the expertise of faculty to bear on urgent issues facing education professionals. In addition to strategic leadership in education, topics of its certificate programs include project-based learning, international college advising, race and diversity in higher education, instructional coaching, and college athletics for senior leaders. While these programs take place over several months, the Center’s institutes and workshops address similar topics in a shorter format. “We have programs that support novice educators as well as seasoned leaders, and everyone in between,” says Herrmann.

As educators continue to face a challenging era, members of the first strategic leadership cohort are applying the knowledge they gained. “I found so many useful tools throughout the program that I was able to use in my school,” says María Paz Gatica, GED’13, director of curriculum and instruction at The Next Step Public Charter School in Washington, DC. “Learning more about leadership competencies and crisis management really helped me better navigate all the challenges and difficult conversations that we are having right now.” ■

Visit www.gse.upenn.edu/professional-learning to learn more about the Center’s certificate programs, institutes, and workshops. The next application deadline for the Strategic Leadership in Education Certificate Program is February 11.

MULTIPLE PATHWAYS TO EXCELLENCE

Penn GSE Prepares Teachers to Transform Lives

by Karen Doss Bowman

Photo by iStock.com/Drazen Zigic

The work of teachers could not be more urgent as the nation’s children grapple with the pandemic’s disruptions to their learning and lives. At Penn GSE, teacher education has a distinguished history, and today the School’s programs are stronger than ever, offering multiple pathways to excellence through distinctive blends of coursework and practical experience.

“Teachers represent the most important school-based factor impacting student success,” says Penn GSE Dean Pam Grossman. A leading expert on teacher education, Dean Grossman is at the forefront of rethinking how teachers are prepared for their careers.

“At a time when other universities are backing away from their commitment to teacher education, Penn GSE is proud to be building and innovating around this crucial component of its mission,” says Dr. Grossman. “As a former teacher myself, one of my greatest passions is to ensure that educators have the support and tools to transform the lives of their students.”

The School’s three master’s programs in teacher education—the Urban Teaching Residency (UTR), the Independent School Teaching Residency (ISTR), and the Urban Teaching Apprenticeship Program (UTAP)—are designed to meet the needs of different career paths and school settings. Under Grossman’s leadership, Penn GSE has reconceptualized the programs, placed them under the oversight of Executive Director Patrick Sexton, and housed them alongside the Collaboratory for Teacher Education at Penn GSE, a hub for learning and research in the field. The programs welcomed newly appointed directors, all of whom are Penn GSE alumni, in the summer of 2021: Nicole Mittenfelner Carl, GED’08, GRD’17; Charlotte Jacobs, GR’17; and Christopher Pupik Dean, GED’09, GR’12.

“It is absolutely wonderful that these three accomplished teachers, teacher educators, and scholars will lead our work preparing highly capable, anti-racist preK–12 teachers for Philadelphia, other urban settings, and our partner independent schools,” says Sexton.

Representing all three programs, the recent graduates featured here are putting their learning into practice as teachers of mathematics, English, and science who are deeply committed to their students’ futures.

