

PENN GSE

100 YEARS

Spring 2015

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UNIVERSITY OF PENNSYLVANIA

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ON THE COVER: Dean Pam Grossman (second from right) enjoys some sun in the courtyard behind the Penn GSE building with several GSE student leaders, from left to right: Lloyd Talley (GSE Student Government), Wendy Castillo (Penn Graduate and Professional Student Association), Jessica Chao (GSE Student Government), Nathan Castillo (Penn Latin American Graduate and Professional Student Assembly), and Desmond Diggs (We Support Diversity of Mind; Penn Black Graduate and Professional Student Assembly). **Turn to page 6 to learn more about Dean Grossman and page 22 to read about student organizations at GSE.**

Cover photo and top photo above by Ginger Fox Photography



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Centennial
Word Search

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Letter from the President

ACING THE TEST OF TIME



On the occasion of Penn GSE's Centennial, it's important to remember how central an eminent graduate education school is to the life and work of a world-class research university. This is the School that asks, *How do we educate?*, which is the fundamental question that strikes right to the heart of how societies function and progress.

How we answer holds the key to equal access to opportunity, to meaningful participation in civic life, and to the advancement of every field of human endeavor. The scholars and students on Penn's campus—in every School and department—are where they are today because of the preparation they received through an excellent education. The ability to educate well is the bedrock on which society builds. It is the foundation of doing everything else well.

In the years to come, our need for a great foundational education, shared by all, will be greater than ever. National and state standards, teacher training and autonomy, technology, high-stakes testing, international competitiveness, political climate, funding—these and many other pressing educational issues will directly influence our nation's future and fortune, as well as the future of nations around the world.

For one hundred years, Penn's Graduate School of Education has been leading the way in education practice, policy, research, and service. Based on a century's experience, I confidently foresee Penn GSE's important work continuing to shape our educational understanding and action.

We need look no further than Penn's own Philadelphia community to see tangible results of GSE's crucial work. Our partnership with the Philadelphia School District—and especially with the Penn Alexander and Lea Schools—has made a life-changing difference for so many students. Just recently, Penn Alexander was rated the top K-8 school in the city according to Pennsylvania's new report card system, and Penn was recognized by the Philadelphia City Council for increasing overall academic opportunities for the greater community.

As we celebrate GSE's first hundred years and look to the century ahead, there couldn't be a better time to welcome our new Graduate School of Education Dean, Pam Grossman. Pam's professional career blends service as both a K-12 teacher and a university scholar, giving her great insight into how schools of education can respond to the needs of diverse populations of educators. She is an internationally respected expert on some of the most important issues confronting primary and secondary education today. Her proven track record of energetic and collaborative leadership makes her a perfect match for GSE's exceptional students, faculty, staff, alumni, and friends. I invite everyone at GSE and around campus to join me in giving her the warmest of welcomes to the Penn family.

I also invite the GSE community, and especially our alumni and friends, to mark your calendars for the School's Centennial Celebration this spring. On May 15, 2015, we will come together to mark this most special of anniversaries—more details will be coming soon. I hope to see you there!

A 100th birthday is a remarkable achievement. It marks countless storms weathered, many great opportunities afforded, and a motivating purpose that transcends the years. John Dewey, one of our nation's most celebrated educational philosophers, observed that “the most important attitude that can be formed is that of the desire to go on learning.” Penn's Graduate School of Education embodies something bigger still: the desire to go on educating and leading. In the test of time, GSE has truly passed with flying colors.

Congratulations, and here's to another wonderful century of Penn leadership and excellence in education.

Dr. Amy Gutmann
President

Christopher H. Browne Distinguished Professor of Political Science and
Professor of Communication, Philosophy, and Education



FACULTY BOOKSHELF

Educating a Diverse Nation: Lessons from Minority-Serving Institutions
Clifton Conrad and
Marybeth Gasman

Published March 2015 by Harvard University Press
Anchored in a study conducted at twelve minority-serving institutions, this book demonstrates the challenges facing non-traditional college students and highlights innovative programs and practices that are advancing students' persistence and learning.

Discourse Analysis Beyond the Speech Event
Stanton Wortham

and Angela Reyes
Published January 2015 by Routledge
This volume introduces a new approach to discourse analysis, arguing that researchers should look beyond individual events to consider the patterns that emerge across speech, writing, and other communication over time.

Learning and Education in Developing Countries: Research and Policy for the Post-2015 UN Development Goals

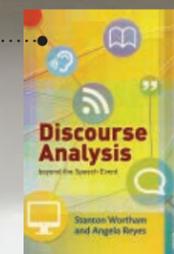
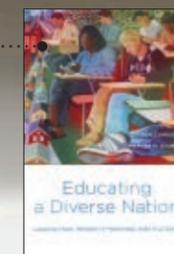
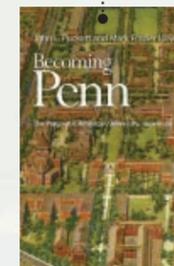
Edited by **Daniel A. Wagner**
Published August 2014 by Palgrave Pivot
Written by specialists from around the world, this volume, commissioned initially by the Brookings Institution, reviews learning and educational quality in developing countries, highlighting areas crucial for policymakers in light of the next generation of UN Development Goals.

Bookshelf Spotlight



Becoming Penn: The Pragmatic American University, 1950-2000
John L. Puckett and Mark Frazier Lloyd
Published April 2015 by University of Pennsylvania Press

Drawing from extensive archives in Philadelphia and at Penn, GSE Professor John Puckett coauthored this sweeping portrait of a turbulent era with Mark Frazier Lloyd, director of Penn's University Archives and Records Center. *Becoming Penn* documents the University's rise to eminence during the second half of the twentieth century. Puckett and Lloyd examine the administrations of four Penn presidents, showing how the University exemplified postwar urban renewal and grappled with the social, moral, and economic forces that transformed higher education across the nation. Illustrated with archival photographs, *Becoming Penn* situates one of the world's most celebrated research universities within the broader social history of American higher education.



Handbook of Research in Education Finance and Policy, 2nd Edition

Edited by Helen F. Ladd and **Margaret E. Goertz**
Published January 2015 by Routledge

The revised and updated edition of this groundbreaking handbook assembles the existing research-based knowledge in education finance and policy, aiming to help improve the quality of education in the United States.

Opportunities and Challenges at Historically Black Colleges and Universities

Edited by **Marybeth Gasman** and Felecia Commodore
Published November 2014 by Palgrave Macmillan

This book illuminates the major topics that are pertinent to historically black colleges and universities as they support people of color as students, faculty, and administrators and strive to level the higher education playing field.

The Routledge Companion to English Studies

Edited by Constant Leung and **Brian V. Street**
Published March 2014 by Routledge

An authoritative overview of English as a subject of study and research, this book presents the language as a global phenomenon no longer defined by fixed territorial, cultural, and social functions.

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

Faculty Awards & Honors



Marybeth Gasman (1) received the 2014 Leadership Award from the Association for the Study of Higher Education. **Pam Grossman (2)**, dean of Penn GSE, has been named the 2015 recipient of the Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education by the American Association of Colleges for Teacher Education's Committee on Professional Preparation and Accountability.

Nancy H. Hornberger (3) was awarded the 2014 George and Louise Spindler Award from the American Anthropological Association's Council on Anthropology and Education. Professor Emerita **Susan Lytle (4)** received the Literary Research Association's 2014 Distinguished Scholar Lifetime Achievement Award. **Rebecca A. Maynard (5)** began a two-year term as president of the Society for Research on Educational Effectiveness.

Annie McKee (6) was awarded the Mosaic Woman Leadership award from *Diversity Woman* magazine. **Andy Porter (7)** received the Distinguished Contributions to Research in Education Award from the American Educational Research Association. **Matthew P. Steinberg (8)** was named an Emerging Education Policy Scholar by the Thomas B. Fordham Institute and the American Enterprise Institute.

Faculty headshots courtesy of Candace diCarlo, Stuart Goldenberg, Darryl W. Moran Photography, and JPG Photography

The 2015 Penn GSE Education Alumni Association Awards

The Penn GSE Education Alumni Association (EAA) is proud to announce the recipients of the 2015 EAA Awards. The awardees will be recognized on campus at GSE's Centennial Celebration on May 15, 2015. The awards are intended to honor the accomplishments of GSE alumni and other education professionals, recognizing outstanding contributions to Penn GSE and the field of education.

Penn GSE Educator of the Year Award:
Erlinda B. Juliano, GED'93

Helen C. Bailey Award:
Wallace E. Boston, GRD'10

William B. Castetter Alumni Award of Merit:
Michael F. Malone, GED'97

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

Aviva Habib, GED'10

Kara Jones Jackson, GR'07



Penn GSE has once again been recognized among the best-performing graduate schools of education. *U.S. News and World Report* named the School 7th in its rankings for 2016, the fourth consecutive year GSE has placed within the top 10. In addition, GSE continues to rise in the rankings for individual programs, with the Higher Education division jumping to 5th place and Education Policy moving up to 6th.

News Briefs

■ The first massive open online course (MOOC) created by Penn GSE took place from January 26 to March 27, 2015. Entitled "American Education Reform: History, Policy, Practice," it featured GSE's Professor John L. Puckett and Senior Fellow Michael Johaneck tracing the history of education reform in America.

■ Sunhae Hwang, GRD'89, the president of Sookmyung Women's University in Seoul, South Korea, visited GSE in October 2014 to establish a collaboration between Sookmyung and GSE. Dr. Hwang and Dr. Andy Porter, then dean of GSE (4), signed a five-year agreement to promote mutual activities between the two institutions regarding educational issues in language, literacy, and culture.

■ GSE and The School District of Philadelphia established a formal research partnership in the fall of 2014 with the aim of assisting the district's reform initiatives. Funded by the Institute of Education Sciences within the U.S. Department of Education, the partnership is led by Dr. Tonya Wolford, deputy of research and evaluation at the district, and GSE Professor Laura M. Desimone.

