The greatest challenge facing virtually anyone at the time was the outbreak of World War I. Graduates of the School of Education would launch in 1918. In my vantage point today, the success of Graves, his students and faculty, and those who followed in their footsteps, is clear. One hundred years later, Penn GSE is a world-class professional school with nearly 1,300 students, offering programs in thirty fields of education. We prepare graduates for an array of groundbreaking careers in education as teachers, leaders, researchers, and entrepreneurs.

The theme of our Centennial is 100 Years of Leading in Education. Throughout the year we are highlighting the qualities that have made our legacy of leadership possible: Innovative Ideas, Passionate People, and Making a Difference. In our special Centennial section and throughout this issue, you will see excellent examples of all three. These qualities have propelled the School to excel throughout its first century and my time as dean. I imagine that Dean Graves saw these same qualities in the energy and efforts of his students and faculty that first year.

With our culture of innovative ideas, the sky is the limit at Penn GSE. Our faculty, students, and graduates “think big” about the meaning, purpose, and impact of education.

Penn GSE is made up of passionate people—leaders whose vision of education is grounded in not only cutting-edge research, but also the practicality that makes progress happen. The people of Penn GSE are driven by a deep belief in the value of education and a desire to shape the field.

They also share a determination to make a difference. Our remarkable legacy of social justice has enriched education locally, nationally, and internationally, influencing schools, classrooms, and communities around the globe.

I hope you will join us as we celebrate Penn GSE’s Centennial throughout the 2014-2015 academic year. As my more than seven years as dean of Penn GSE conclude, I feel privileged to usher in this celebration of our top-ranked education school, and I applaud the students, faculty, and alumni who make it the extraordinary learning community that it is. When Dr. Pam Grossman begins her term as dean on January 1, 2015, she will lead the second half of the celebration and take Penn GSE into its second century, which I have no doubt will bring just as much momentum and success as the first.
Penn Names Dr. Pam Grossman
DEAN OF PENN GSE

“I look forward to working with faculty, students, and staff in the Graduate School of Education to continue making a positive difference in education here in Philadelphia and around the nation and the world.”

The University of Pennsylvania named Dr. Pam Grossman dean of Penn GSE, effective January 1, 2015. A former English teacher, Grossman is currently the Nomellini-Olivier Professor of Education in the Graduate School of Education at Stanford University and faculty director of Stanford’s Center to Support Excellence in Teaching. An internationally regarded scholar in the field of teaching and teacher education and a member of the National Academy of Education, she is dedicated to demonstrating how schools of education at research-intensive universities can help improve teaching and learning at all levels. She is also committed to reaching across disciplinary boundaries to address the educational needs of children and families who live in challenging circumstances.

“With her background, vision, and proven leadership skills, Dr. Grossman is a great match for Penn and our Graduate School of Education as we advance our Penn Compact 2020 vision of becoming the model of an inclusive, integrated, and impactful university,” Penn President Amy Gutmann says. “Pam’s professional career brilliantly blends service as both a K-12 teacher and a scholar at the university level, giving her particular insight into how schools of education can respond to the needs of diverse populations of educators.”

The author of three books and dozens of articles and reports, Grossman has focused her recent scholarship on the changing landscape of teacher education, especially in New York City, and the opportunities and challenges posed by multiple pathways into teaching. She has taught and written on the most important issues confronting primary and secondary education today, including the recruitment and training of teachers, the role of administrators in teacher retention, the relationship between teacher education and student achievement, and the use of observation protocols for professional development.

Grossman is the recipient of funding from the National Science Foundation, U.S. Institute of Education Sciences, William T. Grant Foundation, and Spencer Foundation.

“I look forward to working with faculty, students, and staff in the Graduate School of Education to continue making a positive difference in education here in Philadelphia and around the nation and the world,” Grossman says. “Penn is a great research university located in the heart of Philadelphia. This gives GSE unparalleled opportunities to work closely with local schools and educators. It also allows GSE to bring together talent and knowledge from the liberal arts and from Penn’s other professional schools to engage in research and development around the kinds of support educators, families, schools, and communities need to help children thrive in school.”
Can American higher education make the grade?

Students must make the grade through a host of challenges on the road to earning a college diploma. But who is grading higher education to ensure that students’ efforts and investments pay off, and that a college education is available to all who need one?

For the past fourteen years, Penn GSE Practice Professor Joni E. Finney has been turning up the heat on state leaders throughout the nation, pushing them to bring their attention to this question.

“I often say that states have the best public policy model for twentieth-century American higher education. The problem is, we’re in the twenty-first century,” says Finney, director of the Institute for Research on Higher Education at GSE. “States have not adapted to address the new realities of the workforce and our democracy.”

Any call for reform will face opposition, and Finney has encountered her share. Prior to her time at GSE, she prompted outrage and later acceptance on the part of governors and state legislators by pioneering the development of the nation’s first report card on higher education. At GSE, she joined forces with Professor Laura W. Perna, whose scholarship focuses on improving educational attainment, especially for students from underrepresented groups.

The pair’s findings on higher education in five states triggered resistance by leaders unhappy to see their states’ failures become headlines. Looking to monitor a larger group of states, Finney has sparked controversy by investigating California’s long-admired public higher education system.

Finney speaks of these challenges with a calm determination and makes it clear that her approach is about building public support for change. “We need sophisticated leadership by state leaders and citizens who are willing to raise questions that might be uncomfortable for college and university administrators—raise the right questions, not attack,” she says. “You have to be a friend, but a critical friend.”

Measuring Up: A Challenge to Fifty States

As vice president of the National Center for Public Policy and Higher Education from 1997 to 2007, Finney broke new ground by developing and directing the first evaluation of state higher education performance, a biennial state-by-state report card called Measuring Up. Produced independently of government and of higher education, the report card sought to represent the public’s interest by evaluating higher education in each state, including public, private not-for-profit, and for-profit institutions. “The idea was to create competition that would encourage states to improve,” says Finney, who notes that states, rather than the federal government, shouldered the primary responsibility for policies that can put higher education within reach of their residents.

Using data from national sources, the report card gave each state letter grades in six key areas: preparation of students for college, participation (the extent to which citizens pursue education beyond high school), affordability, completion of certificates and degrees, the benefit of college-educated residents to the state economy and society, and the level of skill and knowledge of graduates.

Finney faced hostility when the report card first came out in 2000. “Some governors and other state leaders were outraged that they were being rated and held accountable for their work in education,” she recalls. “We were fortunate to have a high-level board of trustees made up of governors, legislators, and business leaders who surrounded and protected us. We needed that political firewall.” Over the years, Finney saw the concept gain acceptance and become a barometer. “Smart governors, legislators, and educators knew how to use it as leverage to get something done,” she says.

Across all six areas, the grades revealed the same thing: in Finney’s words, “Where you live matters.” The report cards proved that educational opportunity varies dramatically across the country, with disparities that the United States cannot afford if the country’s workforce is to remain competitive in a global economy.

Though internationally the United States remains dominant in research, an area that the report cards did not measure, the country has fallen behind many other nations in college enrollment and completion. In 2012, the United States ranked fourteenth internationally in the educational attainment of young adults.