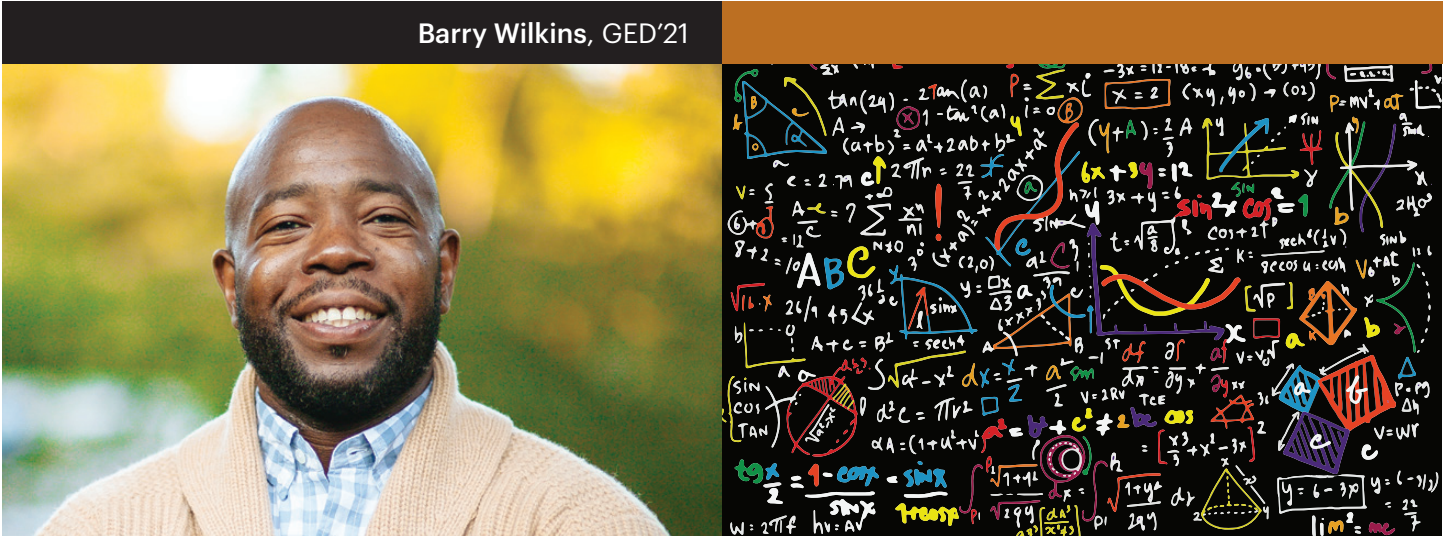


Photo by Zamani Feelings Photography

Illustration by iStock.com/9george

MOVING FROM the Sidelines to the Classroom

For Barry Wilkins, GED’21, the national climate on race and social justice served as a call to action. Determined to make a difference in his hometown of Philadelphia, Wilkins left behind a fifteen-year career in investment banking and wealth management, ready to explore new ways to enrich others’ lives.

“I realized that eliminating institutional racism requires folks to get off the sidelines and take action,” says Wilkins, who began a path to a new career in 2017, serving a one-year post as director of industry partnerships for the City of Philadelphia. Drawing inspiration from his parents, he decided that “all roads point to education” when it comes to eliminating generational poverty. “My mother and father escaped poverty in the rural, segregated South through self-determination and a strong work ethic that provided greater access to opportunity,” he says.

In 2019, Wilkins enrolled in Penn GSE’s Urban Teaching Residency (UTR) program and joined the faculty of Strawberry Mansion High School, where he teaches algebra, geometry, and personal finance. “When it became clear to me that education was my calling, I knew it was important to get credentialed and ground myself in cutting-edge pedagogy and research-based practices to have a meaningful impact in the classroom,” Wilkins says.

With an executive-format schedule of evening and weekend classes, the UTR program is designed to allow full-time educators to continue in their roles while earning a master’s degree and Pennsylvania teacher certification. Taught by faculty who are experienced urban educators and researchers, the program aims to support educators in underserved schools who are deeply committed to ending educational inequity. One of the program’s greatest strengths is its direct impact on urban schools, according to UTR program director Nicole Mittenfelner Carl, GED’08, GRD’17.

“UTR students live out the mission of Penn GSE on a daily basis,” Dr. Carl says. “They directly implement what they learn in their courses through their practices as teachers. Combined,

UTR students impact thousands of pre-K–12 students in Philadelphia and the surrounding areas each year.”

For Wilkins, the experience of teaching while earning his degree during the pandemic was transformative. Educational inequities across the nation and at his own school became even clearer to him as he witnessed Strawberry Mansion High School and its families pivot to online learning despite limited resources. At the same time, the period strengthened his resolve and the admiration he has for his students. “Never underestimate the resiliency of children who come from disadvantaged backgrounds,” Wilkins says. “That experience creates a certain type of grit, and if children can survive those challenges, they can be an asset wherever they go.”

The UTR program takes pride in building a network of graduates who, like Wilkins, are dedicated to urban schools. “UTR has developed a strong alumni base of teachers, school leaders, policy makers, and district officials all committed to social justice and equity,” says Carl, who is a UTR graduate and former Philadelphia public school teacher.

For Wilkins, the road ahead is challenging and purposeful. “To me, being a good teacher means liberating the minds of the young people I serve and revealing their brilliance in the process,” he says. “To do that, I have to keep it real, have a vision for the future, and have the courage to demand better for young people.”

“Never underestimate the resiliency of children who come from disadvantaged backgrounds. That experience creates a certain type of grit, and if children can survive those challenges, they can be an asset wherever they go.”



Photo by Paloma Torres Blanc

Photo by Allison Dougherty

EMBRACING a Culture of Education

An internship at Salisbury Summer School in Connecticut enlightened Anna Kim, GED’21, on the idea of “education beyond the classroom.” The experience, which took place the summer before her senior year at Williams College, showed her how the environment of an independent school could offer a cohesive learning experience across academics, extracurriculars, and campus life for students in middle and high school.

“I came to witness the power of the incredible bonds that develop between students and teachers in these shared spaces that ultimately constitute an entire culture of education,” Kim wrote in a blog post for Williams. The experience sparked her interest in independent school teaching. After graduating from Williams, she enrolled in Penn GSE’s Independent School Teaching Residency (ISTR) program, which allows early-career teachers to earn a master’s degree while completing an intensive teaching fellowship at a partner school.

Kim undertook her fellowship at the Lawrenceville School in Lawrenceville, New Jersey. There she taught English and embraced the opportunity to get to know her students beyond the classroom. At Lawrenceville, faculty serve as advisors to students, meeting regularly with a small group of advisees to consult about all aspects of student life.