■ GSE's M.S.Ed. in Education Entrepreneurship program launched in the fall with a twenty-one-person cohort of career teachers, college administrators, researchers, technology experts, nonprofit leaders, and business professionals. The interdisciplinary program prepares students to conceptualize, develop, and manage new ventures in education.

■ The International Literacy Institute (ILI) based at GSE received the 2014 Confucius International Literacy Prize from UNESCO, the United Nations Educational, Scientific, and Cultural Organization. The prize recognizes ILI for its technology-based program supporting literacy in South Africa in partnership with Molteno, a local NGO. ILI is led by GSE's UNESCO Chair and Professor Daniel A. Wagner.

■ Three GSE faculty members have been promoted to professor of education: **Sigal Ben-Porath (1)** of the Education, Culture, and Society division; **Laura M. Desimone (2)** of the Education Policy division; and **Jonathan A. Supovitz (3)** of the Education Policy and Teaching, Learning & Leadership divisions.



→ Sunhae Hwang, GRD'89 (left) and former Penn GSE dean Dr. Andy Porter (right) established a collaboration between Sookmyung Women's University and GSE.

Photo by Darryl W. Moran Photography



Getting to Know... Nelson Flores

Nelson Flores, assistant professor in GSE's Educational Linguistics Division, is helping to redesign bilingual education programs at five schools in The School District of Philadelphia. We asked him a few questions about his research:

What approach are you taking at the five schools, and how is it different from what was done in the past?

The prior model of bilingual education in Philadelphia was only for English language learners, with Spanish used as a temporary tool for the development of English. We are now using a dual language model that treats bilingualism as a resource that should be developed for all students. The goal is for students to become biliterate in both English and Spanish. Half of the instruction is in Spanish, and half is in English. This will continue throughout elementary school so that students leave able to read and write in both languages.

What are the benefits of dual language programs?

First, all of the research in this area indicates that in the long run, students in dual language programs do better on English standardized tests than their peers in non-dual programs. Second, dual language programs allow all students to develop Spanish language skills. This includes students from Latino families who have lost Spanish over the generations, and non-Latino students whose parents would like them to learn Spanish and a respect for Latino culture. Third, most of the schools I am working with are in North Philadelphia, where Spanish is part of daily life outside of school. We are sending an important message to students and their families that the schools value this community language.

What do you hope for the future of bilingual education in the United States?

I hope that bilingual education comes to be seen as more than a résumé-booster. While it is true that bilingualism can help one's career, there are many other important benefits of bilingual education. It allows parents of language-minoritized students to be more involved in the educational process, and helps those students to continue communicating effectively with their parents. In addition, when approached from a broad point of view, bilingual education can help dismantle vast social inequalities.



INTRODUCING DEAN

Pam Grossman

Penn GSE's New Dean on Teaching, Inspiration, and Welcoming the School's Second Century

interview by Juliana Rosati

Internationally regarded scholar Pam Grossman joined Penn GSE as the School's eleventh dean and the George and Diane Weiss Professor of Education on January 1, 2015. Previously the Nomellini-Olivier Professor of Education at Stanford University, where she helped to found the Center to Support Excellence in Teaching, Grossman brings a career-long commitment to teacher education and a passion for urban education to the role of dean. A native San Franciscan, Grossman sits on the boards of some of the nation's foremost educational organizations, including the National Academy of Education and the Spencer Foundation. She is the recipient of funding from the National Science Foundation, the Institute of Education Sciences, the William T. Grant Foundation, the Spencer Foundation, and the Carnegie Corporation. We sat down with Grossman to discuss teaching, the teachers who mattered to her, and why Penn GSE inspired her to move east.

Q: You were recruited to Penn GSE during a polar vortex. Why would you want to leave sunny California for Philadelphia?
A: The short answer is that I am inspired by the work and mission of Penn GSE. If you care about urban education, as I do, it helps to be in a city! And it certainly helps to be in a place that has a long and illustrious history of high-quality research and practice around issues of urban education. The prospect of a school of education at a top-notch research university working to make a difference in the heart of Philadelphia was a huge draw for me, and I think it is a huge draw for students and faculty as well.

One of the most pressing issues of our day is the growing inequality in our country. A robust public education system, from pre-K through college, is the most important tool we have to equalize opportunity. GSE is already a leader in this effort, particularly through its work in urban education.

Q: What other strengths did you see as you first got to know Penn and GSE?

A: I was inspired by President Gutmann and her vision of what a university can do in terms of inclusion, innovation, and impact, as set forth in the Penn Compact 2020. These areas very much resonate with my thinking about what schools of education should do. At GSE, it was clear that people are smart, hardworking, and share a strong commitment to making a difference in urban education. GSE has a very committed faculty, and it was striking to me to see how many people have strong cross-disciplinary relationships with colleagues across the University.

Q: How have you been spending your first months as dean?

A: It has been a wonderful and exciting time. I've been in a rapid-learning stage, working very hard to absorb as much as I can about the School, the University, the work people are doing, and where the synergies and centers of gravity might be. I've been delighted to visit the Penn Alexander and Lea schools in my first weeks at Penn. As a native Californian, I've also been learning about Philadelphia more generally.

Q: You began your career as a teacher, and your research focuses on teacher education. When did the teaching profession first capture your attention?

A: I had an extraordinary high school teacher named Anne Wallach who brought English to life in inventive ways. She not only taught me to love English, but also inspired me to become a teacher, because I saw the effect that she had on all of her students. When we studied *Walden*, she took us out to Golden Gate Park so that we could experience nature while reading about Thoreau's experiment living on Walden Pond. She took us to art museums so that we could see the parallels between the development of American art and literature.

Q: How did your perspective on teaching develop in college?

A: When I arrived at Yale and said that I wanted to be a teacher, part of the way my peers and even some professors responded was to ask, "Why would you waste a Yale education to become a

"I believed then, as I do now, that teachers should be among the best-educated people in our society."

teacher?" I was astonished because I believed then, as I do now, that teachers should be among the best-educated people in our society. That experience has really shaped my commitment to the importance of teacher education in places like Penn and Yale and Stanford, and to making sure that strong pathways into teaching exist for undergraduates.

Q: What was your teaching experience like?

A: I taught in New Haven schools all through college. When I graduated, there was a teaching glut, and there were no jobs in the schools. Instead, I taught in a government-funded program for students who had failed or dropped out of high school but wanted to continue their education. I also substitute taught in Lee High School in New Haven at the same time. Later I taught life skills for Upward Bound in Alaska, in a program meant to encourage more native Alaskans to complete college, and I taught high school English in independent schools.

I love teaching. There's something so exciting about watching people learn and get excited about a subject matter. Teaching in a variety of contexts has helped me to see what is the same about teaching no matter where you are, and what is different depending upon the specific context.

Q: What inspired you to become a professor and researcher of education?

A: In my research today I am very interested in studying how to improve teacher retention. I think that I might have stayed in the classroom longer myself if there had been more opportunities to teach part-time and do professional development or curriculum development. I loved teaching, but I was ready to stretch other parts of my brain, and I wasn't sure where that would lead me. I got my master's from Berkeley while I was teaching full-time. After I had my first child, I decided that going back to school to earn my Ph.D. was a nice part-time thing to do—which was totally misguided!

But I loved graduate school. It was terrific. Stanford did a very good job of socializing me into becoming a researcher, and I had a fabulous mentor, Lee Shulman, who helped start the National Board for Professional Teaching Standards. I became involved in his research project on Knowledge Growth in Teaching, which was about teacher education.

Q: Your research has focused primarily on the value of teacher education. How did you begin studying that topic?

A: It started with my dissertation research. I was curious about what difference a high-quality teacher education program could make. I was certified, but in many of the settings in which I had taught, teacher certification wasn't required. At the time, the value of teacher education was a very policy-relevant topic. U.S. Secretary of Education William Bennett was arguing that people who knew their subjects and wanted to teach should be allowed in classrooms without formal preparation. This was before the existence of Teach for America and the many alternative pathways to teaching that we have today. Since then, the changing landscape of teacher education has made it just as important to understand the value of teacher preparation programs, and I have been studying that question from many different angles for the past twenty-five years.

Q: What do you believe are the greatest opportunities and challenges in teacher education today?

A: One challenge is to gain clarity about what beginning teachers need to know—and know how to do—in order to be successful. One of my favorite research projects was a study of New York City schools which involved documenting the features of over one hundred teacher education programs. I've joked that in New York it's as easy to find a teacher preparation program as it is to find a Starbucks—there's one on almost every block. On the one hand, these new pathways to teaching have opened up the profession in ways that have been positive, but on the other, they have created even more variation in what entry-level teachers bring to the classroom, which may not be such a good thing for students. The stakes are enormously high for children—the teacher standing in front of you is your shot, and you never get another chance at kindergarten, or first grade, and so on.

Another huge challenge now and historically is teacher retention. I don't expect everybody to stay in the classroom for their whole career; I didn't. But the difference between two years and eight years of experience as a classroom teacher is actually very meaningful in terms of student achievement. We need to figure out how better to support our students in those tough early years so that they more often stay in the classroom for five to ten years. At Stanford, as faculty director of the Center to Support Excellence in Teaching, I launched the Stanford Hollyhock Fellowship, which aims to improve retention by providing professional development and support for early-career high school teachers.

Q: In addition to teacher education and urban education, what do you find compelling about the work that is done at Penn GSE?

A: Penn GSE has an incredible array of programs that produce educators, scholars, leaders, and innovators, and I look forward to getting to know all of them in depth. And as a research-intensive education school, GSE not only produces professionals, but also plays an important role in the national conversation about education

by generating the knowledge necessary for both policy and practice. In addition, the work of improving life chances for students goes beyond teacher education and the schoolhouse door, and requires interprofessional collaboration to support communities. Finding ways to address students' lives outside the classroom through partnerships with other schools at Penn is of great interest to me. Professor John Fantuzzo of GSE's Education Policy division has already done important interdisciplinary work like this, collaborating with Professor Dennis Culhane of the School of Social Policy and Practice to link educational, health, and social services data about at-risk children. *(Editor's note: see the cover story of our Spring 2014 issue for more on Professor Fantuzzo's work.)*

Q: Are you getting to know Penn GSE alumni?