“We’re moving into a knowledge economy, and more people than ever need some training beyond high school,” says Finney. “Higher education has come to function as the gateway to the American middle class, so we have to create more opportunities.”

Digging Deeper: GSE Collaboration Probes Five States

While the report cards pinpointed states’ strengths and weaknesses, they did not offer reasons for them. Upon joining the faculty of Penn GSE, Finney teamed up with Professor Laura W. Perna to delve into the histories of five states—Georgia, Illinois, Maryland, Texas, and Washington—for one of the first studies to explain how state public policies have influenced higher education performance.

Perna, now Higher Education Division chair, brought to the project a vast expertise in the forces that keep college diplomas out of the hands of students. Through numerous studies, her research has addressed how students make decisions about attending college, the impact of college counseling and state-mandated tests on college opportunity, the circumstances of working and minority students, and the role of financial aid in promoting college affordability.
According to Perna, state accountability in higher education is all the more urgent due to proven shortcomings of opportunity for students from minority groups and low-income families. “Educational attainment is an important ingredient for a democratic society,” says Perna, the founding Executive Director of the Alliance for Higher Education and Democracy (Penn AHEAD), a research center dedicated to fostering open, equitable, and democratic societies through higher education. “Our country has substantial gaps in attainment across groups. These gaps are problematic not only for economic competitiveness, but also for social justice.”

**Five Histories**

Finney and Perna co-directed the five-state study beginning in 2009. They first sought a detailed portrait of each state’s higher education policies and performance since the 1990s. Strategically chosen for their relevance to larger issues, the states are home to large populations but have different economies, types of higher education institutions, and report card grades.

Among other questions, Finney and Perna wanted to know why Georgia and Texas earned low marks for participation, each receiving a D in 2008, and how Texas had improved in preparation for a C to a B. They wanted to know why all of the states, including Maryland, had earned F’s for affordability in 2008, and why Washington was a top performer for completion with an A-.

The findings were released as state reports in 2011 and 2012, as a national report in February of this year, and in Perna and Finney’s coauthored 2014 volume, *The Attainment Agenda: Low Participation in Georgia was traced, in part, to discontinuities between governors’ policies and a lack of need-based financial aid, all of which perpetuated disparities for black, Hispanic, and poor students. The report on Texas showed that, given finite fiscal resources, leaders’ ambitious plans to create new research universities may compromise their goals for increased participation. At the same time, it revealed that Texas is improving preparation through design and evaluation of high school courses and tests. The report on Maryland, a national leader in educational attainment, showed the state had made strides toward affordability by freezing tuition, stabilizing state appropriations, and linking tuition increases to family income, but the economic downturn had stalled many of these efforts. The Washington report identified a host of issues that contributed to relatively low numbers of bachelor’s degrees, including statewide leadership problems, failed efforts to restructure higher education governance, and skyrocketing tuition. The researchers found that the outstanding performance of Illinois declined as the state moved to a more decentralized structure for higher education oversight and failed to use fiscal resources strategically.

Finney and Perna have seen state leaders balk at the picture painted. “There was some defensiveness,” reports Finney. Prominent media coverage in all five states brought the news to residents, and continued to research education policy.

Michael Armojo, GR ’14 (left), is a research assistant at the Consortium for Policy Research in Education. Awilda Rodriguez, GR ’13 (center), is assistant professor of higher education at the University of Michigan. Jamey Rorison, C’01, GED ‘09, GR ’14 (right), is a research analyst at the Institute for Higher Education Policy.

Three GSE doctoral students, now alumni, served as research assistants on the five-state study, contributed to the book *The Attainment Agenda*, and continue to research education policy.

The report prompted a public response from University of California President Janet Napolitano and California State University Chancellor Timothy White, who noted the strengths of California’s system and pointed to improvements that are already underway.

That kind of public accountability is what Finney believes will spark efforts for change. “We need to create pressure so that political leaders will address higher education as an important policy agenda,” she says. “We need courageous leaders to grab the bull by the horns and create long-term plans that will take us thirty to fifty years out and strengthen the enterprise of higher education both for the states, and for the country as a whole.”

**Common Lessons**

With a detailed portrait of each state in hand, Finney and Perna looked for broad themes. “We wanted to step back and identify conclusions that cut across the five reports, with the goal of offering insights for other states,” says Perna.

All five states need to increase educational attainment in order to stay economically competitive, and to do so in a way that will be economically feasible for taxpayers, students, and families. Finney and Perna recommend that any state’s attempt to solve such issues should draw upon several key lessons.

First, each state’s specific context must be taken into account. “This seems obvious, but it’s amazing how policies sweep the country, and a policy idea from one governor is just planted in another state with little consideration of how well it will work,” says Finney.

Second, state officials must provide leadership for higher education, rather than assuming that individual institutions’ aspirations will together serve the public’s interest. “We need better checks and balances. At the end of World War II, we had oversight mechanisms in place that were strong enough to match the power of the colleges and universities, but we no longer do,” says Finney.

Such oversight must involve a shared agenda with institutions, leaders, notes Perna. “We need a shared understanding that state policy leaders must steer institutions to achieve statewide goals for educational attainment and closing gaps,” she says.

Third, states must focus on policies addressing three categories—financial resources, academic preparation, and the needs of the population—in order to maximize the potential of higher education and level the playing field for students. States should integrate their management of appropriations for public institutions, tuition policies, and financial aid so that resources are used strategically.

Academic requirements in high schools, two-year institutions, and four-year institutions must be linked so that students can progress without spending time on remedial courses or finding that their credits do not transfer. Institutions’ offerings, from work-force certificates to associate’s and baccalaureate degrees, should be tailored to the needs of the population and employers in the state. In addition, institutions should seek new ways to become more accessible to citizens, such as offering summer and evening courses and online programs.

“**We need to create pressure so that political leaders will address higher education as an important policy agenda.**”

**Building Pressure: California and Beyond**

Aiming to develop a group of at least fifteen states to monitor in depth on a regular basis, Finney has turned her sights to California, which boasts the world’s twelfth-largest economy and 14 percent of all undergraduates in the nation. She worked with students in her advanced public policy seminar at GSE to examine higher education performance in the Golden State.

Released in April, their report, “From Master Plan to Mediocrity: Higher Education Performance and Policy in California,” reveals that despite a long-envied public system, higher education in the state has failed since the 1990s to keep pace with economic and demographic changes. If the downward trend in degree attainment continues, it will result in severe shortfalls of educated workers and troubling economic consequences for both the state and the nation.

“Because of the outsized role that California plays in the nation’s economy and in educating the nation’s college students, you could say that the system is too big to fail,” says Finney.

The report prompted a public response from University of California President Janet Napolitano and California State University Chancellor Timothy White, who noted the strengths of California’s system and pointed to improvements that are already underway.

That kind of public accountability is what Finney believes will spark efforts for change. “We need to create pressure so that political leaders will address higher education as an important policy agenda,” she says. “We need courageous leaders to grab the bull by the horns and create long-term plans that will take us thirty to fifty years out and strengthen the enterprise of higher education both for the states, and for the country as a whole.”