“Being able to provide academic and social-emotional mentoring felt very much like coming home to family and serving an important role,” says Kim. “I would talk with students about their experiences each week and gain context on their lives outside of academics.” That kind of insight is part of what the ISTR program aims to create through the fellowships, which are made possible by partnerships with some of the nation’s leading boarding schools and day schools.

“We have developed a robust program with twenty partner schools representing different geographical regions, school missions, and orientations to education,” says ISTR program director Charlotte Jacobs, GR’17. “Our program thinks deeply about what novice teachers need to know as they first start out in the classroom, and also provides students with a hands-on experience of other aspects of school life such as coaching, residential living, and advising.”

The network of partner schools not only strengthens individual ISTR students’ experiences, but also enriches the program as a whole. “It is amazing to be a part of a program where we have opportunities to exchange ideas about teaching, learning, and teacher education across such a broad network of schools,” says Dr. Jacobs.

During her time at Penn GSE, Kim valued the support of classmates and professors. She especially appreciated learning about systemic and historical inequities in education through courses taught by Associate Professor and Calvin Bland Fellow Ed Brockenbrough. “Connecting these classes with my firsthand experiences in my school both reinforced and nuanced my understanding of the equity fault lines in independent schools,” says Kim.

In August, Kim began her first year as an English teacher for ninth, eleventh, and twelfth grades at Morristown Beard School in Morristown, New Jersey. She looks forward to creating powerful learning experiences for her students and to deepening her skills and knowledge on an ongoing basis.

“Teaching is always about refreshing what we know so that we can better give to our students,” she says. “It’s important to me to be continuously stretching my own learning knowledge and pursuit of expertise.”

MAKING LEARNING into a Journey of Discovery

As a first-year science teacher at Eliza B. Kirkbride School in Philadelphia, Charlie (Rachel) Porter, GED’21, creates opportunities for students in sixth through eighth grade to take an active role in learning science—from exploring the earth’s formation to understanding the characteristics that define living things. As a graduate of Penn GSE’s Urban Teaching Apprenticeship Program (UTAP), Porter is well prepared to use innovative teaching tools in urban schools, in keeping with the program’s mission of deepening student learning, transforming schools, and increasing educational equity.

“Students are asking the questions, they’re planning the investigations. I guide the students through the process, but the drive for learning comes from them, which is really exciting,” says Porter.

A former English as a second language (ESL) teacher in South Korea and China, Porter majored in environmental science at Portland State University and discovered a love of teaching during her senior year.

After three years abroad as an ESL teacher, she came to UTAP at Penn GSE to move into U.S. public education as a science teacher. The full-time master’s program gave her the opportunity to undertake Penn GSE coursework while gaining more than eight hundred hours of field experience in a Philadelphia public school as an apprentice to an experienced classroom teacher. During the eight hundred hours—an amount of student teaching that exceeds the typical requirement of a teacher education program—UTAP students learn not only from classroom teachers but also from the program’s instructional coaches and mentors, who demonstrate teaching approaches and help to connect theory to practice.

“The apprenticeship is an opportunity to practice the student-centered pedagogical strategies that are being taught in Penn

“I always came out of her classes with a new way of designing classroom experiences to be a journey of discovery for students. That was empowering.”

GSE courses,” says UTAP director Christopher Pupik Dean, GED’09, GR’12. “This allows a much closer alignment between university coursework and field placement than what is available in programs elsewhere.”

Through the combination of coursework, fieldwork, and professional support, UTAP students prepare to facilitate learning that puts students’ ideas and curiosity at the center of classwork and discussions. State-of-the-art techniques of student-centered learning are incorporated throughout the UTAP curriculum thanks to recent grant funding. Prospective teachers learn best practices—developed by Dean Grossman, Dr. Pupik Dean, and a Penn GSE research team—to guide a learning process that puts students in an active role of analyzing information, solving problems, and devising projects.

Looking back on her experiences, Porter particularly appreciates the mentorship she received from UTAP’s instructional coach for science, Shubha Sarode. “She imparted so much wisdom over the course of my year at UTAP,” says Porter, who completed her field placement at Kensington Creative and Performing Arts High School in Philadelphia. “I always came out of her classes with a new way of designing classroom experiences to be a journey of discovery for students. That was empowering.”

As she embarks on a new chapter of her teaching career as a Penn GSE graduate, Porter feels like she learns something new every day. “I love that I get to learn alongside my students,” she says. “Every day, I find ways to improve my own teaching. I’m always growing, and I find joy in teaching.” ■



Photo by Greg Benson Photography

Alumni Notes

Penn Affiliations

At Penn, all alumni have an affiliation, or series of letters and numbers, following their name to indicate their degree, school, and year of graduation. A master’s degree from GSE is represented as GED and an education doctorate as GRD. A philosophy doctorate from any school at Penn is represented as GR. An undergraduate degree offered by the School of Education until 1961 is represented as ED. The two numbers following the letters represent the year in which that degree was completed.



Photo by Lora Reehling

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Visit <http://www.gse.upenn.edu/alumni/resources/gse-magazine> to find our issue archive.