A: Ever since I was named dean of the School, alumni have been contacting me to tell me how much they loved Penn GSE and their programs. It's been wonderful to hear what the School has meant to so many people. I think that the relationship with your graduate alma mater is a very special one; it's the place where you become the professional you are for the rest of your life. I've already met many amazing alumni, and I look forward to meeting and hearing from many more and learning how they are making a difference.

Q: Outside of work, how do you enjoy spending your time?

A: I love hiking, and my husband, David Kahn, loves to sail, so we often do things outdoors together. I also love reading and cooking. David and I have three grown children in Seattle, Ann Arbor, and New Haven, and we enjoy getting together with them whenever possible.

“There is nothing more urgent or real than the work of ensuring that all students receive opportunities.”

→ Dean Grossman takes part in a selfie while getting to know Penn GSE students who work as graduate assistants in the Office of Admissions & Financial Aid. From left to right: Gernissia Cherfrere, Edgar Felix, Dean Grossman, Amanda Colburn, Zakiya Nurse, and Alex Catalan.

Q: Penn GSE is welcoming not only a new dean, but also a new century. How does it feel to be the first dean of the School's second century?

A: It is very exciting to celebrate the first century of incredible work that has come out of Penn GSE and begin to imagine what the next century will look like for education and the School.

One of the things that GSE's first and second centuries will have in common is the blessing of meaningful work. There is nothing more urgent or real than the work of ensuring that all students receive opportunities to learn, grow, and find their own passions and paths in life. It is a privilege to work together with students, faculty, staff, alumni, and friends of the School towards this goal. ■



Fast Facts ON DEAN GROSSMAN

Past Roles

At Stanford: Nomellini-Olivier Professor of Education, Faculty Director of the Center to Support Excellence in Teaching

At the University of Washington: Boeing Professor of Teacher Education

Early career: Taught life skills, GED preparation, and high school English

Recent Research Topics

Classroom practice in middle school English language arts

Pathways into teaching in New York City schools

Comparison of professional preparation programs for teachers, clergy, and clinical psychologists

Education

Ph.D. and Ed.S.: Stanford University

M.A.: University of California, Berkeley

B.A.: Yale University

Hobbies & Interests

Reading, poetry, hiking, cooking

Point of Pride

“My first teacher education student at Stanford is still in the classroom and loving it fourteen years later.”



2014

Students, faculty, and staff celebrated at an all-school Centennial birthday party in the courtyard behind the GSE building at 3700 Walnut Street. Photo by JPG Photography



COMMEMORATING A CENTURY

With an all-school birthday party boasting red and blue cupcakes, seven cities' worth of festivities, and powerful programs on issues in education, Penn GSE's Centennial celebration has brought together alumni, current and prospective students, faculty, staff, and friends of the School to honor our **100 Years of Leading in Education**.

On these pages you will find a follow-up to the Centennial commemoration in our Fall 2014 issue. Glimpse the excitement of recent events, learn milestones from the second half of our history, and enjoy an array of reflections about the qualities that have distinguished the School since its founding in 1914: **Innovative Ideas, Passionate People, and Making a Difference**. Then visit www.gse.upenn.edu/centennial to find upcoming events, share your story, and more as our celebration continues.

Students celebrated GSE's first 100 years at the all-school Centennial party. Photo by JPG Photography



2014

The Gordon S. Bodek Lecture of Distinguished Educators kicked off GSE's Centennial celebration. Louis W. Sullivan, M.D., spoke about issues facing African Americans in science and medicine. The conversation was moderated by GSE's Professor Marybeth Gasman, director of the Penn Center for Minority Serving Institutions, which co-sponsored the event. Photo by Darryl W. Moran Photography

INNOVATIVE IDEAS



Penn GSE was the decisive step towards my career in teaching, research, leadership, and advocacy in African American literacy education and beyond.

GSE prepared me to do original research, particularly through my minor in METER (Measurement, Evaluation, and Techniques of Experimental Research) with Drs. Diamond and Bagley. I am proud to be a published scholar and the president and CEO of the National Action Council for Minorities in Engineering, Inc., and I thank GSE for starting me on the path of inquiry.



At the time that I took a course in randomized field trials taught by Professor Bob Boruch, the subject was cutting-edge; the conventional wisdom was

that randomized field trials were not practical in education settings. Bob Boruch did not believe this to be true, and the current use of randomized field trials in education proves him right. My company, ANALYTICA, is built on many of the methodological ideas and philosophical approaches I learned while collaborating with Bob.

Herbert M. Turner, III, GR'02



I came to Penn GSE to receive professional training in educational leadership and multilingual/multicultural education, and to network with a community of

like-minded academics and professionals. Learning from my peers here has been an absolute delight. I know I will leave GSE as a much more knowledgeable and critically conscious educator.

Jacqueline Li,
Current Penn GSE master's student

SHARE YOUR STORY

Visit www.gse.upenn.edu/centennial/share to tell us what Penn GSE means to you.

Archival images courtesy of University of Pennsylvania Archives



Research into the historical, cultural, social, philosophical, political, and economic influences that shape education is more critical than ever today.

Education scholarship must address the challenges of enduring poverty, widening income disparities, and the continuing realities of racism if we are to develop innovative ideas to achieve greater equity in education. The Education, Culture, and Society program, my home at Penn GSE, has long been known for its strength in this area, and I am very proud to be a part of this legacy.

Kathleen D. Hall
Associate Professor, Penn GSE



For more than a third of Penn GSE's first century, the Ethnography in Education Research Forum has annually convened scholars for what has become known as

the premier conference on qualitative educational research. I first heard of the Forum in the early 1980s as a Ph.D. student, little dreaming I would join GSE's faculty and eventually inherit the Forum convenor role I hold today. The Forum was singled out to me then as an exciting place for innovative research and a welcoming venue for novice researchers, qualities it retains today, as if they were built into the very walls of our building at 3700 Walnut.

Nancy H. Hornberger
Professor, Penn GSE



Penn GSE is the place of origin for my fifty-year career in higher education! It prepared me to be an independent voice in a sea of tradition and, thanks to one of the

finest social science statisticians, Professor Merle Tate, the School gave me the ability to think qualitatively and reason with quantitative language. As I went forward to found The Graduate Institute in Betheny, Connecticut, his message rang clear: "So," he said, "now go out and do something wonderful!" Mine has been a life spent in joyous celebration of doing for, and giving to, graduate students for five decades, all thanks to Professor Tate and the entire faculty of GSE.

Abraham Harris Stone, GRD'64



I love that Penn GSE is on the cutting edge of research and innovation. The research work that is done across the School is critical to the future of education—translating

outcomes into action and identifying how learning can be improved all around the world. As for innovation, the Milken-Penn GSE Education Business Plan Competition represents a groundbreaking, interdisciplinary outreach that brings together researchers, practitioners, entrepreneurs, and investors to solve problems in education. GSE is small but has an impact of excellence that ripples far beyond the University of Pennsylvania. It has been an honor to serve on GSE's Board of Overseers.

Nancy Rothstein, CW'75
Former member, Penn GSE Board of Overseers



For me, Professor Margaret Goertz's educational finance course stood out as an astounding survey of the principles that inform how schools are funded.

Peg effectively balanced broad-spectrum research with local case studies that made finance so applicable and real. When I see Penn GSE on someone's résumé, I know that they have taken part in a program that is tethered to field experience and developed the essential critical and creative thinking skills that we need in education. I am proud to be a member of this community.

Gamal Sherif, GED'99

1966

GSE moves to the new Education Building located at 3700 Walnut Street.

1968

Neal Gross becomes dean of Penn GSE, bringing expertise in grant writing and beginning the tradition of winning competitive grants.

1975

Dell Hathaway Hymes is appointed dean. Hymes will develop the School's language-based educational programs.

1987

Marvin Lazerson is named dean. Lazerson institutes a focus on faculty recruitment, work that his successors will continue.



When I came to Penn and GSE as a new professor in 2003, I was immediately encouraged to be innovative and entrepreneurial about my research and practice, and to follow my passions, something not all universities give faculty the freedom and resources to do. GSE also provides me access to a diverse community of some of the smartest and most passionate students around. While I thrive on doing research, my students are the reason why I come to GSE each day. I have a tremendous sense of pride in their accomplishments and their demonstrated success in changing their communities for the better.

Marybeth Gasman
Professor, Penn GSE



In the United States and around the globe, higher education attainment rates are too low to ensure workforce readiness and vary dramatically across demographic groups. In the face of such challenges, what can we be optimistic about? One source of optimism for me is the graduates of Penn GSE. GSE is producing the new generation of higher education leaders that our institutions need to tackle the many challenges. I am inspired by our alumni, and I know that during GSE's next one hundred years their impact will only grow.

Laura W. Perna
James S. Riepe Professor, Penn GSE



↑ GSE master's student Mi Jiang won the fall Centennial photo contest with this image, taken at the all-school Centennial party.

2014

↓ A panel of distinguished scholars commemorated the anniversaries of *Brown v. Board of Education*, the Civil Rights Act, the War on Poverty, and *Lau v. Nichols* at "Race, Poverty, and Change in America: The Persistent Dilemmas of Equity and Equality." Chaired by GSE's Dr. Vivian Gadsden (pictured far right), the William T. Carter Professor of Child Development and Education, the symposium was sponsored by GSE along with other Penn schools and centers. Photo by Darryl W. Moran Photography



PASSIONATE PEOPLE



1995

Susan Fuhrman begins her tenure as the first female dean of GSE. Under Fuhrman, the School becomes known as a center for education policy and research.



2007

Andrew C. Porter is appointed dean. Porter enhances the Ed.D. and Ph.D. programs and creates an entrepreneurial direction for the School.

ATTEND AN EVENT

Visit www.gse.upenn.edu/centennial/news_events to find upcoming Centennial events as our celebration continues.