Visit www.gse.upenn.edu/irhe to learn more about the state studies.
CELEBRATING

100 YEARS OF LEADERSHIP

1965
A new Education Building for GSE was completed at 3700 Walnut Street. The building will celebrate its 50th anniversary in 2015. Pictured: The building circa 1965.

ON JUNE 8, 1914, THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA APPROVED “THE ORGANIZATION OF A SEPARATE SCHOOL OF EDUCATION,” AUTHORIZING PROVOST EDGAR FAHS SMITH “TO MAKE ARRANGEMENTS FOR SUCH A DEPARTMENT AND APPOINT A DEAN.”

One hundred years later, what began with nine courses taught by three professors is now a world-class professional school offering programs in thirty fields of education.

In honor of Penn GSE’s 100 Years of Leading in Education, we invited alumni, friends, faculty, and students to reflect on the qualities that have distinguished the School since its founding in 1914: Innovative Ideas, Passionate People, and Making a Difference.

We hope you will be inspired by their words and visit www.gse.upenn.edu/centennial/share to share your own Penn GSE story.
From the day of its founding forward, Penn has been a pioneer in innovative education. For a century now, some of the best and brightest leaders in the field have trained at Penn’s Graduate School of Education. At a time when excellence in education is so critically important for a productive workforce and a thoughtful and informed electorate, the leadership, innovative ideas, insightful research, and genuine passion of the faculty and students at GSE are an inspiration for the University and a treasure for our nation.

Amy Gutmann
President, University of Pennsylvania
Christopher H. Browne Distinguished Professor of Political Science and Professor of Communication

A great education is the foundation for a successful and just society. With a century of excellence in producing educational leaders and innovators, Penn GSE is truly a jewel in Penn’s crown. The work of GSE has made a tremendous difference for the past one hundred years and will continue to do so for the next one hundred. I believe there is no higher calling than a career in education, and I am proud that GSE produces teachers, leaders, researchers, and innovators who are second to none.

Joel M. Greenblatt
W’79, WG’80
Chair, Penn GSE Board of Overseers

It took medicine thousands of years to generate evidence that got beyond idiosyncratic doctors’ opinions, shamans, and producers of cure-alls. Similarly, it has taken time for education to generate better evidence of how people learn. During the past twenty-five years, Penn GSE faculty with a taste for quantitative research, such as Ed Roe, Rebecca A. Maynard, Paul McDermott, Andy Porter, John W. Fantuzzo, Herbert M. Turner, Tim Victor, and I, have contributed mightily to this contemporary history, notably by designing and executing randomized trials analyzing resultant and related data, and testing national, regional, and local policies that enhance the quality of evidence. Most important, our similarly inclined GSE students, and their students, and their students’ students will advance knowledge and practice over the next 100 years. This is a happy prospect.

Bob Boruch
University Trustee Chair Professor of Education and Statistics, Penn GSE

My studies at Penn GSE familiarized me with the many different cultural, environmental, and cognitive factors that influence how people learn. This background has provided me with an invaluable foundation for both my professional and personal lives. Along with this set of skills, the School instilled in me a sense of responsibility to be a leader in research and practice settings.

Paula W. Argosh, GED’82

The faculty taught me to read, write, and think critically in ways I never experienced in pursuit of previous degrees. The ethnography research courses available to me at Penn GSE seemed to be just part of the many excellent options available. Looking back, I realize they were cutting-edge and exceptional for the time.

Sarah C. (Sally) Conklin, GR’96

Penn GSE was an amazing place to study and was a great place to launch my career. It is where I had an opportunity to be exposed to international development in education, work that I continue to do today. I enjoyed my Human Development and Cognitive Development classes the most, as I felt they connected to my interest in viewing education within a context and not in a vacuum.

Christopher Ashford, GR’01

Penn established the School of Education. Led by Dean Frank Pierrepont Graves, the School was located in College Hall and offered the Bachelor of Science in Education. Pictured: Members of the Class of 1915.

1914

Penn GSE was an important place where students and faculty can engage deeply in the generative exchange of ideas that pushes all of our thinking (and doing) forward, and a place that endorses critical, socially conscious research that has the rigor and conceptual framing to be transformative in the lives of those involved. As a doctoral student, I was exposed to cutting-edge, critical theories and a range of methods and learned the value of applied research that is rigorous and theoretically sound. Now, as a faculty member for the past eight years, I enjoy all of this learning from a different angle—as a learner still and also as a teacher and as part of a community of practice.

Sharon Ravitch, GR’00
Senior Lecturer, Penn GSE
Being a Penn GSE student meant engaging with scholars and teachers who were deeply invested in the promise of research for expanding the life opportunities of young people in Philadelphia and beyond. The faculty—including Susan L. Lytle, Vivian Gadsden, Kathleen Hall, Nancy Hornberger, and Morton Botel—elevated my own thinking and energized me to stay true to my social commitments. Now, my life has come full circle. I am back in Philadelphia and am chair of the Reading/Writing/Literacy Division at GSE. The faculty, including William Labov, a linguistics professor, and others at GSE helped me advance my career as a public school administrator, colleague, and author, adviser, and cherished friend who continues to be, an invaluable mentor, to give people another chance in life. My father had the faith in the ability of his students to do well. He was far more than a professor; he inspired me to experiment and reach out for new ideas. "Dr. Ralph Preston, the head of the reading program and reading clinic, was my mentor and most influential colleague. Preston continuously encouraged me to experiment and reach out for new ideas."

Developing a groundbreaking curriculum to help teachers of all subjects and grades take literacy as an integral part of their instruction, Botel reached out to school districts in the region to offer variations of GSE courses onsite in schools with graduate assistants serving as instructors. These were the seeds of PLN, which he officially founded in 1981. "Adelman's genius, GSE, and PLN, recalls the spirit and impact of Botel's work as a professor and scholar. "There are many stories of how Dr. Botel's scholarship, his kindness toward students, his ever-positive perspective on teaching and learning, and his great faith in his ability to help his students to do well. He was far more than a professor; he was a great gift in his field with a passion for learning, for writing, for and for watch- ing people grow into competent read- ers, writers, and thinkers."

Since 1992, Botel’s daughter, Bonnie Botel-Sheppard, GED’76, GRD’81, has continued this legacy as executive director of PLN. "My father had the belief, conviction, and grit to shift an entire generation's thinking and practice about what it means to be a lifetime, lifelong learner. "My life’s work is dedicated to the principle that all children and all adults can be lifelong learners. GSE is the steady force that has supported me."
**Making a Difference**

Penn GSE has always worked to do cutting-edge research and to connect that research to practice in ways that serve the community. We provide expertise and connections for the larger University, helping our colleagues across campus as they work to apply their research and teaching more directly. We have taken the lead in connecting University resources to the Penn Alexander and Lea schools. Several GSE faculty play key roles at Penn’s Netter Center for Community Partnership. And GSE faculty have been important to other University priorities: understanding barriers and increasing access to higher education, investigating the promise and risks of online learning, and helping educational institutions serve diverse communities more effectively. Penn GSE’s core work—helping educators apply exemplary research to improve educational practice—has become increasingly central to Penn. Educational institutions serve diverse communities more effectively. Penn GSE means opportunity. Without Penn GSE, I would not have been afforded the same opportunities and I would not be where I am, or even who I am, today. I have had the opportunity to be part of many great things around the world, across the nation, and within my communities; and for that I am grateful.