1970s

Myrna Agris, CW’63, GED’73, GRD’79, associate vice president at Morgan Stanley, is helping her clients’ young children and grandchildren learn about financial planning and investing.

Barbara Bry, CW’71, GED’71, left the San Diego City Council and returned to the tech world. She writes a business column for the *San Diego Union-Tribune* and enjoys spending time with her seven grandchildren.

John Claus, C’74, GED’74, is emeritus professor in education at Ithaca College. He and his wife, **Judy Hyman, CW’73**, recently created film scores for Jack London’s *Martin Eden* and *On the Divide*, a documentary that premiered at the Tribeca Film Festival.

Paul Harrison, C’77, GED’78, retired from Middlesex School in Concord, MA, after forty-four years as a teacher, coach, dean, department head, and development officer. He appreciates the practical instruction he received from extraordinary faculty at Penn GSE.

1980s

Janell Henke Carroll, GED’87, GR’89, recently received certification as a health/wellness life coach and co-authored a book for young boys going through puberty, *How Did This Frog Get in My Throat?* She lives with her family in Connecticut.

James Day, GR’87, was appointed distinguished alumni mentor in human development and psychology at Harvard University and elected to the Belgian Commission of Psychologists.

1990s

Deirdre Morris Abrahamsson, C’93, GED’94, works in social media and communications at the Wallingford-Swarthmore School District in Wallingford, PA, and is available to consult with schools and districts. She founded the Strath Haven High School ultimate frisbee team.

Jon Beck, C’94, GED’96, a social studies teacher, recently completed his twenty-fifth year at New Rochelle High School in New Rochelle, NY. He is grateful to colleagues at New Rochelle and to professors McDougall and Larkin at Penn for his wonderful journey.

Lena Adams Kim, GED’97, G’99, was selected to create and implement the U.S. Environmental Protection Agency’s first mindfulness program, Mindful EPA, which will support public servants in protecting public health and the environment.

Ryan Pry, C’98, GED’99, opened a law practice based in Radford, VA, in July 2020. He practices in elder law, estate planning and administration, and real estate matters, covering a large area of southwestern Virginia.

Lorraine Ritacco, GED’94, launched a practice to prepare immigrants and children of immigrants for the demands of higher education and the workforce. She previously managed programs for international students entering college.

Carol Smolenski, C’90, GED’91, completed a master’s in mental health counseling and music therapy in May 2021. She is now a board-certified music therapist working in a long-term elder care facility to support residents’ well-being through music.

2000s

James Blanton, GED’04, was named principal of Foster High School in Tukwila, WA. He was previously assistant principal of Garfield High School in Seattle, WA, and completed his administrator credentials through the University of Washington in 2018.

Jason Vann Hamer, GED’07, was appointed principal of Jarrettown Elementary School, located in Dresher, PA. He was also elected to the board of directors of Learning Forward PA.

Ronah Harris, GED’05, founder of education-tech brand Play Pattern, made learning more accessible during the pandemic with her team, translating academic programs into virtual formats and launching initiatives in educational TV and interactive technologies.

Brittany Maschal, GED’06, released her first book with coauthor Emma Wood, *The Complete College Essay Handbook: A Step-by-Step Guide to Writing the Personal Statement and the Supplemental Essays* (independently published, 2021).

Tyrone McCombs, GR’03, has spent thirty years in higher education. Having served as dean, associate vice president, and assistant provost, he is now a professor, a program coordinator, and executive director of the Center for Access, Success, and Equity at Rowan University.

Judy McHugh, GED’08, GRD’09, currently owns her own coaching and consulting business, Top Talent LLC.

Courtney Michener Miller, GED’04, is director of talent and development at AstraZeneca, where she focuses on leadership and development, coaching, and succession planning. An aspiring chief learning officer, she feels grounded in her foundation from Penn GSE.

LaToya Miller, GED’07, has recommitted to serving public schools with her company Journey On, having taught in various contexts in the United States and abroad. Journey On provides support and programs in experiential education and social-emotional learning.

Frank Nia, D’07, GED’07, is chief clinical officer for North American Dental Group, which has over 450 dentists across the United States. He works to help clinicians be the best in the world technically and improve through leadership and self-awareness training.

James Pellow, GRD’06, president and CEO of CIEE, Inc., joined Vice President Kamala Harris and Irish Prime Minister Michael Martin to introduce the Frederick Douglass Global Fellows, a group of high-performing college students of color chosen to study in Ireland.

Michelle Robinson, GED’06, is principal of Glenside Elementary School in Glenside, PA, where she has focused on school climate and culture, STEM education, and balanced literacy. She is enrolled in Penn GSE’s Mid-Career Doctoral Program in Educational Leadership.

Rika Saito, GED’99, GR’05, is the author of *The Language of Feminine Duty: Articulating Gender, Culture, and Covert Policy in Modern Japan* (PeterLang Publishing, 2021). The book draws upon language policy insight from Nancy Hornberger at Penn GSE.