Dr. J. Wesley Schneyer was my dissertation chair. He motivated and challenged me to develop a conceptual framework for my dissertation that was beyond anything I could have originally imagined. His sincere and heartfelt belief in my work gave me the confidence to persevere. After public school teaching and administration, I went into higher education and eventually became dean of an education school.

Shelley Wepner, GED'73, GRD'80



Like many first-year teachers, at the beginning of my career I had an uneasiness in the pit of my stomach, but I also had a fire in my belly. My Penn GSE professors did not give in to the cynicism of the age and tell me that bureaucracies and disappointments would likely put that fire out. Instead, they fueled my fire and encouraged me to become a teacher who makes a difference. I am certain that their outstanding training is one of the foremost reasons I have been recognized for my work in the classroom.

Leslie Nicholas, GED'85



One of the things I enjoyed the most at Penn GSE was the opportunity to share my research interests and spend time discussing them with other graduate students while dining at what was once the Divine Tracy Hotel's cafeteria. GSE was and is a source of intellectual creativity where I met people from different parts of the world who enriched my life.

Susana M. Sotillo, G'82, GR'91



A small group of professors worked very hard to get the Mid-Career Doctorate in Educational Leadership program up and running. Drs. Susan Lytle, Peter Kuriloff, Jonathan Supovitz, and Stanton Wortham spent extra time with all of us in the first cohort to make the program come alive. They treated us all as colleagues, and I will always be grateful for their kindness and care. I never would have considered independent school leadership if not for GSE. I am now head of school of The Episcopal Academy.

T.J. Locke, GRD'05



I was lucky enough to be in Dr. Diane Larsen-Freeman's second-language acquisition class. She was such a kind and caring person, as well as a top-notch professional figure in her field. Her contribution in introducing the Complexity Theory to applied linguistics influences me in my academic and professional pursuits as an international education counselor.

Huabing Wang, GED'14



Two classes at Penn GSE—Sociocultural Foundations in Counseling with Dr. Nicole Warren and Professional Development with Drs. Michael Nakkula and Sharon Ravitch—were monumental to my professional growth as an aspiring therapist and educator. They enabled me to put theory into practice and evolve into an effective and efficient clinician. After working and earning a Ph.D., I hope to become a professor and give back to the next generation of thinkers the many blessings that have been given to me.

Chimere G. Holmes,
Current Penn GSE master's student

Dean's Centennial Scholars Make a Difference

Less than a year after graduating, two recipients of the Dean's Centennial Scholarships at Penn GSE are well on their way to making a difference in elementary and higher education.



Avery Finch, GED'14, a graduate of the Teacher Education Program, progressed from her student-teaching assignment at the Henry C. Lea School in West Philadelphia to a kindergarten faculty position at

Lea, where GSE leads a University-wide partnership with the school. "I draw on my coursework every day, but I'm also so thankful for the time I spent in this very school forming relationships with more experienced teachers, including Natalia Mykytiuch, GED'08, and becoming familiar with the workings of the institution before taking on a real faculty position," she says.

Noemí Fernández, GED'14, a graduate of the Higher Education program, is now working in her desired field of student affairs as student wellness program manager at Swarthmore College.

After graduation, she continued her graduate assistantship at the Penn Women's Center before leading a community service trip in Peru and searching for a job. "Through the GSE network, I connected with colleges across the country," she says. "My coursework prepared me practically and intellectually to take on my current position, which requires me to build a campus-wide program from the ground up in a complex and diverse community."



The Dean's Centennial Scholarships recognize and support extraordinary students in honor of Penn GSE's first 100 years.

2014

↓ Alumni and prospective students bonded over GSE at Centennial events held in San Francisco (top), Miami (middle), and Chicago (bottom). Centennial gatherings have also taken place in Boston, New York City, Philadelphia, and Beijing.



Photos by Eli Zaturanski Photography (top), Allison Weiss Brady, C'93 (middle), and Tanya Velazquez Photography (bottom)

MAKING A DIFFERENCE



In the late 1980s, I was a teacher at one of the largest comprehensive high schools in Philadelphia. As at other high schools in the city, faculty had large teaching loads and there was little opportunity for sharing or reflecting. This all changed with the inception of the Philadelphia Writing Project (PhilWP), when the School District of Philadelphia invited Professor Susan Lytle of Penn GSE to lead a seminar offering collaborative professional development. This was an opportunity for me to become a thinking participant in something meaningful. It marked the beginning of my journey at GSE, where I am now a faculty member and director of PhilWP, the city's largest and most visible teacher network.

Diane Waff, C'76, GRD'07
Practice Professor, Penn GSE



Education is both a doorway to greater opportunity and a basic human right. And, when considered in its full complexity in poor and developing countries, improving education is a challenge that requires substantial training and expertise. Penn GSE's International Educational Development Program is dedicated to furthering education from this perspective. I am proud of the difference our students and alumni are able to make through this program, perhaps unique in offering a sustained focus on education in developing countries, together with hands-on experience in the field through international internships. We treat our students as professionals, and they in turn are treated as professionals responsible for real work on the ground.

Daniel A. Wagner
UNESCO Chair in Learning and Literacy, Penn GSE



I learned my undergraduate degree and a master's in reading at the School of Education at Penn. Oh, what a delight it was! I came from a humble background, never dreaming I could go to a famous university, teach children to love learning, help disabled children learn to read, lecture and write phonics books, and at fifty earn a Psy.D. degree in psychology and help adults heal their childhood wounds. I am eighty-nine years old and still working part-time in clinical psychology. I learned at Penn to live my life in service. Thank you to Penn for teaching me courage and a philosophy of life that has served me so well. I say this from the core of who I am.

Lorraine Fairstein Wincor,
ED'57, GED'61



It was beyond my wildest dreams to get not one degree from Penn GSE, but two. GSE prepared me for a long career in reading and language arts. I went on to work in the School District of Philadelphia for twenty-five years, as a teacher and a reading specialist, and become the district coordinator for a federal reading program. In 2000, I founded the With Pen in Hand Family Writing Program to help families develop and improve their writing skills and enjoy writing. I did what I learned at Penn—free writing, sharing. The program ran for twelve years and we reached over four hundred families.

Cecelia Evans, GED'75, GRD'85
President Emerita, Penn GSE Education Alumni Association



Imagine the next 100 years of education.

To learn more about how you can leave a legacy in education, please contact:

Robert Vosburgh, JD | Director of Gift Planning
800.223.8236 | 215.898.6171 | vosburgh@upenn.edu
www.gse.upenn.edu/giftplanning

BY MAKING A PLANNED GIFT, you can help ensure that Penn GSE will continue to grow the power and impact of education for the next century and beyond. It is simple to make GSE the beneficiary of your will, retirement plan, or life insurance. Become a member of the Castetter Circle of generous alumni who have taken this step to pass on their values.



I am proud of Penn GSE's role in making a difference for the nation's teaching force through innovative programs. As the first Ivy League university host to Teach for America, GSE helps some of the best and the brightest to contribute as teachers in low-income communities and gain a unique perspective on challenges facing the United States. Through the Penn Residency Master's in Teaching, teachers at nine boarding schools can earn a master's degree while continuing to teach. Teaching is a noble profession and deserves greater recognition and support in our society.

Elisabeth A. LeFort, C'76, GED'87
Member, Penn GSE Board of Overseers



Penn GSE helped me to understand the big picture of educational policy, and, most importantly, to make sure that everything I created was relevant to educators in underserved communities. I am currently employed at the Mayor's Commission on Literacy in Philadelphia, where I worked with colleagues to develop the first citywide system of adult education. We track outcomes of our learners and are working on implementing the program in the Philadelphia Prison System.

Jennifer Kobrin, GED'08



To me, Penn GSE means challenge, critical thinking, and great professors. After graduating, I returned to my job as an educational supervisor of math at the Directorate of Education in Nablus, Palestine. GSE increased my English language skills, computer skills, and analysis techniques, as well as my ability to conduct research.

Nida Arafat, GED'11



Penn GSE means being able to step out of my comfort zone and explore the complexities of higher education. I highly value GSE's commitment to diversity and offering courses that address the inequities in education. Another great thing about GSE is the dedication and commitment that faculty have, not only to their research, but also to students.

Natalie Gonzalez
Current Penn GSE master's student ■



2015

Pam Grossman becomes dean of GSE. Turn to page 6 to learn more about Dean Grossman in our cover story.

CELEBRATE WITH US!

Visit www.gse.upenn.edu/centennial to see our calendar of events, find our full historic timeline, share your story, and more.

↓ Penn GSE Teacher Education student Miriam Rock (left) discusses blogging and English literature with a high school student (right) at the Girard Academic Music Program.



Photos by Jay Corodetzer Photography

TEACHER IN TRAINING

A Day in the Life of a Teacher Education Student

by Manasee Wagh

Every weekday morning since September, Miriam Rock has left her Center City apartment, hopped on a southbound bus, and arrived at the Girard Academic Music Program (GAMP) in South Philadelphia, one of the city's top public magnet schools. Arriving at 7:20 a.m., she beelines to a classroom on the second floor and begins preparing for the day with her mentor for the spring semester, Nicholas Mehalick, one of the school's English teachers.

Once the students appear, so does the noise and laughter. "Hi, Ms. Rock!" several twelfth-graders call out as they enter the book-lined classroom. Rock chats for a few moments with the students, then walks briskly to the whiteboard at the front of the room and introduces the day's lesson, which often encourages students to explore literature creatively and with the use of technology. While reading *The Handmaid's Tale* by Margaret Atwood, for example, each student created a blog and posted analyses of the book, a dystopian fable of gender-based oppression under a totalitarian regime.

"I am passionate about helping students learn to make arguments with support from the text and explore how web design can enhance and amplify their communication skills," she says.

Student teaching placements like Rock's are at the core of GSE's Teacher Education Program, which guarantees all students a full-year field experience in a public or charter school in Philadelphia. The extensive time spent teaching and observing, with one-on-one mentoring by full-time teachers, helps prospective teachers prepare for their future responsibilities and challenges.