**1940**

The School of Education moved from College Hall to Eisenlohr Hall, the first building dedicated solely to the School. Pictured: The building circa 1949.

**1941**

For me this was a life-changing experience. I will be forever grateful for being chosen as a Thouron Scholar to further British-American relationships. Completing a master’s degree in one year at such a fine university completely changed my life for the better and developed in me a lasting affection for the United States. After GSE, I entered the academic world in Scotland, England, and Canada. I was hired at the young age of twenty-six due to my graduate studies at GSE.

Moira Fraser Juliebo Walker, GED’68

**1961**

The School was restructured and renamed the Graduate School of Education.

**1967**

I attended Penn GSE from 1967 until 1968 as a Thouron Scholar. For me this was a life-changing experience. I will be forever grateful for being chosen as a Thouron Scholar to further British-American relationships. Completing a master’s degree in one year at such a fine university completely changed my life for the better and developed in me a lasting affection for the United States. After GSE, I entered the academic world in Scotland, England, and Canada. I was hired at the young age of twenty-six due to my graduate studies at GSE.

Suad L. Islam, Principal Certification, ’00

**2014**

Support the Next 100 Years

As an alumnus and a higher education professional, I know the value of a Penn GSE degree. I chose to donate the first Centennial Scholarship because I believe it is important that those students with the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE.”

—Douglas E. Clark, GRD’11

To learn more about Centennial Scholarships, contact: Alison Duxon, Penn GSE Development | 215.746.0216 | dalison@gse.upenn.edu


**Support The Next 100 Years**

Visit www.gse.upenn.edu/centennial to learn more about the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE. As an alumnus and a higher education professional, I know the value of a Penn GSE degree. I chose to donate the first Centennial Scholarship because I believe it is important that those students with the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE.”

—Douglas E. Clark, GRD’11

To learn more about Centennial Scholarships, contact: Alison Duxon, Penn GSE Development | 215.746.0216 | dalison@gse.upenn.edu


**Support The Next 100 Years**

Visit www.gse.upenn.edu/centennial to learn more about the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE. As an alumnus and a higher education professional, I know the value of a Penn GSE degree. I chose to donate the first Centennial Scholarship because I believe it is important that those students with the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE.”

—Douglas E. Clark, GRD’11

To learn more about Centennial Scholarships, contact: Alison Duxon, Penn GSE Development | 215.746.0216 | dalison@gse.upenn.edu


**Support The Next 100 Years**

Visit www.gse.upenn.edu/centennial to learn more about the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE. As an alumnus and a higher education professional, I know the value of a Penn GSE degree. I chose to donate the first Centennial Scholarship because I believe it is important that those students with the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE.”

—Douglas E. Clark, GRD’11

To learn more about Centennial Scholarships, contact: Alison Duxon, Penn GSE Development | 215.746.0216 | dalison@gse.upenn.edu


**Support The Next 100 Years**

Visit www.gse.upenn.edu/centennial to learn more about the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE. As an alumnus and a higher education professional, I know the value of a Penn GSE degree. I chose to donate the first Centennial Scholarship because I believe it is important that those students with the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE.”

—Douglas E. Clark, GRD’11

To learn more about Centennial Scholarships, contact: Alison Duxon, Penn GSE Development | 215.746.0216 | dalison@gse.upenn.edu


**Support The Next 100 Years**

Visit www.gse.upenn.edu/centennial to learn more about the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE. As an alumnus and a higher education professional, I know the value of a Penn GSE degree. I chose to donate the first Centennial Scholarship because I believe it is important that those students with the potential to be the leaders in the field of education during the next 100 years have access to Penn GSE.”

—Douglas E. Clark, GRD’11

To learn more about Centennial Scholarships, contact: Alison Duxon, Penn GSE Development | 215.746.0216 | dalison@gse.upenn.edu

On the last day of the 2013-14 school year, Penn GSE’s Dr. Caroline Watts, director of the Henry C. Lea School University Partnership, shared three triumphant words with Lea School principal Dr. Sonya Harrison, GRD’12. “We did it!” It wasn’t just another school year at Lea. Following the closure of two dozen schools in the School District of Philadelphia due to financial crisis, Lea’s student body increased by almost 40 percent, and the school faced hirings, layoffs, and major renovations within an unpredictable political environment. It was also the first year of Lea’s deepened partnership with Penn, coordinated by GSE. GSE went next door to facilitate an increased collaboration with the one-hundred-year-old neighborhood school for students in pre-K through grade 8, helping Lea to cope with the heightened challenges and create opportunities for success. A natural extension of GSE’s history of leading efforts to realize Penn’s commitment to public education in West Philadelphia, the enhanced partnership stands on a tremendously successful foundation—sixteen years of work by Penn and GSE to develop and nurture the Sadie Tanner Mossell Alexander School (Penn Alexander). When former Penn President Judith Rodin introduced the West Philadelphia Initiatives in 1994, she envisioned the University and its surrounding community as a unified environment of mutual respect, engagement, and support. Under the leadership of President Amy Gutmann, whose Penn Compact has continued to champion local engagement and impact since its creation in 2004, these ideals have been exemplified in collaborative efforts throughout West Philadelphia and beyond. GSE and Penn’s work with the School District of Philadelphia and the Philadelphia Federation of Teachers to build the K-8 Penn Alexander from the ground up was an unprecedented step for a university. The partnership with Lea involves an altogether different challenge, that of bolstering an existing school operating within complex circumstances. Says President Gutmann, “When Penn focused its efforts to strengthen our West Philadelphia neighborhood, we made a first-rate public school one of our highest priorities. Since Penn Alexander’s inception, Penn GSE has been instrumental in developing that top-notch school and sustaining the model partnership between the University, the School District, and the teachers union. GSE also is playing a key role in helping Penn and community leaders strengthen the Lea School.”

Adds Joann Mitchell, vice president for institutional affairs, “Both schools, and our involvement in them, are sources of great pride to Penn. They exemplify the potential of partnerships that bring together universities, school districts, and communities for the greater good.”

Penn Alexander, Breaking New Ground

In 1998, when Penn GSE hired Ann Kreidle to coordinate the planning process for Penn Alexander, the school didn’t exist—except in the minds of forward-thinking partners at Penn and in Philadelphia. “We wanted to demonstrate that through the shared expertise of the University, GSE, the school district, and the teachers union, urban public schools could be successful,” recalls Kreidle, manager of K-12 partnerships at GSE. Penn Alexander opened its doors in 2001, and the first eighth graders graduated in 2005. Penn GSE Dean Andy Porter marvels at how the successes of the past sixteen years have made the school one of the highest ranked and most desirable in the city. “Thanks to the leadership and ideas of everyone involved, Penn Alexander has been a remarkably successful, twenty-first-century school, enhancing the lives and minds of its students and energizing the neighborhood it serves,” he says. Now a national model, Penn Alexander has inspired universities and school districts in cities like New York, Baltimore, and Kansas City to explore similar projects. GSE faculty and students provided Penn Alexander with curriculum creation support and professional development for teachers, offering an inquiry-based pedagogy that is regularly cited as the reason for Penn Alexander’s success. Schools and departments throughout the University have supported the vision of the school with resources including STEM (science, technology, engineering, and math) programs, social work, legal education, safety and security, and grounds maintenance.