Carolyn Schultz, GED’04, is in her sixteenth year as an English to Speakers of Other Languages teacher in the Carmel Central School District in Putnam County, NY. She would love to reconnect with other alumni who attended Penn GSE in 2003-2004.

Austin D. Williams, GED’09, is first editor of a textbook for medical students, *Surgery Morning Report: Beyond the Pearls* (Elsevier, 2019). He is moving to New York City to complete a fellowship in breast surgical oncology at Memorial Sloan Kettering Cancer Center.

2010s

Alejandra Abusada, GED’19, joined the Gender Equality and Social Inclusion team at Chemonics International in Washington, DC. She continues to provide mental health services with the Peruvian nongovernmental organization Mami Linda.

Michael Aumann, GRD’13, is CEO of QualCann. He works to “turn darkness into light,” taking education to farming in underdeveloped countries through a network of cannabis farms.

Stephen Gabriel Barber, GED’16, graduated from Vanderbilt University’s Peabody College of Education and Human Development with an Ed.D. in higher education leadership and policy in May 2021. His capstone research addressed enrollment growth strategies for liberal arts colleges.

Clare Bertrand, GED’19, was appointed to the board of directors of ConnectED, which partners with school, district, and community leaders to challenge the status quo and equip students to succeed in college, career, and civic life.

Matthew Antonio Bosch, GRD’19, has joined Rosemont College in the inaugural dual role of associate dean of the School of Graduate and Professional Studies and program director of the M.Ed. program in higher education and student affairs administration.

Beverly Brooks, GED’16, moved from her previous role as director of academics and college counseling at YSC Academy in Wayne, PA, to director of college counseling at St. Mary’s Episcopal School in Memphis, TN.

Jeannette Bruno, GED’12, moved into a new role as innovation adoption lead with the General Services Administration, supporting innovation and capacity building work for federal agencies. She enjoys being a mom to her young toddler.