"That's what drew me to GSE," says Rock of the intensive training. "I value being able to do a job well, and the program is giving me the tools and experience to succeed as a teacher."

Teachers as Researchers

Energetic and given to smiles, Rock circulates among her students as they work in small groups or write blog posts on classroom laptops. She encourages them to question their assumptions about literary characters, themes, and ideas.

Rock hopes that by analyzing a work of literature and crafting an argument about its meaning, students will strengthen their ability to think independently. "The cool thing is that questioning things in literature can help students to start questioning what they see in reality," she says, "To ask, 'Why does this matter?'"

GSE's Teacher Education Program encourages Rock and her classmates to question their own assumptions about how students learn. According to the program's director, Senior Fellow Frances O'Connell Rust, teachers in training learn to take an "inquiry stance," approaching their work like researchers conducting an experiment and carefully studying the impact of their work.

"Your assignments all require you to assess whether you're moving forward and reaching your students, and if they are learning," says Dr. Rust. "The student teachers talk with each other and with their mentors in ways that deepen their understanding of the complex work of teaching. You're not looking for one right way or one perfect solution. You're always gathering evidence to support the claims you're making about your students' learning."

At regular intervals during the year, Rock has handed out a questionnaire to assess whether her teaching style is helping students learn the material. "I value my students' feedback," she says. "I ask them questions both about my craft and about what areas they would like to explore further."

Another research-based assignment for Teacher Education students happens in the summer before classroom placements begin. In keeping with the program's commitment to urban education and social justice, prospective teachers conduct studies of their assigned schools to better understand the complex set of socioeconomic factors that influence the students' lives.

As a public magnet school that offers both academic and music instruction, GAMP attracts students from across the School District of Philadelphia who have a special interest in vocal or instrumental music and meet admissions requirements. In 2014, low-income students represented 51 percent of GAMP's enrollment. For her study, Rock reviewed statistics on the school and spoke with locals and small

business owners in the neighborhood surrounding GAMP, as well as the school's custodial staff.

That preparation helped her to make meaningful connections with her students, according to Rock. "It gives you greater insight and a head start on building relationships with your students," she says.

"She has cultivated a classroom in which all feel safe to share because they know their opinions are not only respected, but matter."

A Passion for the Profession

At twenty-two, Rock is only about five years older than most of her students. Her enthusiastic manner and obvious interest in them make her approachable, students say. Student John Semaan says Rock's willingness to help makes students want to work harder in turn. "And she'll crack a joke and get us to laugh and refocus," he says.

Rock's current mentor, Mehalick, has seen the results of his protégé's efforts. "Miriam has developed a fantastic rapport with students through an approach to teaching that relies heavily on an open and honest classroom," he says. "She has cultivated a classroom in which all feel safe to share because they know their opinions are not only respected, but matter. In this way, Miriam has created deep connections with the students, who see her as an educator and ally and often confide in her as a trusted adult."

At the beginning of the school year, Rock observed five classes taught by her original mentor, Franco Fiorini, GED'05, who left partway through the school year to take another position. Now Rock teaches three classes per day and observes two. After teaching, observing, and spending two periods helping seniors with their college essays, Rock leaves GAMP at 3:30 p.m.



Left: Rock greets students as they arrive for class. Below: Rock values her student teaching placement at GAMP, a Philadelphia public magnet school with academic and music requirements.



She has little time to rest before arriving an hour later at GSE, where she will stay until 7 or 7:30 p.m. in classes such as Developmental Theories and Applications with Adolescents, Advanced English Methods, and Teaching Diverse Learners. After class, she returns to her apartment to eat dinner and prepare for the next day.

The intensity of her schedule is rewarding to Rock, who hopes to find a teaching position in Philadelphia after she completes the ten-month program at GSE and earns her M.S.Ed. and Pennsylvania teaching certification in May. "I'm incredibly thankful to the GSE Teacher Education Program for the ways it has prepared me to become an educator," she says.

Like Rock and many others in the Teacher Education Program, Adam Forbes also hopes to teach in Philadelphia after graduating. Specializing in middle school science, Forbes is currently a student teacher at Southwark Elementary School, a public school where many of the students come from migrant or refugee families.

"I see myself teaching in South Philly

"Questioning things in literature can help students to start questioning what they see in reality."

public schools after graduation and continuing to serve migrant communities," he says.

Exit data shows that GSE's Teacher Education graduates are recognized for the caliber of their training. Fairfax County, Virginia, considered one of the best school districts in the nation, recently hired two Penn GSE graduates for four nationally coveted positions, out of a field of 150 applicants.

For Rock and Forbes, applying their GSE training in a full-time position will be the product of years of dedication. Like other students in the Teacher Education Program, both began their year at GSE with a host of teaching experiences already under their belts and a strong commitment to the profession. Forbes took a year off after high school and taught English in Nepal, staying with families in their village and working on their farms. "When I got back, I knew I wanted to teach," he says. Prior to GSE, Rock worked as a counselor for a summer day camp and mentored and tutored children of all ages. For three years, she tutored high school students at another arts magnet school.

"I developed a great relationship with the kids," she says of the high school tutoring. "That was kind of my 'aha moment,' when I saw I could awaken an interest in kids for learning. I realized that teaching students was what I wanted to do for the rest of my life." ■



Teach for America Celebrates Ten Years at GSE

In addition to the Teacher Education Program featured on these pages, GSE boasts several other programs for prospective teachers. One of them, the Penn GSE/Teach for America (TFA) Program, celebrates its tenth anniversary this year. The first partnership between an Ivy League institution and TFA, the program has produced over one thousand teachers, many of whom continue to teach in the Philadelphia, Camden, and Trenton regions.

A national organization dedicated to eliminating educational inequity, TFA enlists high-achieving recent college graduates and professionals to teach for at least two years in low-income communities across the United States. TFA members in the Greater Philadelphia and New Jersey regions can apply to earn teaching certification and an optional master's degree through the partnership with GSE, and most students choose to pursue both credentials.

EDUCATION *for* EVERYONE

WENDY MARCUS GREENFIELD, W'78, ON LEARNING AND ACCESS

interview by Karen Doss Bowman

As executive director of the Alumnae Association at Bryn Mawr College, a prestigious women's college outside of Philadelphia, Penn GSE Board of Overseers member Wendy Marcus Greenfield, W'78, manages communications, events, and programming to keep alumnae connected to and involved with their alma mater. A proud Penn alumna and parent with three generations of Penn graduates in her family, Greenfield sat down with us to discuss her passion for education and why she is inspired by Penn GSE.

How did you first become interested in working in education?

A highlight of my 20-year career in advertising was working at Young & Rubicam (Y&R) on the pro bono account for the United Negro College Fund. The agency's highly successful campaign featured the slogan, "A Mind is a Terrible Thing to Waste." I was inspired by the message that everyone deserves a quality education.

How has your interest in education evolved over the years?

At Bryn Mawr, I've become much more aware of the expense of education and even more passionate about making education accessible. Bryn Mawr has been providing smart, strong women with a world-class education for more than 130 years. I've had the pleasure of working with thousands of alumnae and have seen how their education has prepared them to lead and make meaningful contributions in the world.

How has education influenced your own life?

My parents encouraged intellectual curiosity and believed education was an important part of becoming a happy, productive adult. As a student at Penn, I had several professors who became important mentors, including art professor Dr. Paul Watson, marketing professor Dr. Jerry Wind, and squash coach Ann Wetzel. Thirty-six years later, I still think about what I learned from them.

Why does Penn GSE's work resonate with your interest in education?

I like to say that Penn GSE and I came together at the right time. When I was invited to join the Board of Overseers three years ago, it seemed like the perfect intersection of my interests in Penn, educational access, and GSE's incredible work. GSE has provided important leadership and innovation to make quality education more available. For example, GSE has enhanced public education in West Philadelphia, particularly by leading the University's efforts to help build and support the K-8 Penn Alexander School. In addition, GSE's first massive open online course (MOOC) this year was accessible around the world.

Tell us about your family's relationship with Penn.

My husband, Albert Monroe Greenfield III, W'78, and I met at Penn, and my brother, David Marcus, W'80, graduated two years after us. My husband's parents were alumni, and our sister-in-law earned her MBA from Wharton. We were so proud that our son, Jason Greenfield, C'04, continued the tradition.

Your family has had a wonderful impact on Penn through the Albert M. Greenfield Foundation. What are you most proud of about the foundation's legacy on campus?

I've been delighted to follow the work of Penn GSE faculty member Dr. John Fantuzzo, the Albert M. Greenfield Professor of Human Relations. His research is helping to make education more supportive of and accessible to at-risk children. And I am proud of the role that the Albert M. Greenfield Intercultural Center has played on campus for the past thirty years to foster dialogue and understanding as Penn has

become a more diverse place ethnically, racially, socially, and culturally.

As Penn GSE celebrates its Centennial, what do you hope the School's next 100 years will bring?

I know that under the leadership of Dean Pam Grossman, GSE will continue leading and innovating to improve education around the world. I hope that during the next century, this work will build and gain momentum in ways we can't yet even imagine. ■



Photo by Jim Roesse

Student Organizations THRIVE AT PENN GSE

by
Jane L. Lindahl

Penn GSE students are thoughtful and curious. They are passionate about their points of view but open to learning from one another. Their zeal for knowledge and making a difference fills GSE's classrooms and enriches GSE life more than ever today through over fifteen organizations created and led by and for students. Here is a glimpse of how four GSE student groups are making a difference on campus:

"Our students are innovative, driven, creative, self-motivated, and deeply engaged with the zeitgeist of the local and global education communities," says Lois MacNamara, GRD'03, assistant dean of student and academic affairs. "Our robust array of student organizations is a testament to these qualities."