In addition, the GSE alumni community has been a major source of talented, dedicated Penn Alexander staff, including the principal, Sheila Sydovor, CW’74, GED’77, and several teachers. Penn provides Penn Alexander with $1,330 per student annually, up to $724,000 per year, to support curricular enhancements and reduced class sizes. The University has committed to make this contribution through the 2020-2021 academic year.

Today Penn Alexander boasts twelve teachers with National Board Certification, an advanced credential for teaching excellence. The school and its students have earned numerous accolades in a range of areas, from the arts to spelling to science, since 2003, including over one hundred awards in the city-wide Carver Science Fair and a 2012 Intel Schools of Distinction Award for middle grades science. Ninety-seven percent of Penn Alexander graduates go on to attend selective Philadelphia high schools—private, charter, or highly ranked public schools. This year, the first group of students to attend Penn Alexander from kindergarten through eighth grade graduated from high schools across the city and headed to college. Some are traveling as far as the University of California at San Diego, while others are attending universities in the city, including Penn.

The Lea School: A Comprehensive Collaboration

Against the backdrop of the financial crisis in the School District of Philadelphia that resulted in 3,800 layoffs in addition to school closures, Penn announced in the fall of 2013 that it would deepen and substantially change its partnership with Lea—a partnership that had been in place for decades. GSE acted as the educational management organization for Lea and the nearby Alexander Wilson School, providing consulting, tutoring, mentorship, and professional development for both schools for several years. When Wilson closed, Lea absorbed nearly 170 of Wilson’s students, growing its student body from 405 to 572, an unusually large leap in a single school year. Watts, who has been a member of the GSE faculty since 2008 and has over twenty years of experience in school and community partnerships, was appointed the...
full-time partnership director.

“The year was about learning how our school was going to survive in the midst of constantly changing political factors that were beyond our control,” says Watts. The school more than survived; it had a positive and successful year, thanks to the vision and long hours of Harrison and her staff and the support of the University, implemented through GSE and Watts.

Intensifying a Partnership

In her new role, Watts works to ensure the partnership reflects the Lea community’s evolving goals, culture, and needs. “Penn took the approach that Lea should drive the partnership,” Watts says. To learn about Lea’s priorities, she and Harrison turned to the school’s stakeholders. They first met with teachers. Next, they reached out to the community, holding a series of forums to determine what residents needed from Lea. The neighborhood surrounding Lea is a diverse and lively mix: families who have attended Lea for generations live beside new residents drawn to the neighborhood by its universities and businesses. In addition, there is a significant immigrant community of primarily Bengali and African residents.

Based on feedback from the school’s teachers, staff, and community, Harrison identified Lea’s four primary needs. The first was for learning programs to support the school’s diverse range of learners, including students who are gifted, autistic, from low-income and inacquaintance homes, and immigrants and English-language learners. Among students at Lea, more than twenty different first languages are spoken. The other top needs were for literacy instruction, parent and community engagement, and professional development. Watts made partners across the University aware of the priorities, and the Penn community came through with flying colors.

President Gutmann authorized resources to underwrite purchasing new K-3 curricular materials, complete with math and English textbooks; academic intervention programs; a new children’s literacy initiative for K-1; a parent engagement program; and consultants for professional development. Dean Porter provided support for a full-time director of the Penn-Lea partnership.

GSE and the School of Social Policy and Practice provided additional academic support and after-school programs. From the Penn Libraries came the services of a community outreach librarian, a position newly established to respond to the Lea partnership. The librarian helped run the school’s new library and built a volunteer staff, increasing library hours from two days a week to four. Other contributions included health education services from the School of Nursing through community partner Girls Inc. and dental screenings by Penn Dental. In the works are expanded health support from nursing students, and services from Penn Medicine to help families navigate community resources. The School of Law provided programs in social justice and constitutional law and plans to establish a child advocacy law clinic for families.

The Wharton School conducted financial literacy classes for middle school students, parents, and community members, and PennDesign took part in a project to redesign the interior space of the school. “We’ll build on that partnership this year, has been a blessing. “All of these extras go a long way toward building community,” says Watts.

Building Community

Thanks to the partnership, the Lea School was able not only to open its doors to and offer a full-time counselor to fill the void left by the elimination of district-funded counselors. GSE students provided school and mental health services to students and families, and the School of Social Policy and Practice offered a social worker and interns three days a week.

The Netter Center for Community Partnership provides additional academic support and after-school programs. From the Penn Libraries came the services of a community outreach librarian, a position newly established to respond to the Lea partnership. The librarian helped run the school’s new library and built a volunteer staff, increasing library hours from two days a week to four. Other contributions included health education services from the School of Nursing through community partner Girls Inc. and dental screenings by Penn Dental. In the works are expanded health support from nursing students, and services from Penn Medicine to help families navigate community resources. The School of Law provided programs in social justice and constitutional law and plans to establish a child advocacy law clinic for families.

To Watts, the benefit to Penn takes on an even larger significance: “Lea’s partners at Penn have an opportunity to take part in the daily life of a community, and to dig deeper into what it means to be a critically engaged university.”

Penn GSE Helps Lea School Host Environmental Festival

The opportunity for students and faculty across the University to put theory into practice by working side-by-side with the principal, teachers, and students of Lea has been invaluable. “GSE students who come into Lea have the opportunity to learn, from experienced teachers, how to relate to and educate Lea students,” says Lea teacher Ron Houston. “It gives them hands-on practice and the chance to use their knowledge to help Lea students broaden the scope of their learning.”

To Watts, the benefit to Penn takes on an even larger significance: “Lea’s partners at Penn have an opportunity to take part in the daily life of a community, and to dig deeper into what it means to be a critically engaged university.”

### Penn GSE Helps Lea School Host Environment Festival

The classroom bustled with excitement as kindergarten students held construction paper posters stepped forward for their moment in the spotlight. Standing in a row in front of their guests, a class of first graders, the children proudly shared the knowledge they had gained through weeks of studying live hermit crabs. As they taught the older students, the kindergartners pointed to their drawings and discoveries on the posters, among them: “Hermit crabs wash up like people,” and “Living things can grow.”

To Watts, the benefit to Penn takes on an even larger significance: “Lea’s partners at Penn have an opportunity to take part in the daily life of a community, and to dig deeper into what it means to be a critically engaged university.”

Held for the first time at the Lea School this year after five years at the recently closed Wilson School, the annual festival is part of Penn GSE’s deep involvement with West Philadelphia public schools.

With funding from Verizon Foundation, Bergey coordinated the efforts of more than 75 Penn and GSE students who worked alongside Lea School teachers throughout the year to provide exciting, meaningful science instruction in Lea classrooms. Penn GSE master’s student Avery Finch devised the hermit crab unit that the kindergartners shared. “Integrating several subject areas, but with a focus on literacy and science, the unit built on an earlier study of living things and the work of Jane Goodall,” she asked students to embark on their own scientific inquiry into live hermit crabs in the classroom,” she says. Finch worked full-time at the Lea School from January to May as part of her student teaching requirement for GSE’s Teacher Education Program and plans to become an elementary-school teacher.