<p>Daquana Carter, GED’16, is director of nondiscrimination initiatives at Wellesley College.</p> <p>Erin Corbett, GRD’17, administers two college prison programs in Connecticut and was appointed to a task force to study the costs and benefits of establishing a post-secondary prison education program office within the state’s department of correction.</p> <p>Mahesh Daas, GRD’13, president of Boston Architectural College, has been elected chancellor of the College of Distinguished Professors of the Association of Collegiate Schools of Architecture (ACSA). Membership in the college is one of the ACSA’s highest honors.</p> <p>Xuanzhou Du, GED’19, a data analyst for Elsevier, reports that her experience at Penn GSE gave her great skills and friends, increasing her courage to explore her own potential.</p> <p>Samuel Evans, GED’18, assistant principal of Rose Tree Media School District in Media, PA, aims to widen his department’s lens on achievement by focusing on student and teacher growth through professional learning communities, collaborative learning walks, and real-time feedback.</p> <p>Jeannette Frett, GRD’18, was appointed to the Transformative Leadership in Disruptive Times Advisory Council at The George Washington University School of Business. She has more than twenty years of leadership experience, with expertise in human resources and other areas.</p> <p>Azad Godus, GED’17, head manager of continuous medical education at King Faisal Specialist Hospital and Research Centre, Saudi Arabia, is undertaking several initiatives to support healthcare practitioners through professional education.</p> <p>Kimberly Guyer, GED’05, GRD’13, is associate vice chancellor for student affairs at the University of Colorado, Colorado Springs. In this role, Kimberly oversees a number of areas including academic advising and serves on the campus’ strategic enrollment team.</p>	<p>Kalyn Higgins, GED’14, is in her fourth year as a learning specialist at York Preparatory School in New York City. She assists students with executive functioning, subject-specific content, literacy skills, and social-emotional development.</p> <p>Carol Kalin, GRD’17, a retired American diplomat, was among six panelists at “Twenty Years Later: The Legacy of 9/11,” an in-person event organized by the Penn Middle East Center. Now semi-retired, she has launched Pinwheel Editing LLC.</p> <p>Abby Kirchner, GED’10, cofounded the Stone Independent School, a mastery-based learning school in Lancaster, PA, with an opening enrollment of twenty students. Now in its fifth year, the school has 116 students and seventeen faculty.</p> <p>Aizhan Kul-Mukhammed, GED’19, founder and CEO of Neupusti Group, developed a college preparatory program for high schoolers in the Commonwealth of Independent States. In its first year, it has helped over thirty low-income youth gain admission into top U.S. universities.</p> <p>Vera Lee, GED’96, GRD’10, became department chair of the Teaching Learning, and Curriculum Department at Drexel University School of Education in July 2020.</p> <p>Rosa Leff, GED’12, is a hand cut paper artist whose work has been acquired by The Colored Girls Museum in Philadelphia, PA, and The Museum of International Folk Art in Santa Fe, NM. She received a 2021 Maryland State Arts Council Independent Artist Award.</p> <p>Diane Luckman, GED’11, has moved from lead teacher to math specialist at The School in Rose Valley, located in Rose Valley, PA. She specializes in growth mindset and mathematics.</p> <p>Angeles Ortega Luque, GED’19, project coordinator of the Inter-American Educational Leadership Network at Penn GSE’s Mid-Career Doctoral Program in Educational Leadership for two years, has been admitted to a Ph.D. program in linguistics at Georgetown University.</p>	<p>Patrick Manahan, GED’12, has taken on a new role as director of advancement at The Tatnall School in Wilmington, DE. He married Dr. Kirby Wycoff in 2018 and the couple recently started a private educational business, Key Point Consulting.</p> <p>Ellen McGeoch, GED’16, was promoted to director of contracting at NeuroFlow, a digital health company in Philadelphia.</p> <p>Anthony Medina, GED’17, and his wife, Marci, welcomed their second child, Santiago Thomas Medina, on April 22. The child’s grandfather, Tom Baileys, GRD’11, joins their families in welcoming him.</p> <p>Mark Miller, GED’17, a school counselor in the Wake County Public School System in Raleigh, NC, was a recipient of the National Board of Certified Counselors 2021 National Certified School Counselor Award, which recognizes extraordinary effort during the pandemic.</p> <p>Mary Parker, GRD’18, began her role as vice president of enrollment management and associate provost at the University of Florida on August 2, 2021.</p> <p>Adam Payne, GRD’18, chair of the Penn CLO Alumni Network Board of Directors, reports that the board welcomed three new members: Carla Thomas, GRD’19; Antoinette (Toni) B. Nottingham, C’81, GRD’20; and Nora Manz, GRD’20.</p> <p>Jaimie Piotrowicz, GED’15, was hired as assistant director of social and emotional learning for The School District of Philadelphia, where her supervisor is Abigail Gray, GR’14. Their work was recognized on <i>CBS This Morning</i> in 2020.</p> <p>Christina Riso, GED’14, was appointed senior director of capital projects and gift planning at The Pennington School, an independent school for grades 6–12 in Pennington, NJ. In this role, she secures philanthropic support to advance Pennington’s mission.</p>	<p>Abbey Sangmeister, GED’10, has transitioned into full-time private practice. She uses her ten years’ experience as a solo entrepreneur and psychotherapist to work with clients and help other therapists launch their own practices.</p> <p>Alexis Schmidt, GED’18, a teacher in The School District of Philadelphia, is returning to Penn GSE to join the School Leadership program. She is also completing Penn GSE’s Project-Based Learning certificate program while supporting project-based approaches at her school.</p> <p>Akoss Schuppious, GED’13, joined the Penn Association of Alumnae first as an ambassador and most recently as a director for a three-year term.</p> <p>Tomea Sippio-Smith, GED’16, K–12 education policy director for Public Citizens for Children and Youth, represented education advocates across the state and spoke at Pennsylvania Governor Tom Wolf’s press conference announcing the largest education funding increase in state history.</p> <p>Thammika Songkaeo, GED’14, is designing a climate-change themed escape room in Singapore, following an independent study with Penn GSE’s Matthew Hartley and a fellowship at the Penn Social Impact House. She aims to advance understanding of the climate crisis.</p> <p>Maytee Suksarn, GED’13, is program head of the Bachelor of Arts in English program at Stamford International University, Bangkok. He is also a Ph.D. student at the Graduate School of Language and Communication of the National Institution of Development Administration.</p> <p>David Turner III, GED’14, received his Ph.D. in social and cultural studies in education from the University of California, Berkeley, where he researched Black male youth activism and community organizing. He was named a John W. Mack Movement Building Fellow by the Weingart Foundation.</p>	<p>Veena Vasudevan, GR’17, has been appointed assistant professor of digital media and learning at the University of Pittsburgh School of Education.</p> <p>Brittany Wu, GED’19, is enrollment advisor at Noodle Partners, an organization that helps universities use technology to achieve higher engagement, capacity, and accessibility. She supports prospective students throughout the application process.</p> <p>Yi-Hui (Alice) Yeh, GED’13, cofounded an education consulting company, SetSeed Education, in Taipei and Shanghai two years ago. SetSeed aims to help students cultivate skills and become the best version of themselves so they can succeed in school and their lives.</p> <p>Lilly Yu, GED’15, is founder and director of InAmerica Education, a consulting firm that has been helping students worldwide for more than ten years. The firm specializes in K–12 private school admissions as well as college planning.</p> <h2>2020s</h2> <p>Gary W. Abbamont, GRD’20, a facilitator for the Pennsylvania Inspired Leadership Program, is a developer of a new course in instructional leadership for the Pennsylvania Department of Education. The course is designed as a requirement for all newly hired principals in the state.</p> <p>Towanna Burrous, GRD’21, founder of CoachDiversity Institute, is happy to share that her company ranked 524 on the Inc. 5000 list, an annual ranking of the nation’s fastest-growing private companies.</p> <p>Abisha David, GED’21, graduated from the Counseling and Mental Health Services program with a completely virtual experience. She is now back at Penn GSE in person, pursuing advanced training in the Professional Counseling program.</p>	<p>Karina Gutierrez-Noriega, GED’21, has started a company, Strategic Soul, to provide alternative healing for mental health and wellness. She blends her expertise in counseling with holistic modalities such as yoga, meditation, reiki, and sound.</p> <p>Tim Herd, GED’21, is attending the University of California, Los Angeles, pursuing his Ph.D. in higher education and organizational change.</p> <p>Talal Ali Jan, GED’21, launched a self-paced SAT course in Pakistan. The studio-designed course aims to bridge gaps in the education system by reaching students in regions where such resources may not be available.</p> <p>Bartley Jeannoute, GED’21, accepted the roles of tenth grade dean and Advanced Placement English teacher at Abington Friends School in Abington, PA. He will be co-presenting at this year’s National Association of Independent Schools People of Color Conference.</p> <p>Jasmine Blanks Jones, GR’21, curated the newly-launched Al 4 Afrika podcast series <i>Reimagining the Future of Humans 2121</i>. She is an invited speaker on the “Future of Education” episode, available on Spotify and Apple podcast.</p> <p>Kevin Kelly, GED’21, accepted a position as assistant principal at the John Hancock Demonstration School’s LaBrum Middle Campus in The School District of Philadelphia.</p> <p>Nora Manz, GRD’20, is utilizing her Ed.D. and more than twenty years of professional experience in higher education to move into talent and learning consulting. She is senior talent and learning designer at ZS Associates, based in the Philadelphia office.</p> <p>D’Andre McIntyre, GED’21, is a program coordinator of the Ingram Commons at Vanderbilt University. He works with Crawford, North, and Stambaugh houses; administers the Commons Cup; and arranges the Commons Ball.</p>
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Flavio Serapiao, GED’19, GRD’20, alongside Michael Nakkula and Andrew Babson, hosted the inaugural Founders’ Summit of the Global Possibility Network, a project based at Penn GSE, in July 2021. The virtual sessions brought together 132 registrants from twenty-three countries.