As these and so many other organizations show, Penn GSE students do not confine their personal and professional growth within classroom walls. They are active initiators of learning and community, a quality that bodes well for their futures and the future of education. ■

Better Together GSE is home to many other student groups that inspire and inform:

CAMRA at Penn	Penn-OISE Collaborative Link
Chinese Education Research-Based Seminar	Student Community in Reading Writing Literacy
Educational Linguistics Forum	Students Confronting Racism and White Privilege
L.E.A.R.N.	Teaching Chinese@Penn
Penn GSE <i>Perspectives on Urban Education</i>	TEDxPenn
Penn-King's Collaborative Link	TESOL Journal Club

Visit www.gse.upenn.edu/students/orgs to learn more about these organizations and the University-wide groups open to GSE students.

Photos by Ginger Fox Photography

"We try to represent the student voice as much as possible."

"We strive to create an intergenerational community within Penn GSE."

"Seeing our hard work benefit a large group of people gives me a sense of achievement and satisfaction."

"You come to GSE to meet those who remind you that we are not alone in the quest to tirelessly recognize and act upon the power that we have to do good."

"Our events provide space and opportunities for students of color to celebrate their accomplishments at GSE."



Jessica Chao, vice chair of GSESG and doctoral student in Quantitative Methods | **Lloyd Talley**, GED'14, executive chair of GSESG and doctoral student in Interdisciplinary Studies in Human Development

Yingfei (Bonnie) He, ISCD president and dual degree masters student in Higher Education and Intercultural Communication

Michael Kokozos, director of operations for OutEd and doctoral student in Education, Culture, and Society

Ufuoma C. Abiola, GED'12, founder of WSDM and doctoral student in Higher Education

Penn GSE Student Government (GSESG)

The backbone of student life, GSESG strives to support GSE students' academic, professional, and social experiences. The organization also wields the power of the purse, allocating funds to all other student groups. "We try to represent the student voice as much as possible and plan events about careers, mental health, identity, and other topics relevant to students," says Jessica Chao, vice chair of GSESG and a doctoral student in the Quantitative Methods program. That work extends beyond the student population, notes Lloyd Talley, GED'14, executive chair of GSESG and a doctoral student in Interdisciplinary Studies in Human Development. "From working with alumni during orientation, to engaging former and current doctoral students for our Road to the Doctorate series for master's students, we strive to create an intergenerational community within Penn GSE," he says.

Penn International Student Career Development (Penn ISCD)

International students from thirty countries made up more than a quarter of GSE's student body in 2014-15. Prompted by the unique challenges facing international students as they contemplate life after GSE, the group aims to help those students explore potential careers, identify personal qualifications, and gain professional experiences. "Seeing our hard work benefit a large group of people gives me a sense of achievement and satisfaction," says ISCD President Yingfei (Bonnie) He. A dual degree master's student in Higher Education and Intercultural Communication, Bonnie He finds it rewarding to support her classmates through ISCD. As the relatively new organization grows, she hopes its programs will involve international alumni. "They can be an important resource by offering advice on career choices and how to transition from school culture to a working environment," she says.

OutEd

Seeking to promote an inclusive atmosphere and scholarship, OutEd recently relaunched at GSE. The organization supports LGBTQIAPP (lesbian, gay, bisexual, trans, queer, questioning, intersex, asexual, pansexual, and polyamorous) students, faculty, staff, and allies at GSE and examines research on gender and sexuality in education. "When I communicated my hope to have OutEd become a safe space for students to apply critical reading and listening skills to the systemic issue of LGBTQ students' experiences in schools, and also brainstorm strategies to improve inclusiveness at GSE, I received a tremendous amount of support," says Michael Kokozos, director of operations for OutEd and a doctoral student in Education, Culture, and Society. The support he received is rooted in the identity of GSE, according to Kokozos. "You come to GSE to meet those who remind you that we are not alone in the quest to tirelessly recognize and act upon the power that we have to do good."

We Support Diversity of Mind (WSDM)

The largest student organization at GSE, WSDM works to enhance community life and maximize learning experiences for GSE students of color through academic, social, networking, and community events. "Our events provide space and opportunities for students of color to celebrate their accomplishments at GSE and establish meaningful connections with alumni, faculty, and administrators of color as a springboard to long-lasting relationships," says the group's leader, Ufuoma C. Abiola, GED'12. Abiola founded WSDM in 2012 as a first-year doctoral student in Higher Education. The organization's hallmark annual events include the Faculty of Color and Students of Color Dinner, the Community of Color Mixer, and the Graduation Celebration. Beyond networking and a sense of community, WSDM programs offer GSE students of color support, awareness, and leadership opportunities.

ALUMNI FOR LIFE

by Jane L. Lindahl



↑ GSE alumni welcome the School's graduating students to the alumni community each year at a gathering in Penn's E. Craig Sweeten Alumni House.

Staying Connected to Penn GSE

At more than 15,000 strong, Penn GSE's alumni community stretches across the country and the globe. GSE alumni are educators and entrepreneurs, statisticians and scholars. They are industry makers, game changers, and thought leaders. But we don't have to tell you—you're one of them. And though you have graduated, we want you to remain a part of GSE.

Staying connected to the place where you began or boosted your professional journey may sound like a nice idea, but here's the rub—you're busy. Why should you make the time to engage with GSE? Here are five reasons to follow in so many of your fellow graduates' footsteps and become an active part of the Penn GSE alumni community:

You're already a member.

Every student automatically joins the Education Alumni Association (EAA) upon graduating from Penn GSE. Led by a group of board members—currently a bench forty deep with seven committees—the EAA has been providing services and support to GSE alumni since it was founded in 1923. As an EAA member, you are invited to lectures at GSE and social gatherings like last fall's "Home(coming) Is Where the Heart Is," which took place simultaneously in Philadelphia; Washington, DC; New York; and Boston—the four cities with the largest GSE alumni populations. You can also nominate an educator for the annual Education Alumni Association Awards and attend the ceremony, scheduled this year for May 15, 2015. (See page 4 for a list of this year's awardees.)

It's a network at your fingertips.

As a GSE graduate, you've already built the knowledge and relationships that are key to a lifetime of opportunities. Why not take the next step and maintain them? "Building on relationships formed through classes and activities, taking advantage of resources that allow you to grow both personally and professionally, capitalizing on opportunities to interact with students and other alumni—all of these are advantages that Penn and GSE have afforded me," says Barbara Bravo, CW'68, GED'69, an emeritus member of the EAA Board, former principal of Masterman Laboratory and Demonstration School, and an educational consultant. "Involvement is your privilege and your right as an alumnus and something that, in my experience, should be enjoyed to its full advantage."

It's an important part of who you are.

Elise Betz, Penn's executive director of alumni relations, knows that being an active Penn alumnus sends an important message about your professionalism and accomplishments. "Staying involved means that your Penn identity is not a thing of the past, but an ongoing part of your life," she says. "Being active as an alum keeps you a part of a world-class academic and professional community, and having that identity can help you to expand your network and advance your career."

You'll spend time with like-minded people.

Remember those stimulating and inspiring conversations in the classroom or over coffee with your classmates? They don't have to end. Involvement as an alumnus extends that sense of community, according to Maxtla Benavides, GED'14. "Many alumni stay engaged for the usual reasons of career and networking, but also, and just as significant, I think involvement provides an opportunity for community," she says. "As many alumni are no longer within the grasp of Penn's campus, I think it's important to have those communities in which an institution can nurture common interests."

You can have an impact on the future.

With community comes the reward of playing a meaningful role in the life of the School. "It is important to stay engaged because the future of Penn GSE depends on its graduates," says Julian McNeil, GED'09, WEV'11. As a volunteer he has offered his insight to prospective GSE students, helping them learn about the School. Sophia Li Ferry, W'02, GED'03, vice president of the EAA, has advocated for GSE in similar ways. "I am aware that volunteering my time can make a difference for a student, another alumnus, and/or a community member," she says. "As former students, we are part of Penn's history. And as active alumni, we play a role in the future of Penn."

The Takeaway

You're a Penn GSE student for only a few years, but you're an alumnus for life. Taking the initiative to activate that connection will enrich the years ahead. As Betz notes, "Your relationship with Penn GSE and the University can be a lifelong source of inspiration and pride." ■



↑ Top: The Education Alumni Association Awards honor GSE alumni and other education professionals. Bottom: Author Jane L. Lindahl (far right) greets guests at GSE's annual event connecting alumni and graduating students. Photos by Darryl W. Moran Photography

Looking for a way to reconnect?

Here's how you can take the next step and maximize your relationship with Penn GSE:

Education Alumni Association (EAA)

Check out the EAA webpage at www.gse.upenn.edu/alumni/ea for upcoming events, profiles of the executive board, and information on how to get involved. You can also contact the Board directly at EAABoard@gse.upenn.edu.

Alumni Recruiting Corps (ARC)

Contact gsearch@gse.upenn.edu to learn about contributing to GSE admissions efforts in your local area.

Alumni Events

Visit www.gse.upenn.edu/alumni/events for GSE's alumni events calendar.

Alumni Notes

Share your latest professional accomplishments at www.gse.upenn.edu/alumni/alumni-notes for *The Penn GSE Alumni Magazine*.

Penn Alumni

Visit www.alumni.upenn.edu for University-wide alumni opportunities and to update your information in QuakerNet, Penn's alumni directory.

Alumni Notes

1950s

Marie C. Farca, ED'57, is the author of two novels. Also a former demonstration teacher for The College of New Jersey and creator of educational materials, she retired in 1994. She is a longtime resident of Bucks County, PA.

1960s

Michael Wallace, GED'69, constructed a unique four-year curriculum framework for the study of world history for the New Orleans Center for Creative Arts, a highly acclaimed high school of performing arts.

Lorraine Fairstein Radeloff Wincor, ED'57, GED'61, recently celebrated her 89th birthday after being in private practice as a clinical psychologist for thirty-six years. She is the author of two books, including *Brain Matters*, a personal history about the connection between early family history and life choices.

1970s

Myrna Agris, CW'63, GED'73, GRD'79, has been a financial advisor at Morgan Stanley in Houston, TX, for fifteen years after teaching at Rice University and practicing law in estate planning. She would like to connect with other alumni in Houston.

Barbara Toomer Davis, GED'71, retired from teaching in 2012 as a reading instructor and poetry facilitator at A.I. Prince Technical High School. She married in 1975 and is the mother of two adult daughters.