All the preparation paid off on the day of the festival, according to teachers at the school. Lea School teacher Latoya Landfair, GED10, reported that her fifth-grade students benefited from building models of solar houses and teaching fourth graders how solar energy works. “It was important that my students engaged as scientists and engaged in the opportunity to discover and investigations independently,” says Landfair. “It was fulfilling educational experience for everyone involved, as it is every year.”
By Margie Maven Demembrance

**Fostering Education Ventures**

The first business plan competition sponsored by an education school, the EBPC has been on the forefront of a growing wave of entrepreneurship in education. "We were the first and we are the largest. We get better each year because the whole marketplace is maturing for education entrepreneurs," says Dr. Barbara "Bobbi" Kurshan, executive director of academic innovation to Penn Alumni. "At GSE, we have a lot of experience preparing teachers and engaging people in developing thoughtful and reflective practices around teaching and curriculum development. We feel we have something to contribute to the conversation about high-quality online teaching." Available to any GSE student, VOLT courses will be rolled out gradually—starting with one per semester—beginning with the 2014-2015 school year. Students who complete the certificate will be knowledgeable about formats and platforms used in online teaching, online-specific pedagogies, and various best practices for teaching online.

The intent is that it would be an add-on to a number of other teacher education programs or a set of electives within our other education innovation by launching two new opportunities for GSE students: a certificate in online teaching and an executive-style master’s degree for budding education entrepreneurs. Like the EBPC, these new offerings will probe the intersection of education, entrepreneurship, and technology to improve education.

**New Certificate Program to Promote Best Practices in Online Teaching**

For five years, Penn GSE and the Milken Family Foundation have proven with the annual Milken Penn GSE Education Business Plan Competition (EBPC) that business and education are winning combinations. Now the School is expanding its efforts in education innovation by launching two new opportunities for GSE students: a certificate in online teaching and an executive-style master’s degree for budding education entrepreneurs. Like the EBPC, these new offerings will probe the intersection of education, entrepreneurship, and technology to improve education.

*Penn GSE Pacesetters Bring Education Innovation to Penn Alumni*  

The Penn GSE Pacesetters, a University-wide alumni group sponsored by GSE, brought together over 150 Penn alumni in New York City in June for a panel discussion about innovation in education. Led by Dr. Barbara "Bobbi" Kurshan, executive director of academic innovation and senior fellow at GSE, the "Innovate to Educate" event featured leading education entrepreneurs Don Burton, managing director of the Kaplan EdTech Accelerator; John Katzman, founder and CEO of Noodle; and Kate Eberle Walker, senior vice president of strategy and corporate development for Tutorcom. Members of the Penn GSE Pacesetters share a philanthropic passion for education and a commitment to volunteer leadership at Penn.

Twelve education start-ups competed for eight prizes totaling $140,000 at the 2014 Milken Penn GSE Education Business Plan Competition. Photo by Darryl W. Moran Photography

For five years, Penn GSE and the Milken Family Foundation have proven with the annual Milken Penn GSE Education Business Plan Competition (EBPC) that business and education are winning combinations. Now the School is expanding its efforts in education innovation by launching two new opportunities for GSE students: a certificate in online teaching and an executive-style master’s degree for budding education entrepreneurs. Like the EBPC, these new offerings will probe the intersection of education, entrepreneurship, and technology to improve education.

"We were the first and we are the largest. We get better applicants each year because the whole marketplace is maturing for education entrepreneurs," says Dr. Barbara "Bobbi" Kurshan, executive director of academic innovation and senior fellow at GSE. "We want to continue to learn from people who had been in the ed tech space for twenty years. That's been valuable, and we hope to cultivate those relationships, " says Ryan Haynes. He and fellow Osmosis founder Shiv Gaglani, both Johns Hopkins University medical students, won the $25,000 First Prize from the Milken Family Foundation and The American Public University System Prize for Innovation in Online Education, also $25,000.

"GSE's professors and researchers are doing a lot of important research in education," says Birg. "Work with GSE entrepreneurs, " says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School. "It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School. "It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School. "It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School. "It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School.

According to Ihrig, the new program, like the EPBC and VOLT, provides a vital connection between research and practice in education. Start-ups in the EBPC, teachers using online platforms, and the budding entrepreneurs of the M.S.Ed. program all seek to help students benefit from the latest research in education. As a world-class education research school, GSE is uniquely positioned to help them do just that.

"GSE’s professors and researchers are doing a lot of important research in education," says Birg. "With this new entrepreneurship program launching this fall will give innovators the tools to make their ideas a reality. The two-year, executive-style program is designed for working professionals and offers academic study and practical coursework at the intersection of education, business, and entrepreneurship.

"We have some really wonderful connections with both national and local education organizations and businesses," says Dr. Jenny Zapf, who has joined GSE as director of the program. "Through those networks, we'll have opportunities for students to work in innovative environments at a pretty high level." Zapf’s more than twenty-five years in education include management, entrepreneurial, and academic experience, most recently in the role of chief operating officer for a nationally recognized educational nonprofit, the Intersegmental Center at Temple University.

"It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School. "It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School. "It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School. "It's a one-of-a-kind degree in that it focuses on education entrepreneurs," says Dr. Martin Ihrig, practice associate professor at GSE and adjunct associate professor at the Wharton School.
A Legacy of Giving Back

Allison Weiss Brady’s father, George A. Weiss, W’65, established Say Yes to Education, Inc. in 1997 to improve high school and graduation rates in urban areas, starting with 112 students at Belmont Elementary School in West Philadelphia. Determined to teach his own daughters the value of giving back to one’s community, Weiss encouraged them to volunteer with Say Yes when they were teenagers. Today, Brady is still involved in educational and other causes, including serving on the boards of the National Association to Protect Children, which works to protect children from physical, sexual, and emotional abuse.

“Seeing both of my daughters continue our family’s legacy of helping others is the ultimate satisfaction,” says George Weiss, who has given Say Yes money to reach more than 60,000 students.

You and your family have a tremendous legacy of supporting Penn, including through scholarship aid for the University and GSE. Why do you believe it is important to support scholarships? A student could have great gifts to bring to Penn, but if he or she can’t afford an education, that potential may never be shared with the world. That is why the scholarships supported by generous donors, including my sister, Debbie Weiss, C’89, and my husband, Chip Brady, C’94, W’94, are so important.

My husband and I established the Weiss Brady Family Scholarship at GSE to help the school attract, recruit, and train the most qualified and passionate students and to help those students afford a Penn education. I view it as bringing Say Yes’s work with urban students full circle by helping to provide great teachers for urban schools.

Penn GSE is celebrating its Centennial. What are you most proud of in Penn GSE’s first 100 years, and what do you hope for the next 100? As an Overseer, I’m most proud of the extraordinary job that I’ve seen Dean Andy Porter, the board members, the faculty, students, and staff do, and how that commitment to excellence has been reflected in GSE’s rise in the national rankings. I’m looking forward to the School’s continued success and growth as it enters its second century.