Shanta Smith, GRD’21, will present “The Black Woman’s Self-Care Playbook: Interrupting and Addressing Intersectional Identity-Based Discrimination in the Workplace” for the 2021 National Association of Independent Schools People of Color Conference.

Nikki Thomas, GED’21, a Ph.D. student at the Annenberg School for Communication and Journalism at the University of Southern California, is grateful for the academic and social support systems at Penn GSE that helped prepare them for a career in academia.

William Thomas IV, GRD’21, accepted a full-time faculty position as professional lecturer at American University School of Education. He will teach Antiracism, Equity, and Inclusion in Education, a course in the Ed.D. program in education policy and leadership.

Share Your News

Fill out our Alumni Notes form at www.gse.upenn.edu/alumni/get-involved/submit-alumni-notes to tell us your updates.

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

TIPS FROM THE EDUCATOR’S PLAYBOOK

Conquering Kindergarten



Katie Barghaus, GR’12



Casey Henderson, GR’20

Kindergarten provides the foundation for children’s educational experience, and not only through academic activities. Social and emotional learning (SEL) skills are just as important to support children’s educational growth and development.

SEL skills are teachable, and every child can learn them—with your help. To foster this learning both in the classroom and at home, Drs. Katie Barghaus and Casey Henderson of the Penn Child Research Center helped create Conquering Kindergarten.

Conquering Kindergarten includes a website at www.ckphilly.org with toolkits for teachers and parents that provide simple, evidence-based strategies like the ones below for helping children develop SEL skills.

Conquering Kindergarten was created in partnership with The School District of Philadelphia, the Penn Child Research Center, and Philadelphia teachers and families with support from the William Penn Foundation.

Read

Books are not only key to helping children develop literacy skills; they’re also a great way to teach the importance of SEL skills. Stories can help children understand empathy and respect, which are critical SEL competencies for school and for life.

Help children develop SEL skills by asking questions that encourage them to think about the thoughts and feelings of different characters in a book: What do you think this character is feeling right now? What is this character thinking about? Simple questions like these help children begin to develop empathy and respect by looking at the

world from the perspective of others. Some great books that showcase important SEL skills are available in the Conquering Kindergarten reading list. Pick one to read each week with your child and ask them questions about what the characters see, think, and feel.

(continued on next page) →



Photo by the Congressional Black Caucus Foundation

Making Change Possible

“Thanks to generous support, I was the first in my family to attend graduate school. I can attest that my academics were first-rate and that Penn GSE was the best choice I could have made. My career goal is to advance civil rights in education by helping to craft policy that is more equitable for students in the South. Thank you for helping to make my educational pursuits possible!”