Robin C. Kane, C'78, GED'79, is a clinical professor and director of Executive and Professional MBA Programs at Daniels College of Business at the University of Denver. She has been a human resources leader for the past twenty-five years.

1980s

Doug Lyons, GRD'83, will present a workshop at the European Council of Independent Schools 2015 Annual Conference in Brussels. Entitled "Measuring What We Value," the workshop will present examples of emerging twenty-first-century assessment tools that measure both cognitive and non-cognitive proficiencies.

Cheryl Rice, GED'88, a leadership coach and founder of the consultancy Your Voice Your Vision, recently published a memoir, *Where Have I Been All My Life: A Journey Toward Love and Wholeness*. The memoir follows Cheryl's journey from unraveling to discovering what it means to be whole.

Shelley B. Wepner, GED'70, GRD'80, published three scholarly works in 2014, including chapters in *Professional Development Schools: Creative Solutions for Educators* (R&L Education, 2014) and *Handbook of Professional Development in Education: Successful Models and Practices, PreK-12* (The Guilford Press, 2014).

1990s

Miriam Wolfson Banerji, C'87, GED'92, teaches writing and publishing at Frederick Community College in Frederick, MD, and writes novels under the pseudonym Meredith Bond.

John McKinstry, GED'93, is in his second year as head of Lansdowne Friends School, a preK-6 Quaker school in Lansdowne, PA.

Barbara Caruso, GR'94, formerly a medical school professor, published *Lessons Learned From the Other Side: Communication with Deceased Family, Friends, and Pets*, edited by former Penn GSE professor Dr. Konnie McCaffree. The book details Barbara's experiences assisting patients at their moment of death and twenty case studies of other side contact.

Kirk Daulerio, GED'99, recently co-founded Admithub.com and AboutAdmissions.com, which offer free, expert college admissions advice on a global scale.

Mia Henry, GED'98, was named executive director of the Arcus Center for Social Justice Leadership at Kalamazoo College. The Arcus Center develops and sustains leaders in human rights and social justice, creating a pivotal role for liberal arts education in engendering a more just world.

Christine Kerlin Nasserghodsi, GED'97, is director of innovation and entrepreneurship at GEMS Education in Dubai, the world's largest K-12 education provider, where she develops public-private partnerships and professional and community programs. She is also an education blogger for the Huffington Post.

Nate Rice, GED'95, is a school counselor at West Allis Central High School in Milwaukee, WI. He is also the Wisconsin School Counselor Association Government Affairs Committee Chair and a member of the Wisconsin State Superintendent's Task Force on Business, Marketing, and Information Technology.

Janice Reckeweg Showler, GR'92, retired as an emeritus professor of English at Holy Family University in 2013. She authored a chapter in *Sisterly Love: Women of Note in Pennsylvania History* (Hamilton Books, 2014). She fondly remembers her Penn GSE professors, particularly Brian Street.

David Smith, GED'94, recently retired from teaching sixth-grade English and Latin at Norfolk Collegiate School and joined the board of the Virginia Children's Chorus.

Laura Steinbach, GED'91, has found that twenty-three years later, her Penn GSE education still guides her practice.

Susan O'Malley Stephan, GED'97, is a Spanish teacher and department chair at Oxford Academy, a public school in southern California for grades 7-12. She also uses her teaching skills while raising her trilingual sons.

Michael Townsley, GR'94, recently published his third book on financial management in higher education, *Financial Strategy for Higher Education*. His previous works were highly acclaimed by the National Association of College and University Business Officials.

David S. D. Tseng, GR'92, is a full-time professor at Providence University, where he previously served as provost/dean of academic affairs. Prior to joining PU, he taught at National Changhua University of Education and Asia University.

2000s

Mark Butt, GED'05, is associate dean in the undergraduate admission office at Emory University. He recently presented at the Overseas Association of College Admission Counseling Conference, the Council of International Schools Forum, and for the Fulbright Commission.

Sydney Coffin, GED'00, is the Philadelphia representative to the Yale National Initiative, which strives to strengthen teaching in the nation's public schools, and the Teachers Institute of Philadelphia based at Penn. He would like to send a shout-out to former classmates Jaime Auletto, GED'00, and Derek Kehler, GED'00.

Mary Robinson Cohen, L'81, GED'07, is superintendent and principal of Roosevelt Public School in Roosevelt, NJ. The school building was designed in the 1930s by Louis Khan and is home to a famous Ben Shahn mural considered the finest example of WPA art.

Katherine Gerbode-Grant, GED'07, joined the College Board as an educational manager in October 2014.

Jason Green, WG'02, GED'07, is executive director of Redbird Learning's Blended Learning and Professional Development Department. Redbird Learning is a research collaboration with Stanford University and works globally to help transform classrooms for twenty-first-century learning.



Photo by Scott Spitzer

Bring Passion to Penn GSE

Want to help find the passionate individuals who will make up our next cohort of students? The Penn GSE Alumni Recruiting Corps (ARC) could be a great fit for you. No one knows Penn GSE like our extraordinary alumni, and our prospective students are inspired by stories of your success.

As an ARC member, you would contribute to GSE admissions efforts in your local area. Opportunities could include referring prospective students to GSE, calling students admitted to your program, attending or hosting prospective/admitted student receptions, representing GSE at graduate fairs, or serving as a translator at international graduate fairs. Contact us at gsearc@gse.upenn.edu to learn more.

Christopher Gunter, GED'02, has translated his pedagogical skills into saving lives as educator-in-residence at the Pittsford Volunteer Fire Department in Monroe County, NY. He is the proud father of two children.

Rachel Hollander, GED'09, is the associate director of Penn Hillel. She received the Richard M. Joel Exemplar of Excellence Award at the inaugural Hillel International: Global Assembly attended by over five hundred of her colleagues in December 2014.

Francis M. Hult, GR'07, was a senior visiting scholar at UNESCO's Institute for Lifelong Learning during his sabbatical from Lund University in Sweden.

Sue Klein, GED'07, is education equity director at the Feminist Majority Foundation, which released a national study, "Identifying U.S. K-12 Public Schools with Deliberate Sex Segregation." The study indicates an increase in both the number of K-12 public schools with single-sex classes and the number of all-girl and all-boy public schools nationwide.

Samuel M. Lemon, GRD'07, authored *Go Stand Upon the Rock*, based partly on his doctoral dissertation. Through years of research, Samuel discovered the remarkable accuracy of his family's enduring oral tradition, which traced the lives of his ancestors who were runaway slaves. He is currently at work on the sequel.

Julian A. McNeil, GED'09, WEV'11, a National Board Certified Teacher, was recently appointed to the design team of the Boston Public Schools Accelerated Community to Teacher Program. The program trains members of urban communities to become exemplary classroom teachers and aims to increase the diversity of the district's workforce to better reflect that of the student population.

Alexis S. Montevirgen, GED'03, was appointed vice chancellor for Student Affairs and Enrollment Management at Indiana University Northwest in Gary, IN.

Natasha Murray, GRD'05, recently became a member of the editorial panel of *Mathematics Teaching in the Middle School*, a peer-reviewed journal published by the National Council of Teachers of Mathematics. She serves as the journal's Quick Reads Department liaison and digital liaison.

Renee Charity Price, GED'01, will be head of the middle school at Princeton Day School in Princeton, NJ, starting in July 2015.

Lauren Silver, GED'01, GRD'07, is the author of *System Kids: Adolescent Mothers and the Politics of Regulation* (University of North Carolina Press, 2015).

John F. Smith, III, GED'09, is an Albert Einstein Distinguished Educator Fellow in the office of New York Senator Kirsten Gillibrand, working with policies related to education and the environment. For the past seven years, he has taught science in Philadelphia public schools and been a Teacher Consultant with the Philadelphia Writing Project.

← A very Penn dessert sweetened the all-school Centennial party for GSE students, faculty, and staff. Photo by JPG Photography

Kelly Wissman, GR'05, received the 2014 Educator of Excellence Award from the New York State English Council. The award recognizes teachers who are leaders in the classroom, collaborators with colleagues, and mentors for new teachers.

Regina Zurbano, GED'03, CGS'04, is principal of O-House at Santa Monica High School. Previously a high school assistant principal and chemistry teacher, she completed a doctorate in K-12 educational leadership at the University of Southern California in 2011 under David Marsh and Robert Rueda.

2010s

Timothy Benjamin Brévert, GED'14, recently began working for True Capital Partners, an executive search firm specializing in venture-backed and private equity technology companies.

Porscheoy Brice, GED'13, is a Presidential Management Fellow working within the Office of Elementary and Secondary Education for the U.S. Department of Education.

Dave DeFilippo, GRD'13, chief learning officer at BNY Mellon, received the Silver Trailblazer Award, one of the 2014 Learning In Practice Awards from *Chief Learning Officer* magazine. The award recognizes accomplishments in transforming an organization's workforce development initiatives.

Gretchen Dobson, GRD'13, is the principal of Gretchen Dobson LLC, a leading international alumni relations consultancy based in Chengdu, China. Her most recent editorial work, "Staying Global: International Alumni Relations as a Facilitator of Change," will be published this summer.

Scott Dougherty, GED'10, and his wife are opening the Leuchtturm (Lighthouse), a bilingual afterschool program, family center, and language school, in Schrobenhausen, Germany, in June 2015. The Leuchtturm will offer year-round afternoon care for elementary school children, English language courses for children and adults, and family services through an on-site licensed social worker.

Ross Gunderson, GED'13, married Jordan Laurelle Timchal of Pilesgrove, NJ, on January 3, 2015.

Aviva Habib, GED'10, is in her fifth year of teaching at a newly recognized high performing charter school. In 2012, she founded an alumni volunteer program that is thriving at the school.