ALLISON WEISS BRADY, C’93, ON EDUCATION FOR LIFE

“I endowed the dean’s position to send a strong message about my belief in education and Penn GSE, and my excitement about the School’s growth,” Weiss says. “My professors and fellow students at Penn were like a second family to me. When I have the opportunity to give back to this great university, I take it.”

“Seeing both of my daughters continue our family’s legacy of helping others is the ultimate satisfaction.”
Alumni Notes

1950s
Lorraine Fairstein Radeloff Winsor, GED’55, is still working at 88 years old and loving it. She is a doctor of psychology, specializing in EMDR and cognitive behavioral therapy. In addition to maintaining her private practice, for twelve years she worked with the public defender’s office and the court system of Broward County, FL.

1960s
Robert A. Buie, GED’69, recently retired from his part-time consulting job and is now taking it easy with his grandchildren. He sends regards to all of his fellow alumni.

Sandra Lotz Fisher, CW’64, GED’67 teaches a professional development seminar at the International Summer School at the University of Oslo, Norway. In 2006 she founded the Norway International Network, a social and professional networking organization for foreign-born children. He sends regards to all of his fellow alumni.

1970s
Craig E. Burgess, GED’71, retired from teaching in 1994. Since then, he has served as community liaison to the U.S. Navy for students in the Project Memorial Foundation at Audubon High School. His alma mater. He has also served on the board of the Gloucester City Cultural Arts and Heritage Society and received a civilian humanitarian award from the Vietnam Veterans of America.

Lynn Fuchs, GED’73, and her husband, Doug Fuchs, received the Distinguished Contributions to Research in Education Award at the 2014 annual meeting of the American Educational Research Association. The award’s purpose “is to recognize, motivate, encourage, and suggest models for educational research at its best.”

1980s
Robin Brown, GED’86, is the director of adult partial care services at NewYork Behavioral Health Care in New Jersey. She continues to provide art therapy services for her adult clients, as well as clinical supervision for associate counselors.

Lynda A. Cook, GRD’88, has retired from her career in public education that began in 1971. After serving at the local, state and federal levels, she now paints pet portraits and donates a portion of her earnings to various animal rescue groups. She can be contacted at koek89@comcast.net.

Sunhye Hwang, GR’89, was elected the eighteenth president of Soekmyung Women’s University in Seoul, Korea, in 2012. The university is the first private institute for women’s education in Korea. It was founded by the Chosun Dynasty in 1906 and recently celebrated its 108th anniversary.


1990s
John Bernhart, C’89, GED’90, created the website www.politicalfolkmusic.org for the preservation of working-class music. The website provides sheet music PDFs and sing-along KAR files to keep the music in the repertoires of living musicians.

Paul Thomas Bole, GED’95, is celebrating his tenth year as a faculty member at The University of New Orleans, College of Education and Human Development, where he serves as an associate professor.

Robin Dasher-Alston, GR’91, works at Cooley LLP as senior advisor for accreditation services and provides consultation services to colleges, universities, and other educational providers concerning higher education regulatory issues, with a special focus on accreditation.

Sarah Burgess Gregorian, GED’98, is working at Boston College Law School after a long break from the working world. She would love to hear from any of her classmates, especially those in the Boston area.

Lena Adams Kim, GED’97, G’99, is an outreach coordinator for community involvement at the U.S. Environmental Protection Agency. In this role, she is working with immigrant community leaders to develop and manage a citywide sustainability pilot called “Feed the Barrel, Fuel Philly,” which helps Philadelphia residents to recycle cooking oil.

Winifred Lloyd Lender, GED’91, GRD’95, is a licensed psychologist with a private practice in Santa Barbara, CA. She recently published a book, A Practical Guide to Parenting in the Digital Age: How to Nurture Safe, Balanced and Connected Children and Teens.

Mellinee Lesley, GR’98, was recently appointed to the position of program coordinator in the Language and Literacy program and promoted to professor at Texas Tech University.

Sue Rocco, GED’92, and her husband are enjoying the fruits of homeschooling their five children. She reports that the highlight of last year was a summer field trip to Paris, Vienna, and Eastern Slovakia.

Thomas Wilfrid, GRD’93, is executive director of the Charlotte W. Newcombe Foundation based in Princeton, NJ.

He took on this role in 2007 after retiring as vice president for academic affairs at New Jersey’s Mercer County Community College.

2000s
Rebecca Breitmaier, GED’02, has taught special education, been a school counselor, and become certified as a professional life coach since graduating from Penn GSE. She is a Marine Corps spouse and has two children.

Ted Cross, GED’07, has been promoted to director of the Office of Dissertations at Grand Canyon University in Phoenix, AZ. In this role he will oversee 1,200 doctoral learners, their committees, and a team of assistant professors who review dissertations.

Sophia Li Ferry, W’02, GED’03, would love to hear from her Secondary Education Class of 2003 Cohort! She can be reached at sophia.l.ferry@upenn.edu.

Natalie Wagner Fierro, GED’09, and her husband founded the Institute for Student Health (ISH) in 2011. The nonprofit works with the Washington, DC, mayor’s Office on Latino Affairs to lead after-school programs and community workshops. In addition to working with the ISH, Natalie teaches at a DC public charter school.

Matthew V. O’Malley, GED’95, received his Ph.D. in higher and post-secondary education from New York University.

Ty Furman, GRD’00, was appointed the managing director of the newly created BU Arts Initiative at Boston University in December 2011. In this role, he works to raise the visibility of and build student engagement in the arts at Boston University.

Jerry Jellig, GRD’09, serves and leads South Brunswick School District, a diverse and high-achieving district with 13,000 students in K-12 at ten schools. He is a lecturer at Penn GSE.

Tracy Ellen Kamens, GED’00, GRD’04, rebranded and relaunched her wine education business in fall 2013 to reflect her focus on training members of the trade. She serves as an ambassador for the Crus Bourgeois category of Bordeaux wines and the first membership director for the French Wine Society and writes for online publications, including her blog, www.ItsAWinefulLife.com.

During their retreat this summer, members of the Penn GSE Education Alumni Association (EAA) Board visited Penn GSE a happy 100th birthday in honor of the School’s Centennial. Front row, from left to right: Dominika Strzelczak, GED’14, Dominique Aubry, GED’10, Jeffrey Berger, GR’91, Stephanie Rabile, GED’07, Robin Pick Marks, GED’07, Sandra Burggraf-Fahle, GED’11, Nile Li, GED’14, Brit- tany Muschal, GED’04, Susan Ivars, GED’14, Sophie Li Ferry, W’02, GED’03, and Patricia Louison Grant, GED’01, GRD’04. Back row, left to right: Brandi Durkin, GED’11, Lionel Anderson, CO’4, GED’07, Matthew V. O’Malley, GED’95, Marcus Wright, GED’14, Melinda Stellacci, GED’14, Eleanor Fogarty, GRD’08, Lauren Davis, GED’10, Jordan Tegtmeyer, GED’08, Christine Golli, GRD’13, and James Kingham, GED’09. Photo by JFG Photography.

Awarded at the 2014 annual meeting of the American Educational Research Association. The award’s purpose “is to recognize, motivate, encourage, and suggest models for educational research at its best.”
Margery Staman Miller, GED’68, GRD’76

“I am especially proud of my Penn GSE education and the program and individuals that shaped who I have been and who I continue to be as a reading educator. I had wonderful models and wonderful training to build on for a lifetime in education.”