—D’Andre McIntyre, GED’21, Education Policy Penn GSE scholarship recipient

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[RECESS]



Play

Play is one of the best “teachers” for young children. When children play games like Simon Says or Freeze Dance, they learn how to self-regulate so they can listen and follow the rules. They also learn how to interact appropriately with others. These are critical SEL skills for school success.

Teach the self-regulation skill of time management with a game like “beat the buzzer.” Give your child some instructions (for example, putting their toys and books away) and then set a timer for them to complete the task. If they follow

your directions and finish in time, they win the game.

Help develop interpersonal skills with a shared activity, like drawing a picture together. Brainstorm about what you are going to draw. This might involve negotiating and compromising until you both agree. Then plan who will draw the different parts. Let your child know that you both have to do your part to make the picture complete. Once you are done, hang the drawing up so your child can see the result of your teamwork.

Encourage

What you say and how you say it influences your child’s development of SEL skills. Providing encouragement to your child helps them feel supported even when they may not get something exactly right.

Try praising your child’s efforts. Although it can sometimes be easy to focus on an outcome (for example, your child spelled their name correctly),

show your child that effort matters even more by praising them for working hard. For example, instead of saying “You’re such a good reader,” try saying, “I’m proud of you for trying your best to read that book.”

Give praise about specific behaviors. Instead of saying “Good job,” you can say, “I like the way you shared that ball with your brother.” This gives children

more direct feedback about the behaviors you are trying to encourage.

Another simple way you can encourage your child is by being enthusiastic, especially about educational experiences. Tell your child about a time when you learned something new and let them know that while learning can be a little scary, it’s also exciting. Enthusiasm is contagious, so share yours with your child.



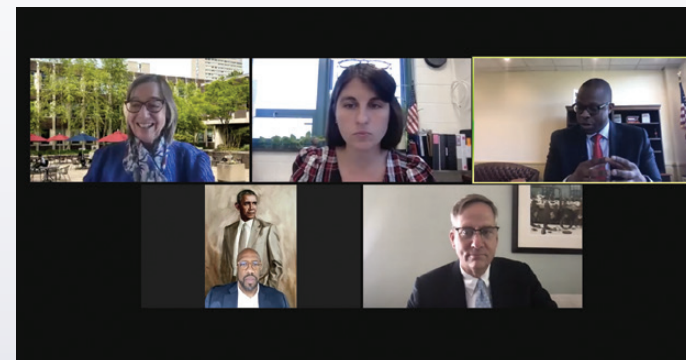
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Want more advice ?

These tips are adapted from *The Educator’s Playbook*, a monthly Penn GSE newsletter that distills faculty research into useful advice for K–12 educators and parents. Visit www.gse.upenn.edu/news/educators-playbook to sign up.



Celebration of Educators Recognizes Leaders and Awardees



Clockwise from top left: Drs. Grossman, Eren, Marseille, Hartley, and Sorrell participate in the panel.

Finding strength in the face of adversity, supporting mental health, and rallying to improve social justice were themes of Penn GSE’s virtual panel “Voices in Education: Leading in Times of Uncertainty.” The panel, moderated by Dean Pam Grossman, was part of the School’s annual Celebration of Educators, held on May 15, 2021, during Penn’s Alumni Weekend.

Panel participants included school principal Nimet Eren, GED’09, GRD’20; school superintendent Wagner Marseille, GRD’09; and college president Michael Sorrell, GRD’15; as well as Penn GSE Associate Dean for Academic Affairs Matt Hartley. Dr. Sorrell, a member of Penn GSE’s Board

of Advisors who was also the School’s 2021 Commencement speaker, shared his perspective as president of Paul Quinn College in Dallas, Texas. For him, the period since the start of the pandemic has highlighted “the ability of people to rally around a cause and one that they believe in, and to push themselves in ways that defy their job descriptions.” Drs. Eren, Marseille, and Hartley likewise described an array of strengths that their communities demonstrated during the COVID era.

Following the panel, Dean Grossman thanked the participants before announcing the 2021 Education Alumni Award recipients. “I’m leaving this conversation so inspired,” said Dr. Grossman. “I’m so proud of you all as alumni of Penn GSE.”

2021 Education Alumni Award Recipients



Penn GSE Educator of the Year Award
Annette Anderson, GED’97, GR’06



William B. Castetter Alumni Award of Merit
Jeffrey Berger, GR’91



The Penn GSE Recent Alumni/Early Career Award of Merit
Rina Madhani, GED’19



Helen C. Bailey Award
Katherine Clonan-Roy, GR’16



Ethel and Allen “Buddy” Carruth Sustained Leadership in Education Award
Ronald Whitaker, GED’11



The Kwame Nkrumah Distinguished Alumni Award
Desmond Diggs, GED’16

Visit www.gse.upenn.edu/alumni/get-involved/awards-nominations to learn more about the Education Alumni Awards.



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Photo by Lily Suh

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—Kelly S. Suh, GED'96, and Donald D. Suh, M'98
Members, Benjamin Franklin Society

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