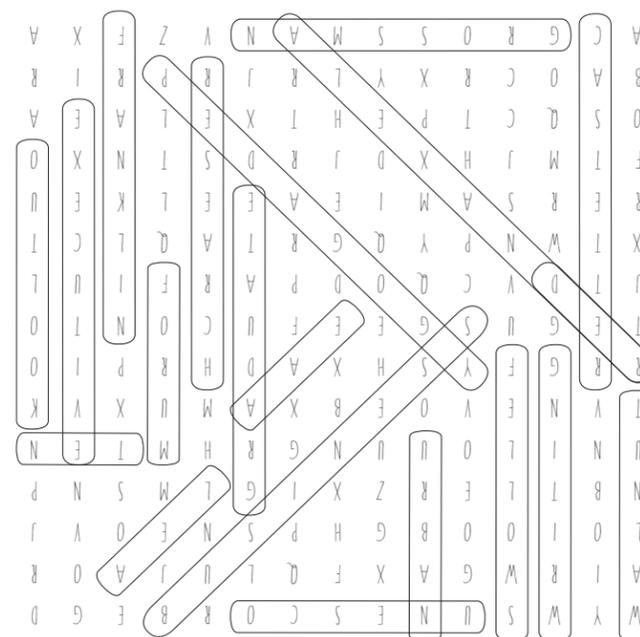
Yang Han, GED'11, founded a training school in Tongxiang, China, for critical thinking, teamwork, and leadership abilities. A third of the three hundred students trained have shown progress in self-confidence. Yang plans to help launch 1Ke, a coding education startup.

April Herring, GED'13, accepted a tenure track faculty position as assistant professor of higher education at Immaculata University in August 2013. Later that year, she married her partner of thirteen years, Ruth Robbins.

Christian Husby, GED'12, is a first-year law student at the University of Michigan Law School, where he is a recipient of a Dean's Scholarship.

Matthew T. Lambert, GRD'12, recently published *Privatization and the Public Good* (Harvard Education Press, 2014).

Look below after doing the Centennial Word Search starting on page 31.



- Centennial Word Search Answers
1. ALEXANDER
 2. BUSINESS
 3. CASTLETER
 4. EAA
 5. EXECUTIVE
 6. FELLOWS
 7. FORUM
 8. FRANKLIN
 9. GRADUATE
 10. GROSSMAN
 11. LEA
 12. OUTLOOK
 13. PEDAGOGY
 14. RED
 15. RESEARCH
 16. TEN
 17. UNESCO
 18. URBAN
 19. WALNUT
 20. WRITING

Jason Larocque, GED'11, is in his second year as middle school director at St. John's Preparatory School in Danvers, MA. St. John's will expand to grades 6-8 in 2015. Jason has stayed in close contact with classmates Adam Schapiro, GED'11, Coy Dailey, GED'11, and David Robinson, GED'11.

John McArdle, G'97, GED'98, GRD'14, finished his Ed.D. and is now a tenure-track assistant professor of management at Salem State University's Bertolon School of Business. He teaches organizational behavior, change management, and leadership.

Margaret (Peggy) Plympton, GRD'11, was recently appointed deputy chair/ chief operating officer at the National Endowment for the Humanities, now celebrating its 50th anniversary. Margaret is responsible for all aspects of the Endowment's operations.

A.J. Vervoort, GED'14, works in development at University of the Sciences, overseeing the Faculty and Staff Giving Campaign and Young Alumni Giving. Also at the university, he co-advises the LGBT student organization and manages solicitations for the LGBT Diversity Fund.

Michael West, GED'11, has joined Stamats, a higher education integrated marketing firm, as associate vice president for marketing and planning.

Caitlin Wubbena, GED'14, is a Ph.D. student studying philosophy of education at the University of Washington, where she is the Kenneth A. Sirotnik Fellow for Social Justice and Leadership in Education.

Cong Zhang, GED'12, is a Glenn Fellow at Boston University. She is pursuing a doctorate in counseling psychology and working as a psychology intern at McLean Hospital. She won the 2013 Massachusetts Psychological Association Best Student Poster Award for a study on bullying victimization and college adjustment.

Xuan Zhou, GED'13, works as an admissions officer at the Linden Hall School for Girls, the oldest boarding school for girls in the United States.

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

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Visit www.gse.upenn.edu/alumni/magazine to find our issue archive featuring the magazine in flipbook and PDF form.



Share with Penn GSE

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



Share Your Story
What does Penn GSE mean to you? Help celebrate our first 100 years by visiting www.gse.upenn.edu/centennial/share to share your Penn GSE story. Submissions will be considered for use in print and digital publications celebrating our Centennial.

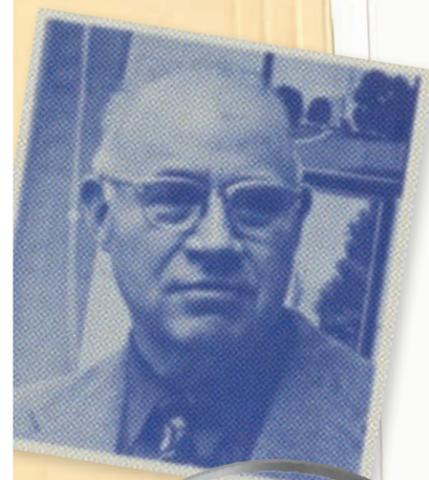
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Page 24: headline photos by Steven Minicola and Scott Spitzer
Pages 31 and 32:
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manila folder @iStock.com/smartstock
headshot of William B. Castetter, GR48, courtesy of University of Pennsylvania Archives
Commencement photo by Darryl W. Moran Photography

CENTENNIAL WORD SEARCH

Celebrate Penn GSE with our Centennial word search. Each word hidden in the box of letters is an important part of GSE's past or present.

Fill in the words in the list, then find them in the box on the next page. Or find the words in the box, and then fill them in below. For each word, we've provided the first letter, blanks for the remaining letters, and a clue.

Test your knowledge of the School, try some guesswork, and find the solution on page 29.



LEARN MORE ABOUT OUR FIRST CENTURY with our historic timeline at www.gse.upenn.edu/centennial/history

1. A L E X A N D E R

Surname of namesake for Philadelphia public school GSE and Penn helped launch

2. B

GSE is the place to compete with this kind of plan for education

3. C

Surname of two-time acting dean; namesake of a current GSE giving circle

4. E

GSE alumni association acronym

5. E

GSE program format for working professionals

6. F

What the American Educational Research Association has named 77% of full GSE faculty

7. F

GSE has held one for ethnography every year since 1980

8. F

Founder who made teacher training part of Penn's mission

9. G

Alumnus; word added to the School's name in 1961

10. G

The School's eleventh dean

11. L

Philadelphia preK-8 public school partner of GSE and Penn

12. O

Point of view; second half of GSE journal title, *Educational O* ____, launched in 1926.

13. P

Science of teaching; topic of Penn's first education Ph.D.s

14. R

If you're seeing this, we hope it's because you're at Penn!

15. R

How eleven GSE centers influence education locally and globally

16. T

Number of years GSE has partnered with Teach for America

17. U

U.N. agency and name of literacy chair held by GSE faculty

18. U

GSE's surroundings; a focus of the Teacher Education Program

19. W

GSE's street and a healthy snack

20. W

Second of the three "R's"; reason for the "W" in PhilWP





Photo by Darryl W. Moran Photography

Supporting the Next Century's Education Leaders



ONE WORD IS CIRCLED TO GET YOU STARTED.

The rest are hidden across, down, diagonally, and backwards.

W	Y	W	S	U	N	E	S	C	O	R	B	E	G	D
A	I	R	W	G	A	X	F	Q	L	U	J	A	O	R
L	O	I	O	O	B	G	H	P	S	N	E	O	V	J
N	B	T	L	E	R	Z	X	I	G	L	M	S	N	P
U	N	I	L	O	U	U	N	G	R	H	M	T	E	N
T	V	N	E	V	O	E	B	X	A	M	U	X	V	K
R	R	G	F	Y	S	H	X	A	D	H	R	P	I	O
T	E	G	U	S	G	E	E	F	U	C	O	N	T	O
J	T	D	V	C	Q	O	D	P	A	R	F	I	U	L
X	T	W	N	P	Y	Q	G	R	T	A	Q	L	C	T
R	E	R	S	A	M	I	E	A	E	E	L	K	E	U
F	T	M	J	H	X	D	J	R	D	S	T	N	X	O
O	S	Q	C	T	P	E	H	T	X	E	L	A	E	A
B	A	O	C	R	X	Y	L	R	J	R	P	R	I	R
A	C	G	R	O	S	S	M	A	N	V	Z	F	X	A



Dana G. Nickson,
Fife Scholar

Degree Program: M.S.Ed. in Education, Culture, and Society

Dreams: Produce knowledge that is meaningful to underserved communities. Challenge students to think critically about the educational experiences of African-descended peoples.



Michael D. Frisone,
Fife Scholar

Degree Program: M.Phil.Ed. in Quantitative Methods

Dreams: Research the connection between academic achievement and emotional trauma. Improve services for children exposed to domestic abuse and neglect.

"We established the Fife Scholarship to help the next generation of education leaders realize their dreams. Penn GSE produces top-notch scholars, thought leaders, teachers, and administrators who make an enormous positive difference in people's lives and the world."—Mark S. Fife, W'78, and Lori Rutman Fife, C'80

To learn more about the ways of supporting Penn GSE, including scholarships, visit www.gse.upenn.edu/centennial/support





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“The worth of a Penn GSE education is incalculably high. By giving to the Annual Fund, we can support scholarships to help deserving students make a difference. And we invite you to do the same.”

—Scott G. Nichols, GRD’77, and Muriel Irwin Nichols
Members, *The Penn GSE Benchmark Society*

Giving to the Penn GSE Annual Fund makes a difference—
100% of your donation goes directly to student scholarships.



Photo by Daniela Dawson Photography



BENCHMARK SOCIETY
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To celebrate and recognize the value of consistent giving, **The Penn GSE Benchmark Society** honors our most loyal Annual Fund donors. Donors who have given to the Penn GSE Annual Fund every year for the past three or more years are Benchmark Society members.

To learn more, visit www.gse.upenn.edu/annualfund or contact:
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