—Margery Saman Miller, GED’68, GRD’76

Margery has included Penn GSE and its programs in her estate planning. You can join her in making a lasting impact on education. Learn about planned giving to Penn GSE and becoming a member of the William B. Castetter Circle. Visit www.gse.upenn.edu/giftplanning or call 215.573.6623.

Ted Kuciauskas II, GED’07, was recently appointed director of institutional research and effectiveness at Governors State University in University Park, IL. This public, two-year, upper-level university recently began offering a traditional four-year undergraduate residential education experience.

Samuel Michael Lemon, GRD’07, authored Go Stand Upon the Rock, a Civil War-era novel based on events in the lives of his maternal ancestors, once runaway slaves from Virginia. The novel is based on stories handed down by his late grandmother and supporting historical and genealogical research that served as the basis of his dissertation.

Brittany Maschal, GED’06, will be heading up the new Greatness@GT, office of College Prep 360. For over fourteen years, College Prep 360 has worked in the greater New York City area to advise high school students and their families on all aspects of the college application process.

Charis Lauren Price, GED’05, is a Ph.D. candidate in the Department of Special Education at The University of Illinois at Urbana-Champaign. Her current research focuses on using scripted stories to reduce challenging behavior and increase the use of replacement skills in young children.

Maneesha Sane, GED’01, is a self-employed software and database developer who teaches technology workshops to children and adults. She is the mother of a very active toddler and lives in northwest Philadelphia.

Beverly Socher-Lerner, GED’09, recently opened a Jewish afterschool enrichment program, Makom Community, which integrates daily afterschool, camp, and family learning experiences to make Jewish ideas, text, and values an integral part of daily life.

Jeanine M. Staples GRD’05, a sociocultural literacist, was recently nominated as a 2014 TEDx speaker at the Pennsylvania State University. Her talk, “How to Die Peacefully,” explained how we die all day long throughout our lives, and how we can facilitate peaceful deaths thereby living peacefully, with courage, unconditional love, and authority, from the inside out.

Kelly M. Thompson, GRD’08, was appointed the 26th president of Culver-Stockton College in Canton, MO. She is the first woman to lead the college in the school’s 161-year history.

Kelly M. Thompson, GRD’08

The School of Education offered the annual Cultural Olympics from 1936 to 1954 to stimulate public interest in the fine arts. Pictured: Attendees at the event in 1941.

Jill Vizza, GED’09, is a third-grade teacher in Springfield Township School District’s Einderen Elementary School in Montgomery County, PA, and is pursuing an Ed D. in educational administration from Temple University.

Michael Steven Williams, GED’08, earned a Ph.D. in higher education and student affairs from The Ohio State University in the School of Education and Human Ecology. He began working as an assistant professor in the School of Public Affairs at Baruch College in August 2014.

Martha Wagor Wright, C’80, GR’02, and her family have lived in the Karamoja region of Uganda since 2000, working with the Presbyterian church on education, health, agriculture, and appropriate energy projects. Wright’s various pursuits include establishing the Karamoja Education Outreach for local children and serving as a consultant to USA-United States Student Health and Reading Program.

2010s

Porschevoy Brice, GED’13, moved to Fishang, South Korea, where she started a training institution to teach children skills such as critical and creative thinking.

James Eggers, GED’14, teaches at the Leysin American School in Switzerland and runs Foster Skills, a nonprofit that seeks to empower youth in foster care. Foster Skills is in the process of launching a pilot workforce development program to make youth more competitive in the job market.

Janet Gao, GED’11, joined Drexel University in 2013 as the assistant director for the International Students and Scholars Services Office, where she is responsible for advising and programming for international students, scholars, staff, and faculty in regard to their immigration, cultural, and academic concerns.

Tyrah “Ty” Hodge, GED’13, works at the Inspiration Academy in Los Angeles, CA, as an English language/literacy specialist. In this role, she helps English language learners and ESL students transition to life in America.

↑ The School of Education offered the annual Cultural Olympics from 1936 to 1954 to stimulate public interest in the fine arts. Pictured: Attendees at the event in 1941.

↑ A new building for the Graduate School of Education was completed at 3700 Walnut Street in 1986. Pictured: The building as envisioned by architects.

↑ The School of Education offered the annual Cultural Olympics from 1936 to 1954 to stimulate public interest in the fine arts. Pictured: Attendees at the event in 1941.

↑ A new building for the Graduate School of Education was completed at 3700 Walnut Street in 1986. Pictured: The building as envisioned by architects.

↑ The School of Education offered the annual Cultural Olympics from 1936 to 1954 to stimulate public interest in the fine arts. Pictured: Attendees at the event in 1941.

↑ A new building for the Graduate School of Education was completed at 3700 Walnut Street in 1986. Pictured: The building as envisioned by architects.

↑ The School of Education offered the annual Cultural Olympics from 1936 to 1954 to stimulate public interest in the fine arts. Pictured: Attendees at the event in 1941.

↑ A new building for the Graduate School of Education was completed at 3700 Walnut Street in 1986. Pictured: The building as envisioned by architects.
The year Penn founded the School of Education (later to be known as Penn GSE), the world was undergoing major changes, and life was more than a little different than it is in 2014. In honor of our Centennial, take a trip in our time machine to 1914 and catch a glimpse of our birthday year.

Share with Penn GSE

Alumni Notes

Penn GSE wants to hear about all the different ways that passionate 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.

Centennial Stories

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.

Submissions have been edited due to space constraints and magazine style guidelines. Archival images courtesy of University of Pennsylvania Archives.
The Trustees of the University of Pennsylvania authorize "the organization of a separate School of Education" and authorize the Provost "to make arrangements for such a department and appoint a Dean" on June 8.

U.S. President Woodrow Wilson establishes the national Mother’s Day holiday, to be observed on the second Sunday of May.

Marcus Garvey founds the Universal Negro Improvement Association in Jamaica to create economic and political independence for blacks.

AT&T completes the first transcontinental telephone line, connecting New York to San Francisco.

Marcus Garvey founds the Universal Negro Improvement Association in Jamaica to create economic and political independence for blacks.

The Philadelphia Athletics are the American League champion but lose the World Series to the Miracle Boston Braves.

The Congressional Union for Woman Suffrage, led by Penn graduate Alice Paul, splits from the more conservative National American Woman Suffrage Association as both work to gain voting rights for women.

A typical salary for a public school teacher is $562 per year.

Penn GSE held its one-hundredth Commencement Ceremony on Saturday, May 17, at the historic Franklin Field. Renowned education researcher and reformer Dr. Anthony Bryk, president of the Carnegie Foundation for the Advancement of Teaching, delivered the Commencement address. The School conferred 667 degrees during 2013-2014.

Photos by Darryl W. Moran Photography.
Sometimes a little is a lot.

Microgiving @ Penn GSE champions the power of small gifts to make a big difference in the education community.

Now there’s another chance to do a lot (with a little from you).

Support GSE’s fall 2014 microgiving campaign: Penn AHEAD (Alliance for Higher Education and Democracy).

Visit www.gse.upenn.edu/microgiving